Wayne State University
Academic Program Review
Self-Study

Department of History
2021

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http://www.clas.wayne.edu/history

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EXECUTIVE SUMMARY

This self-study reveals an outstanding History Department, one that is accomplished, enthusiastic, passionate, and committed to its mission of research, teaching, and service. In recognition of the Department's excellence, the University and College have given research and teaching awards to more than two-thirds of its faculty in appreciation for their quality mentoring and innovative research. The faculty has excelled nationally and internationally, as shown in the sheer number of residential fellowships and awards, publications and citations, and public media engagements. In 2021, the well-regarded *U.S. News and World Report* annual survey for the first time ranked the Department among the top 100 (92 of 146) graduate history programs, a positive reflection of changes in degree completion and placement.

In the past two years, the Department has revised and updated its strategic plan to recognize the significant achievements of the past six years and the department's robust response to its last review. In those six years, it has taken on the challenges of the Dean's Strategy Report. It has nominated and successfully promoted several members of the faculty, including 8 newly promoted professors, 3 tenured associate professors, and a senior lecturer. The Department revised its undergraduate major and minor and scaffolded its curriculum; it updated its doctoral program and expanded and/or created new master's level programs, including a new public history program and additional dual-degree programs. In Fall 2021, it begins a pilot online dual master's program. The Department has further democratized governance; and it is addressing the imbalance of service assignments by revamping its bylaws, creating more equal distribution of assignments, streamlined committees, and clarified the role of the renamed Advisory (formerly Executive) Committee. The Department has renovated and improved some of its facilities and reorganized its space. It also hired a staff person to fill a vacant position in the past two years and a financial person (part-time) in 2015, both of whom have improved unit processes.

The History Department has been responsive to the demands for greater accountability in higher education. It has been a leader in the College of Liberal Arts and Sciences in establishing learning outcomes and assessment. It flexibly adapted to the new General Education requirements and adapted again by pivoting to online teaching during the public health crisis beginning in March 2020. The Department has established a strong record of student retention and has improved its time to degree and completion rates. The new chairperson (2015) improved Department communications and, with the support of a social media team, has increased the Department's public visibility and improved transparency. These developments have helped the department achieve its mission and strengthened its reputation as a leading unit in the university.

The Department continues to face the challenge of declining enrollments, a decline that began in 2009-2010 and continues, somewhat exacerbated by the covid-19 pandemic and the effects of the cyclical demographic decline of traditional college-age students. The emphasis, especially during the crisis, on more vocationally oriented degrees has led to a decline in history majors nation-wide. Imminent challenges include important losses from faculty retirements and potential losses if we are unable to hire replacement faculty owing to the university's structural deficit and reduction in the college budget. The decline in registered students has exacerbated budgetary cuts. Both undergraduate and graduate enrollments dropped significantly since 2009,

the former a reflection of declines throughout the College and demographic trends and the latter a reflection of national and state trends in graduate history education.

The Department is responding to these challenges. The work of our academic adviser continues to have an effect, even though she is now only 40% in our department. The department anticipates that in the near future we will see an increase in History majors and recovery of its enrollments, thereby recapturing its strong retention and graduation rates. Moreover, the department has successfully intensified its fund-raising efforts, improving upon its former success. Finally, the faculty continues to flourish as scholars and as teachers. The fundamentals of the Department remain strong. Our plan moving forward is to address the enrollment challenge and build on our long-term success.

STATEMENT ON THE IMPACT OF THE PANDEMIC

While the impact of the pandemic may be beyond the scope of the Academic Program Review, the ongoing public health crisis and its economic effects also are important to note. The global pandemic has resulted in specific losses in enrollments, majors, revenue, and affected the content, nature, and quality of our work as teachers, scholars, and members of the university community. Coincident with the state's stay-at-home order in March 2020, all faculty and staff moved to remote work and online teaching. The transition to new methods of instructional delivery was made rapidly over a two-week period, and the faculty responded well, aided by the Office of Teaching and Learning and our staff. The overwhelmingly online class/teaching schedule was again in place in the fall 2020 and winter 2021 semesters, with almost all faculty teaching online. In Fall 2021, with the changing public health environment, we have over 60% of our classes in person; our enrollments for the semester also have exceeded those of Fall 2020.

Organizing classes from the beginning as online (synchronous or asynchronous) courses has meant new challenges in technology but also in pedagogy, reorganizing or creating new course content, and new methods of delivery, from Big Blue Button to Zoom. Faculty responded quickly and efficiently by taking online workshops and attending seminars to learn new educational software, including, for some, more extensive use of Canvas, Teams, Zoom, Perusall, video production technology, and other online teaching tools. Courses have been revised to respond to the restrictions of online instruction but also to take advantage of new online tools. The transition has been time-consuming, yet it also strengthened the department's offerings and allowed us to launch a pilot online dual degree master's program.

Equally important, faculty research has been affected by the pandemic. The ban on university-supported travel, instituted in March 2020, coincided with the closure of libraries and archival repositories nationally and internationally. Combined with cancellation of national and international conferences, including the North American Labor History Conference in 2020 and annual research symposia, the crisis has shaped how we communicate about the past and somewhat limited our outreach. In response to these limits, the Otis-Reider Graduate Research Symposium and the Sterne-Lion Undergraduate Research Colloquium were moved to online platforms, with virtual awards ceremonies and twitter takeovers in 2020 and 2021.

For faculty, travel restrictions followed the cancellation of conference plans, transfers to online virtual talks and conferences, and the closure of libraries and research repositories central to historical research. Those on leave in from winter 2020 into fall 2021 were not able to utilize funds to conduct research and/or could not fully use research time and sabbatical leaves for travel. While we have continued to research and publish in academic and public forums, the public health crisis continues to place restrictions on the extent of research possible.

SECTION 1: DEPARTMENTAL OVERVIEW AND MISSION

1. **State the department's mission, goals, and objectives. How were these determined? How does the mission guide the unit's academic activities, strategic planning, and budgeting? How has program assessment data informed or changed the program's mission, strategic planning, and budgeting? How does the mission align with the University's mission and strategic plan?**

Department of History Mission Statement

In an ever more diverse and globalizing world, and in concert with the University's mission, the mission of the Department of History is:

- to maintain and develop a national and international reputation for excellence in interdisciplinary historical research and scholarship
- to teach undergraduate students historical perspectives that help them better understand the past and the fundamental research, analytical, and writing skills necessary to prepare them for a wide range of careers
- to prepare graduate students to succeed in a variety of career paths for which historical knowledge is relevant
- to engage in service that enables the Department to fulfill its research, teaching, and public missions to educate and communicate about the past

The Department of History's mission and goals are revised from its 2012 mission statement and in concert with its current Strategic Plan, which was developed in a deliberate process over a two-year period and approved in department meeting September 3, 2021. Its mission and strategic plan reflect the on-going commitment of the History faculty to our work of teaching, research, and service shaped in conversation with our professional organizations and in concert with the university's mission and 2016-2021 strategic plan "Distinctively Wayne State." As the university's new strategic plan is approved and our Academic Program Review completed, we will revisit the mission statement and strategic plan in response to the review in Winter 2022.

The department's mission guides the unit's academic activities, its strategic planning, and budgeting by prioritizing its goals in creating, revising, and implementing curriculum and programs at the undergraduate and graduate levels, supporting faculty research and professional development, and using our human and financial resources to further these activities.

a. How does the mission guide the unit's academic activities, strategic planning and budgeting?

The mission statement anchors the department's academic programs and activities, strategic planning, and budgeting in a number of ways.

Curriculum: Both the Undergraduate Committee and the Graduate Committee have been guided by the department's mission. In 2015-2016, the

Undergraduate Committee revised the requirements for the major and the minor, implemented its plan for a new undergraduate research course, “Historian’s Craft,” reviewed curricular learning goals and objectives based on the department’s mission statement and the last Academic Program Review. The Graduate Committee revised its programs beginning in 2015-2016 and continued with the assistance of the American Historical Association’s Career Diversity Implementation grant (2018-2020), which added new emphasis to skill acquisition, professional development, and career diversity. The Department’s mission statement not only shapes but also reflects the department’s commitment to enhancing and improving its curriculum, including new course offerings, support for research, and internship opportunities at both the undergraduate and graduate level. With respect to the graduate program, the mission statement has led the department to pursue a career diversity initiative, expanding our curriculum through the development of a master’s program in public history and two dual degree programs with the School of Information Science. We anticipate that the emphasis on career diversity will enhance student recruitment and placement.

Academic Activities: The mission statement has been the backbone of several of the department’s academic activities. For example, the department is remarkable for the number of awards it offers students that aim to promote their intellectual development and research skills. Our mission of promoting an actively engaged citizenry is well demonstrated by our close collaboration with other units on campus, particularly in the creation and maintenance of the Humanities Clinic (with the CLAS dean and other departments and the Graduate School), the Humanities Center, and the Center for the Study of Citizenship.

Strategic Planning: As mentioned, the department has been directly guided in its future planning by the goals reflected in the mission statement. For example, we prioritized two faculty positions to replace retiring faculty to maintain our current program strengths and address strategic areas of scholarship and teaching. We continue to gaps offer undergraduate and graduate majors a broad exposure to critical geographical areas of study and, given additional replacement hires, would prioritize two other hires in Asian and middle-eastern history. The Graduate Committee has similarly relied on the department’s mission in evaluating applicants for the graduate program to assure that their areas of study well match the department’s particular curricular strengths and to try to provide at least partial support for doctoral students and outstanding master’s candidates.

Budgeting: The department has budgeted its resources in accordance with its mission statement. We have been able to supplement our general funds with small subsidies from our research and development fund, largely to support research activities of faculty and students. To promote the department’s national and international reputation for excellence (not simply in our core areas but also more broadly), we have increased faculty funding and flexibility in the use of that funding for travel to professional conferences and archival research.

b. How does assessment guide department curriculum and academic activities?

Our assessment data has assisted in revising our general education courses and their learning outcomes and content; in enhancing our curriculum to include an

intermediate level research course for undergraduates to scaffold the major and to support the capstone junior-senior research seminar; in evaluating and augmenting curricular and pedagogical improvement and innovation; in modernizing and expanding our graduate program at the master's and doctoral level, including the inclusion of professional development and internship activities; and laying the groundwork for future program innovations.

c. Aligning University and Department Missions

The History Department has responded to and aligned itself with the university's mission "to create and advance knowledge, to prepare a diverse student body to thrive, and to positively impact local and global communities." It has aligned its work over the past six years and its strategic plan moving forward with the university's strategic plan. To achieve its mission and its vision, the University has identified these seven strategic focus areas:

Student Success

a. Retention

The Undergraduate Committee conducts regular curriculum reviews and plans future course offerings to enable students to complete their degrees within four to six years. Its recent (2018) revision of major and minor requirements and implementation of the mid-level Historian's Craft course are integral to encouraging and supporting student success in time to degree and degree completion. The department advisor also routinely contacts students and reminds instructors when students with an incomplete in a history course are nearing the year time limit to encourage the completion of all courses. The Academic Advisor and the Director of Undergraduate Studies provide majors with regular degree audits to enable students to better choose courses that align with degree requirements. Students who are on academic probation are required to file academic plans to chart their way back to a satisfactory grade-point average.

The Graduate Committee conducts regular curriculum reviews and plans future course offerings that will enable students to complete their degrees in a timely manner. It has taken on a new Career Diversity initiative (supported by its leadership of the NEH Next Generation Humanities PhD planning grant, the Humanities Clinic, and its American Historical Association Career Diversity grants) to strengthen and enhance its programming. It further engages in professional development activities for the range of its graduate programs. All graduate students (M.A., MAPH, dual degree, and Ph.D. programs) are required to file annual reviews in consultation with their advisor. Graduate student enrollment is tracked term-to-term, and students who are not enrolled are contacted by the Director of Graduate Studies and individual advisors.

b. Recruitment

The department reinforces the university and college mission of recruiting new students in substantive ways. First, the History Department was the founder and remains a participant in WSU's Advanced Placement Day (in hiatus during the

pandemic), an event which brings more than 1,000 high achieving high school students in the Detroit metropolitan area to campus. These students are given the opportunity to attend innovative lectures offered by faculty and to get a taste of the Wayne State experience. This activity is one of the university's means of recruiting top students. It is not, however, sufficient. We are revising our recruitment strategy to incorporate enhanced outreach and more student engagement.

The Director of Undergraduate Studies, the Academic Advisor, the Department Chair, and some individual faculty participate in student recruitment fairs, research events sponsored by the Office of Admissions and the College of Liberal Arts and Sciences, and Scholar Days. Additionally, the Academic Advisor contacts newly admitted students to establish early student engagement with the department and maintains these contacts, despite her increased advising load. The Director of Graduate Studies and individual faculty also engage in recruiting top-quality students to the master's and doctoral programs by participating in the graduate open houses and recruitment fairs sponsored by the Graduate School.

Teaching Excellence

The History Department continues to value and recognize the teaching skills of its faculty. The department boasts a high number of faculty who have been recognized formally for the excellence of their teaching, both at the college and university level. Our strategic plan emphasizes the hiring and retention of faculty who have great promise and achievement as teachers as well as scholars. The department further has developed a curriculum that is well aligned not only with our own mission statement and strategic plan, but also with those of the College and University and updated and revised its programs to enhance their goals.

Research

The department has succeeded in expanding its outreach in academic research and public scholarship. Over the past six years, the faculty has produced a remarkable range of high-quality scholarship. The faculty's professional records (in appendix) list a broad range of publications, presentations, invited lectures, and other scholarly activities that demonstrate this excellence. Several faculty have won awards and other recognitions for their scholarly achievement.

The department, moreover, has been extremely successful in its promotion and tenuring of new faculty with proven excellence in research and in supporting the research and promotion of mid-career professionals with strong research programs and publicly engaged scholarship.

Guided by the strategic plan, the department has redefined its primary areas of strength that inform its research as (1) social history (including labor and urban history); (2) gender, women's and family history, and (3) the history of politics and policy. Focusing on maintaining those strengths in the face of upcoming retirements will benefit both the department and the university. We are the home, for instance, of the Reuther Library Archive of Labor and Urban Affairs. Our

relationship to it and other research repositories (like the Detroit Public Library's Burton collection) rich in labor and urban history sources strengthens the reputation of the department and its recruitment of students. By creating core fields that intersect with other academic units, we contribute to the development of scholarly foci within the university. In addition to these concentrations, we have concomitantly developed strengths in the studies of:

a) Science, technology, and medicine (connections to public health and technology studies)
b) Environmental history (connections to environmental humanities)
c) Ethnicity, race, and nationalism (connections to African American, Asian, and Indigenous Studies and Global Studies)
d) Law, policy, and the constitution (connections to public policy and citizenship studies)
e) Social justice (connections to social movement studies)

As a result, the breadth of publication by the faculty has significantly expanded; and the department has developed vibrant interactions with other academic units on campus. Faculty are strongly encouraged to apply for external funding and assisted in developing grant and fellowship proposals, taking advantage of internal programs (through the Office for the Vice President of Research and the College) for peer review of applications, with marked success.

Finally, the department strengthens the university's research enterprise by hosting two major conferences. Now held bi-annually in the fall and currently in hiatus, the North American Labor History Conference has enhanced our reputation as one of the nation's leading labor history programs and our connection with the Reuther Archive for Labor and Urban Affairs. It has contributed to the University's national visibility and its international standing and provides faculty with opportunities to engage with other scholars in the field. In the spring, the Center for the Study of Citizenship organizes the leading conference in citizenship studies, in which the department is a core participant.

Diversity and Inclusion

The Department of History is committed to Diversity, Equity, and Inclusion and aims to weave these fully into the fabric of the Department. As the American Historical Association recently stated, "history must inform our actions as we work to create a more just society." The Department already has made significant steps to support diversity, equity, and inclusion, including hiring and retaining a diverse faculty, selecting the first female Chair in the Department's history, and seeking to recruit and support a more diverse body of majors.

Twenty percent of the faculty currently represents traditionally under-represented groups, and half of the faculty are women. These percentages will change with upcoming retirements. The commitment to diversity, equity, and inclusion, however, is exemplified by History faculty leaders in the Center for Latino/a and Latin American Studies, the Cohn-Haddow Center for Judaic Studies, and the Gender. Sexuality, and Women's Studies Program. The department

acknowledges that much more needs to be done going forward in hiring, student admissions, and faculty and student mentoring.

Both the university and the department are committed to improving their record on diversity and equity in the next hiring cycle. There are two challenges here. First, the extent to which the department will receive replacement positions for coming retirements will improve or further alter representation of underrepresented faculty; the second is that the most immediate of the retirements are, disproportionately female. Filling replacement positions will offer the department the first opportunity it has had in more than a decade to alter the profile of the department's faculty roster.

Entrepreneurship

The History Department supports the University's mission to become a hub of innovation,
not by directly contributing to new entrepreneurial activities directly but through course offerings, internships, and mentoring. Most importantly, historical analysis of the past is important to understanding the social, political, and economic dynamics of the present. Many of the department's course offerings thus are able to provide future entrepreneurs with research and analytical skills and to foster the innovative thinking that fuels private enterprises, non-profit organizations, and public-private partnerships. The Center for the Study of Citizenship has been a forum for thinking about corporate citizenship for entrepreneurs and privately held businesses.

Community Engagement

The department assists the university in providing community leadership and support in several ways. First, faculty play key roles in local, state, and professional organizations. A prime example are two faculty members, one of them recently retired, have played a leadership in the Latino/a community of metropolitan Detroit. Others play significant roles in the Jewish community. Second, faculty support a number of metropolitan organizations through providing academic expertise, presenting lectures or informal talks, and performing other support roles. Faculty have spoken at and collaborated with numerous public organizations, including the Charles H. Wright Museum of African American History, the Detroit Historical Museum, Detroit Public Library, Dearborn Public Library, French Canadian Heritage Society of Michigan, Holocaust Memorial Center, Michigan Council of Social Studies, and The Henry Ford
Museum. Faculty members are interviewed regularly in public media, including WDET (Detroit Public Radio), WUOM (Michigan Radio), and local and national newspapers and journals. Others have written articles published by the electronic journal, *The Conversation*, by individual blogs, or in various social media platforms.

Financial and Operational

The department strongly supports the University's focus on financial sustainability. It has actively solicited funding from alumni and other donors with the aim of providing the department increased funding to support undergraduate as well as graduate student research and professional development activities. Since the last review, the department has raised over $3 million in endowments, estate gifts, and annual giving. It has established additional endowed graduate research fellowships, one endowed undergraduate research fellowship, and, in the past five years, an undergraduate tuition scholarship. It has also adapted to new online learning modalities (even prior to the pandemic and more broadly since), acquired new software and training to effectively operate as a department, and found new ways to communicate, interaction, and function within the changing higher education environment.

2. Describe the governance, structure, and organization of your unit. Explain how it allows your unit to achieve its mission.

The governance of the department is directed by the Chairperson with the assistance of the Executive Committee and other standing committees.

The department's organizational structure was revised following the 2014-2015 Program Review with the subsequent revision of bylaws in Fall 2018. The most important change was the creation and operation of the Executive Committee, now called the Advisory Committee. As was intended, the Advisory Committee has served to foster leadership in the department and provide both insight and oversight of the Chair. It has provided the Chair with a committee with whom he/she could share information and request feedback on issues confronting the department. It has given faculty members responsibility for shared departmental governance and served to develop leadership skills that have benefited the department as a whole. We are generally pleased that this reorganization continues to improve the department's capacity to achieve its mission.

This system of governance is described below by outlining the duties of various governing positions, standing committees (including the Advisory Committee), and other committees. Governance in the Department was reviewed and streamlined in the 2018 bylaws revision.

Chairperson

The chairperson serves as the Chief Administrative Officer of the Department and, as such, is the primary person responsible for overseeing all its activities. The duties of the chairperson include, but are not limited to, the following activities:

- Chairs Department meetings
- Appoints chairs of all committees, except for the Personnel and Advisory Committees; sits ex officio on all committees; and serves as an active member of the Salary (chair, with vote), Personnel (without vote), Budget, Undergraduate, and Graduate Committees

- Appoints, in consultation with the Advisory Committee, the Directors of Graduate and Undergraduate Studies, who serve at the Chairperson's pleasure
- Serves as chief fund-raiser, manages donor relations, and serves as point of contact for Alumni Relations and Philanthropy
- Coordinates department communications, publications, and marketing
- Manages all department funds (general, research and development, endowments)
- Prepares course schedule
- Supervises academic and non-academic staff
- Represents the Department to university and college administration and to the public
- Addresses and decides student grievances, according to university policy
- Guides strategic planning
- Plays a leadership role in the appointment of new faculty
- Mentors faculty members in professional development and promotion and tenure

The Director of Graduate Studies

The Director of Graduate Studies (DGS) supervises the administration of the Department's graduate degree programs and other matters pertaining to graduate majors. The DGS presides over the Graduate Committee and serves ex officio on the Undergraduate Committee and the Advisory Committee.

Director of Undergraduate Studies

Director of Undergraduate Studies (DUS) supervises the administration of the Department's undergraduate degree program and other matters pertaining to undergraduate majors. The DUS presides over the Undergraduate Committee and serves ex officio on the Graduate Committee and Advisory Committee.

Standing Committees

The department's bylaws provide for six standing committees through which the regular work of the Department is conducted. The chairperson appoints members of four committees in consultation with the Director of Graduate Studies and the Director of Undergraduate Studies. Two are elected by faculty in accordance with articles IX and X of the bylaws. The four appointed committees include Advisory, Undergraduate, Graduate, and Assessment Committees; the two elected committees are Personnel and Salary.

1. The Advisory Committee (formerly Executive Committee) assists and advises the chairperson on all matters relating to the present or future teaching, curricular, research, and service missions of the department. It responds to the chairperson's requests for advice and assistance and has the authority to bring matters to the attention of the chairperson for deliberation, action, or referral to other university entities. The committee is particularly concerned with, but not limited to:

a) departmental procedure, mentoring of untenured faculty, curriculum and programming,
b) fund raising and finances, grievances and/or problems related to contract interpretation or
c) department-administration relations, course scheduling, and the drafting or rewriting of
d) policy for consideration by other departmental committees. Since the 2018 revision of the bylaws, the Advisory Committee also acts as the Budget Committee for the department.

2. The Graduate Committee reviews the department's graduate degree programs and events and makes recommendations to the Policy Committee. It also makes decisions on admissions to the graduate certificate, Master's, and Ph.D. programs; revisions to program requirements; fellowships and scholarships; graduate teaching assistantships; approval of new graduate course proposals and course alterations; and awards for graduate students.

3. The Undergraduate Committee reviews the department's undergraduate degree program and events and makes recommendations to the Executive. It makes decisions with respect to undergraduate major and minor requirements, new courses and course alterations, and awards for undergraduate majors; it conducts undergraduate course and program assessment.

4. The Assessment Committee conducts assessment activities for all Graduate and Undergraduate programs. Its work in relation to the undergraduate program will be to evaluate papers completed for relevant courses, using rubrics provided by the DUS. Its work in relation to the graduate program will be to evaluate, in a multi-year rotation determined by the graduate committee and using rubrics provided by that committee, the completed dissertations, theses, essays, and other assessment benchmarks provided by various graduate degree programs.

5. The Personnel Committee reviews and updates the faculty Tenure and Promotion Factors statement subject to departmental and administrative approval; coordinates annual faculty review and all promotion and tenure considerations, and provides recommendations to the Promotion and Tenure Committee. It reviews and provides recommendations to the faculty for all tenure-track and tenured faculty positions.

6. The Salary Committee deliberates on faculty merit salary increases and starting salaries for new faculty members and makes departmental recommendations to the college Merit Salary Review Committee.

Other Committees

1. The Election Committee conducts the election of members to department standing committees.

2. Promotion and Tenure Committee acts on recommendations of the Personnel Committee for promotions, tenure, and tenure-track appointments and reappointments. It consists of all faculty eligible by contract to vote on promotion and tenure at or below their rank.

3. Ad Hoc Committees. In addition to standing committees, from time-to-time issues arise that are best handled by appointing an ad hoc committee, with members either volunteers or appointed by the chair. Examples include Search Committees, which are appointed as necessary to conduct faculty searches when the department is so authorized by the College of Liberal Arts and Sciences and which make hiring recommendations to the Personnel Committee. Another example is the Bylaws Committee, which is convened as organizational changes arise.

Department of History Organizational Chart
History Department Organizational Chart, AY 2021-2022

Department Chair	**Specialization**	**Department Role and Other Assignments**
Elizabeth Faue 3089 FAB	Gender, Women's and Labor History; Modern United States; Memory Studies; Public History Supervises Humanities Clinic Coordinator	**All requests** for leave, sabbatical, grant applications, and questions for the college should be addressed first to the Chair, as well as requests for equipment and travel funds; class scheduling, merit salary, promotion and tenure, personnel matters; student grade appeals. When possible, action will be taken; where not, the chair will facilitate faculty requests and direct it to the next level for action. Career Diversity (co-PI). Items to go directly to the Chair: All financial requests and account queries; non-Dean's money travel or computer requests; computer software requests; all forms and requests that are directed to Dean's office.
Department Staff	**Title**	**Department Role**
Valerie Lamphear 3094 FAB (start date: 10/28/19)	Office Clerk II	Handles routine requests; Travel Wayne first approval; PTF. Items to go directly to Valerie: Classroom needs; AV orders; scheduling of rooms for special meetings; catering orders for department events (with Chair approval); mail and packages; items to be placed in the pick-up files; problems with office machines; PTF hires; summer stipends; student hires; requests for office supplies (to be approved by Chair); Travel Wayne requests (reviewed by Chair) and expense reports; parking.
Gayle McCreedy 3109 FAB	Academic Advisor II History and Anthropology	Undergraduate Advisor. Handles undergraduate recruitment, retention, degree production; UG paperwork and appeals for History and Anthropology. Items to go directly to Gayle: Graduate paperwork.
Fran Owczarek 3091 FAB	Current 40% time employee; reports to the Chair and works for Joe K.	Account reconciliation, balances, oversight; account transfers. NO items go directly to Fran without prior approval of the chair

Full-Time Faculty	Specialization	Department Role-Administration
Eric Ash 3121 FAB	Early Modern Europe Great Britain Environment, the State	
John Bukowczyk 3125 FAB	Modern United States Immigration/Ethnicity	On sabbatical leave Winter 2022
Jorge Chinea	Modern Latin America Caribbean, Puerto Rico	Director, Center for Latino/a and Latin American Studies; (25% history)
Liette Gidlow 3103 FAB	Modern United States Political History Women's and Gender	
Jennifer Hart 3119 FAB	Africa West Africa (Ghana) World History History of Technology	Coordinates department twitter account; History Comm Coordinator (pilot 2021-22)
Hans Hummer 3067 FAB	Medieval Europe Religious History Family History	
Paul Kershaw 3101 FAB	U.S. Foreign Relations History of Capitalism World History	
Marc Kruman 3155 FAB	19th C United States Political History Civil War and Reconstruction	Director, Center for the Study of Citizenship.
Janine Lanza 3115 FAB	Modern Europe Women's and Gender Early Modern France	Director of Undergraduate Studies. Handles all prospective and current undergraduate inquiries and paperwork; assessment, recruitment, awards, Phi Alpha Theta
Osumaka Likaka 3151 FAB	Africa East and Central Africa Colonialism	On sabbatical leave Fall 2021
Elizabeth Lublin 3095 FAB	Asia Japan Women's and Gender	
Howard Lupovitch 3139 FAB	Judaic Studies Modern Europe Urban History	Director, Cohn-Haddow Center for Judaic Studies (50% history); Chair, Advisory Committee
William Lynch 3161 FAB	Science, Technology Environment	
Karen Marrero 3145 FAB	Colonial North America Native American Women's and Gender	Alumni Advisory Board Chair
Tracy Neumann 3131 FAB	Modern United States Urban History Transnational History Public History	Director of Graduate Studies – Handles all prospective and current graduate student questions and paperwork; assessment, recruitment, admissions; awards; HGSA; Alumni Advisory Board and MAPH Alumni

		Advisory Board (chair); grad student listserv; Director of Internships and Public History
Andrew Port 3137 FAB	Modern Europe Germany Human Rights Memory Studies	On sabbatical leave Winter 2022
Aaron Retish 3107 FAB	World History Modern Europe Russia	Co-Editor, *Revolutionary Russia* (semi-annual)
Marsha Richmond 3163 FAB	History of Science, Medicine, Environment Women's and Gender	Co-Editor, *Journal of the History of Biology* (quarterly); not teaching (phased retirement) Winter 2022
Sylvia Taschka 3097 FAB	World History Germany	World History Coordinator (pilot 2021-2022)
Sandra Van Burkleo 3133 FAB	United States Constitutional History Women's and Gender	Teaching half-time, phased retirement, beginning Fall 2021
Kidada Williams 3069 FAB	United States African American History of Violence Legal History	Edits department website and department newsletter; Alumni Advisory Board member
Affiliated Scholars		
Christine Cook	Modern US, Gender	PTF Faculty and PhD candidate, 3082 FAB
Frank Booth Lynda Litogot Maria Wendeln	US History World History Gender and Women's	PTF faculty assigned rooms 3080 FAB

Graduate Teaching Assistants/Fellows	**Assignment**	**Department Role/Office**
D'Arcy Cook	GTA	3082 FAB
Rochelle Danquah	KCP Fellow	3080 FAB
Brandon Dean	GTA	3113 FAB
Alex Fleet	GTA	3074 FAB
James McQuaid	Rumble ABD Fellow	3131 FAB
Sean O'Brien	GTA	3074 FAB
John Popiel	GTA	3113 FAB
Katie Parks	GTA	3080 FAB
Rebecca Phoenix	History Comm intern	3043 FAB
TBA	Humanities Clinic coordinator	
Undergraduate Orgs		
TBA	History Club Chair	Undergraduate History Club
TBA	Museum Studies Club	Museum Studies Club (Department Home)
Student Assistants	**Assignment**	**Department Role**
Currently open	Main Office	Answer phones, run errands, assists with other tasks as assigned by Valerie Lamphear

College of Arts and Sciences Dean Stephanie Hartwell (Dean's Office: 2155 Old Main)

Kenneth Jackson	Heather Dillaway	Claudio Verani
Associate Dean	Associate Dean	Associate Dean
Faculty Affairs	Curriculum, Programs	Research, IT
Graduate Officer	Advising, Assessment	Special Projects

Joe Kieleszewski (Joe K), College Business Manager (Kim Mason, assisting)

CLAS Student Services Office (CLAS degree certification, MA paperwork and degree certification)

Elizabeth Stone-Hall, assistant to Associate Dean Jackson (student services)

Tom Heft, Dean's Office and C&IT (assists in computer hardware and software issues)

Graduate School (5057 Woodward, 11th Floor)

Dean Amanda Bryant-Friedrich
Associate Dean Jeff Pruchnic (PhD Office and Student Affairs and Services)
Karen Schramm, administrative officer, PhD Office (All paperwork on PhD students and MA theses)

3. Describe how your unit interacts with other university units or similar units in other universities.

Members of the History Department interact with colleagues in other departments at Wayne State and with those at other universities and national and international academic and nonacademic communities in a host of ways. Within the university, faculty regularly participate in joint degree programs, act as directors of other programs, serve in cross-disciplinary university positions, and take part in a variety of administrative and academic activities, collaborative efforts, and cooperative arrangements. In interacting with other universities, faculty serve in such capacities as committee members and officers of national professional societies and organizations and as editors of professional journals and book series. They contribute to the world of scholarship through reviewing tenure and promotion cases, book manuscripts for academic presses and article manuscripts for journals, and a variety of other forms of collaborative efforts.

We have itemized some of these interactions to highlight the wide and diverse array of exchanges faculty have with different units inside and outside the University.

1) Wayne State University Academic Programs
   a) The Department of History participates in joint degree programs:
   b) Joint M.A./J.D. program with the Law School
   c) Joint M.A./M.L.I.S with the School of Information Science (SIS)
   d) Joint M.A./MA in Public History with SIS
   e) Graduate Certificate in Archival Administration with SIS

2) Directors of Programs
   a) Jorge Chinea serves as Director of the Center for Latino/a and Latin American Studies
   b) Marc Kruman serves as Director of the Center for the Study of Citizenship
   c) Howard Lupovitch serves as Director of the Cohn-Haddow Center for Judaic Studies
   d) Janine Lanza served as Director of the Gender, Sexuality, and Women's Studies Program between 2015 and 2020

3) History Department faculty serve in important interdisciplinary university and college units, including:

   a) Academic Senate
   b) Asian Studies
   c) Cohn-Haddow Center for Judaic Studies Board
   d) Faculty Council, College of Liberal Arts and Sciences
   e) Gender, Sexuality and Women's Studies Advisory Board
   f) General Education Oversight Committee
   g) Graduate Council
   h) Honors Program
   i) Humanities Center Advisory Board
   j) Internship Committee
   k) Promotion and Tenure Committee, College of Liberal Arts and Sciences
   l) Recruitment Committee (CLAS)
   m) Review Committees, Office for Vice President for Research
   n) Sabbatical Committee
   o) University Research Grant Committee
   p) University and College Curriculum Committees
   q) Wayne State University Press Editorial Board

4) Other university collaborative/cooperative arrangements

   a) Humanities Center:
      i) Faculty serve as coordinators, co-founders, and members of working groups, including the Group for Early Modern Studies; and the Working Group on Science and Society
      ii) Faculty are regular contributors to Humanities Center colloquia, Brown Bag lectures, and conferences

   b) Interaction with other Universities/Institutions

      i) Faculty serve as officers or on committees of national and international professional societies and organizations, and as editor or on the editorial boards of journals.
      ii) Faculty have participated as members and chair of the College of Liberal Arts and Sciences committee that received and implemented the NEH Next Generation Humanities PhD planning grant. The department chairperson served as PI for the grant. Faculty also participated in two American Historical Association Career Diversity Grants. Both of these initiatives brought faculty into collaborative arrangements with other universities and departments to

improve graduate programs, professional development, and placement for doctoral and master's students.

4. **How is program assessment structured and carried out? Who participates? Who is responsible for ensuring that assessment is carried out and is of sufficient quality for making programmatic decisions?**

   Program assessment is carried out through the Undergraduate, Graduate, and Assessment Committees. Directors of Undergraduate Studies and Graduate Studies develop rubrics in consultation with the university's assessment officer and in collaboration with their respective committees. Committee members and other department faculty evaluate materials for assessment. General education courses are also evaluated by faculty. The directors (DUS and DGS) are responsible for assessment and act in concert with the department chairperson, the Advisory Committee, and the Assessment Committee to ensure quality assessment guides programmatic decisions.

5. **Departmental ranking:**

   a. **Was your department nationally ranked at the time of the last review?**

      We do not have a national ranking for 2014. In 2010, the NRC released rankings for research productivity from its 2006 study, in which the History Department was ranked in the second tier for research, only one of three departments at Wayne State to receive that designation. We were not included in the top 100 of History Departments until 2021

   b. **Is your department currently ranked?**
      i. Yes.
   c. **Through what organization was the department ranked?**
      i. U.S. News & World Report
   d. **What was the ranking (rank/number)?**
      i. 92/146

         At 92 of 146 ranked History programs, the Department broke into the top 100 in 2021.

SECTION 2: FACULTY

1. **Please provide a roster of the unit's full-time faculty, both tenure and non-tenure track. Please indicate whether the faculty member has graduate faculty status. Provide curricula vitae for all full-time faculty as an appendix.**

2. Name	Title	Tenure Track	Graduate Faculty Status
Ash, Eric	Professor	YES	YES
Bukowczyk, John	Professor	YES	YES
Chinea, Jorge	Professor	YES	YES
Faue, Elizabeth	Professor, Chair	YES	YES
Gidlow, Liette	Professor	YES	YES
Hart, Jennifer	Associate Professor	YES	YES
Hummer, Hans	Professor	YES	YES
Kershaw, Paul	Assistant Professor	YES	YES
Kruman, Marc	Professor	YES	NO
Lanza, Janine	Associate Professor	YES	YES
Likaka, Osumaka	Associate Professor	YES	NO
Lublin, Elizabeth	Associate Professor	YES	YES
Lupovitch, Howard	Associate Professor	YES	YES
Lynch, William T.	Professor	YES	YES
Marrero, Karen	Associate Professor	YES	YES
Neumann, Tracy	Associate Professor	YES	YES
Port, Andrew	Professor	YES	YES
Retish, Aaron	Associate Professor	YES	YES
Richmond, Marsha	Professor	YES	YES
Taschka, Sylvia	Senior Lecturer*	NO	NO
VanBurkleo, Sandra	Professor	YES	NO
Williams, Kidada E.	Associate Professor	YES	YES

*Title will change with new AAUP-AFT Contract.

3. Describe the practices, policies, goals, and achievements with regard to faculty:

a. Recruitment

Prior to the 2014-2015 Self-Study, the History Department had recruited successfully in its major areas of specialization—social (labor and urban history), in gender, women's and family history; and in the history of politics and policy. In these fields, it continues to maintain and augment its national and international standing through the research of faculty and its students. The department also has benefited by the inclusion and/or hiring of faculty in the history of science, technology, and the environment and in geographical and temporal fields that are the basis of its broad and diverse curriculum. These faculty members also have enhanced the department's national and international reputation. More recently, despite retirements, the department has been able to hire only one historian (in 2018), whose expertise in the history of capitalism and US foreign relations has filled a long vacant gap in the area and, in doing so, strengthened its offerings in the core US history field.

b. Retention

From 2014 to 2017, the department lost three full-time tenured faculty members—two have retired, and a third left academic employment. Offset in part by two outstanding hires (one in early North American history and the other in US and the World), the Department of History now numbers 22, including a non-tenure-track senior lecturer. Apart from the academic job market, and the strong scholarly records of our mid-career faculty, the most significant challenge that the department faces will be retirements that are likely to occur in the next five to seven years. The stability of the department's roster, however, reflects its success in retaining, tenuring, and promoting faculty.

c. Mentoring

The Personnel Committee oversees the mentoring program for junior faculty members, a responsibility we have written into the department bylaws. The junior faculty member, the department chair, and members of the Personnel Committee collectively determine whether a junior person should be assigned one or two mentors and who the mentor(s) should be. Each year, the mentor is required to file a report about the work she or he has carried out in mentoring the junior faculty member. This program has nurtured strong mentoring relationships. The Office of the Vice President for Research supports the efforts of senior faculty who mentor junior faculty, and several history faculty have participated in this program.

At our last program review, evaluators noted the extended years in rank of some associate professors and suggested measures to encourage mid-career mentoring and professional development. The department chair now plays a new role in the mentoring mid-career faculty and meets regularly with faculty members at the rank of lecturer, assistant professor, and associate professor to discuss professional development and schedule for promotion.

d. Evaluation of teaching

The department evaluates teaching performance based on a number of different criteria. These include classroom visits; post-visit discussions; review of teaching portfolios; and evaluation of teaching projects such as collaboration with a variety of public-history institutions. In addition, annual merit reviews include using the university's Student Evaluation of Teaching (SET) reports, which provide an indication of student perception of the quality of an instructor's teaching. The department is committed to the process of peer review of teaching as is the university as a whole. The Department approved the Executive Committee's proposed bylaw with procedures for evaluating teaching. The university's process for peer review of teaching committee cited the History Department's plan as helping to shape the new university plan. Peer review of teaching is outlined in Article XI of the History Department bylaws (below):

Article XI: Peer Review of Teaching

Section 1: Purpose

In compliance with Article XXIX of the AAUP-AFT contract, faculty in the Department of History shall establish a process for the peer review of teaching. The purpose of the peer review process shall be to support the professional development and teaching effectiveness of faculty and thus to enhance student success. The evaluations therefore should be considered formative, not summative, wherein formative evaluations assist the faculty member being evaluated in improving classroom teaching, while summative evaluations are often incorporated into such formal evaluation processes as merit salary reviews, annual evaluations, or evaluations for tenure and/or promotion.

Section 2: Procedures

Under the peer review process, at least once every three years each faculty member shall invite a faculty peer to conduct a peer review of his or her teaching. The peer review shall consist of a review of course syllabi and supplemental course material, classroom observation, and any other review activities the reviewer and reviewee together deem necessary. Within a week of the classroom observation, the peer reviewer shall deliver to the reviewee, orally or in writing, comments on the reviewee's teaching.

Faculty may make use of any evaluative rubrics or guidelines that both the reviewer and reviewee deem appropriate and useful in assisting the review process, but the actual reviewer observations resulting from the review are intended to be qualitative, rather than quantitative or quantifiable, in both form and in content. As part of the peer review process, reviewer and reviewee shall meet to discuss the reviewer's comments after the classroom observation.

Section 3: Formative Evaluations

The formative evaluations provided by the faculty reviewer are confidential between the faculty member being reviewed and the peer reviewer. This shall not

preclude faculty members, on an entirely voluntary basis, from including separate teaching evaluations or recommendations from faculty peers who, under this article, have reviewed their teaching and presenting said separate evaluations or recommendations as part of their promotion-and/or-tenure portfolios or other summative teaching- evaluation processes.

e. Diversity

The Department is a diverse unit with a record comparable to or more diverse than other departments in the College of Liberal Arts and Sciences. This development is relatively recent. As late as 1999, the History faculty had only four women. There is now an even division between women and men (11 women and 11 men); and in 2015, the first woman department chair was appointed. Two faculty members are African Americans, and two are Latinos/as, a slight decline from the last APR with the recent retirement of a Latinx colleague. Underrepresented groups together comprise about 20 percent of the total; slightly more than 80% of the faculty, however, is white. This, historically, is the result of practices within higher education and our own department and university.

Both the university and the department are committed to improving their record on diversity and equity in the next hiring cycle. There are two challenges here. First, the extent to which the department will receive replacement positions for coming retirements will improve or further alter representation of underrepresented faculty; the second is that the most immediate of the retirements are, disproportionately female, including the only LGBTQ member of our faculty. Filling replacement positions will offer the department the first opportunity it has had in more than a decade to alter the profile of the department's faculty roster.

f. **Tenure and promotion**

The department has been extremely successful in the areas of tenure and promotion. Since the time of our last program review, we have nominated three tenure-track faculty and secured tenure and promotion to the rank of associate professor. We also have been successful in obtaining promotion for our non-tenure-track lecturer. These cases all succeeded in part due to the support and work of the department chair, personnel committee, and staff, who take great care in mentoring junior faculty, supporting faculty research, and constructing cases for the college and university P&T committees.

The last program review targeted as one of the department's challenges the number of mid-career faculty, some of whom had spent a long time in rank. Since 2016, the department has successfully launched eight faculty cases for promotion to full professor, which has increased by a factor of nearly four the number of full professors on faculty. Modifying and clarifying P&T factors to recognize scholarship across a broader spectrum and to outline an article path for terminal promotion played a central role in this change, but so too did the scholarly productivity, teaching excellence, and service of associate professors, a

productivity reflected in our national and international reputation as a center for academic scholarship and public-facing history.

4. How many faculty does the department expect to recruit in the next 7 years (assume retirements, empty lines, etc)?

The department expects that it will likely see from five to seven faculty retire in the next seven years. These faculty represent more than half the faculty teaching in United States history, the History Department's major geographic specialization at the graduate level and an important field in the undergraduate major. All three of the likely first retirements are also historians of women and gender. The loss of these faculty will have an impact on the reputation and programs of the department, as well as altering the diversity of department faculty. We would hope to see replacement of at least 1 in 2 retiring faculty, with a total of at least 3-4 potential hires in the next seven years.

In its Strategic Plan, the History Department prioritizes replacement hires in US labor and working class history and in history of medicine and/or public health, with a preference for historians of Detroit. Beyond that, nineteenth century/early U.S. history (with specializations in gender and politics or the law) would maintain our strength in these areas. Finally, the department would like to see replacement positions in the history of China and the Middle East or middle-eastern immigration. While it cannot know the budgetary constraints or enrollment patterns that might guarantee these replacements, it hopes to see strategic hires that maintain the department's central programs, especially as a large cohort of senior faculty begins to retire. (See the department's Strategic Plan, Appendix).

5. Describe the challenges the department faces in recruiting and retaining high quality faculty.

The department faces challenges due to cuts in recruiting new faculty caused by the series of cuts in the university and college budgets since 2001. When engaged in searches, our strong faculty and our engaged student body has been a great lure for outstanding job candidates. The biggest challenge remains funding for positions so that the department can conduct searches, especially in replacing retiring faculty, not whether it can hire high-quality faculty.

6. How do you expect these challenges to change in the next 7 years?

The constraints on both hiring and retention are shaped by fiscal policy at the state level and the level of enrollments both in the History Department and in the university as a whole. We believe that the slow cessation of the Covid-19 pandemic will improve our course enrollments and, by year's end, the number of majors. Our master's programs continue to draw, and the addition of a pilot online dual degree program is likely to improve our enrollments at the graduate level. The History Department is, however, unable to predict the future in more specific ways. Certainly, the decline of traditional college-age population in southeast Michigan has had an impact on our enrollments and the number of majors, which in turn affects hiring and retention. The Department believes that Detroit, because of promising recent (pre-pandemic) development, will

continue to be an increasingly attractive place in which to work and live. This will shape our ability to attract and retain new faculty.

7. Describe the national and international impact of faculty on the discipline.

Eric Ash

Professor Ash's research projects have encompassed the history of science, early modern British history, and environmental history. Author of *The Draining of the Fens: Projectors, Popular Politics, and State-Building in Early Modern England* (2017), Ash has long been a leading scholar in the history of expertise, have earned an international reputation in that area. His edited volume, *Expertise: Practical Knowledge and the Early Modern State* (2010), and his more recent article, "By Any Other Name: Early Modern Expertise and the Problem of Anachronism" (2019), have both been widely cited.

John Bukowczyk

Professor Bukowczyk is a leader in the field of immigration and ethnic history and a specialist on the history of ethnic and race relations. His recent publications as editor include *Immigrant Identity and the Politics of Citizenship* (2016), *Through Words and Deeds: Polish and Polish American Women in History* (2021) and *Detroit in Photographs, 1975-2019* (in press). He is editor of the Ohio University Press Polish and Polish-American Studies Series and a member of three journal editorial boards. "Is There a History of Poland Beyond the Holocaust?," a forum he organized, will appear in *The Polish Review*.

Jorge L. Chinea

Professor Chinea is Director of the Center for Latino/a & Latin American Studies. His book, *Race and Labor in the Hispanic Caribbean: The West Indian Immigrant Worker Experience in Puerto Rico, 1800-1850*, appeared in 2005. He has won a number of awards, most recently the Excellence in Education Award of the Hispanic Business Alliance of Detroit; the Outstanding Alumni Achievement Award, and the Office of Opportunity Programs, The State University of New York, Albany.

Elizabeth Faue

Department Chair Elizabeth Faue has built an international reputation as a leading scholar in labor, working-class, and gender/women's history. She is best known for her influential study, *Community of Suffering and Struggle: Women, Men, and the Labor Movement in Minneapolis, 1915*-1945 (1991); her most recent book is *Rethinking the American Labor Movement* (2017). Faue has served in important positions in the Labor and Working Class History Association and the Social Science History Association and on the boards of several journals. She was PI of an NEH Next Generation Humanities PhD planning grant and co-PI of the History Department's American Historical Association Career Diversity grants. She has helped to establish and maintain the Humanities Clinic, an interdisciplinary internship program, an innovative force for graduate career diversity at WSU.

Liette Gidlow

Professor Gidlow is the author of *The Big Vote: Gender, Consumer Culture, and the Politics of Exclusion, 1890s*-1*920s* (2004) and editor of *Obama, Clinton, Palin: Making History in Election 2008* (2012). She has had a national impact on the discipline through her numerous conference papers and presentations and has received over $50,000 in research grants from internal and external sources, including the National Endowment for the Humanities Summer Stipend. In 2019-2020, she was a resident fellow at Radcliffe Institute for Advanced Study, Harvard University.

Jennifer Hart

Jennifer Hart is a historian of Africa, with specializations in Ghanaian history, urban history, the history of technology, and digital humanities. Her first book,*Ghana on the Go: African Mobility in the Age of Motor Transportation* (2016), was a finalist for the African Studies Association Book Prize, and her 2019 article in the journal, *Technology and Culture*, was recognized with the Ghana Studies Association's Boahen-Wilks Prize. Her work has been published in journals and collections in the fields of history, anthropology, and urban planning. She is an active public scholar, publishing in *The Washington Post, Africa is a Country, Nursing Clio*, *Clio and the Contemporary,* and *The Conversation*, as well as her own blog.

Hans Hummer

Hans Hummer researches the social and political formation of early Europe. His first book, *Politics and Power in Early Medieval Europe*: *Alsace and the Frankish Realm, 600-1000* (2005), won the Society for French Historical Studies' David Pinckney Prize for the best book in French history by a North American scholar. His second book, *Visions of Kinship in Medieval Europe*, was published in 2018. His contributions to the field were recognized with a fellowship at the School of Historical Studies at Institute for Advanced Study in Princeton, where he researched his current work on the concept of genealogy.

Paul Kershaw

In his third year as Assistant Professor at Wayne, Paul Kershaw is an historian of twentieth-century United States and Mexican history, specializing in US and the World, and the history of capitalism. He was a faculty fellow in the history of capitalism at the Charles Warren Center for the Study of History at Harvard University. Recently, he published "Averting a Global Financial Crisis: The US, the IMF, and the Mexican Debt Crisis of 1976, in *International History Review* (2018), and "Hamlet Without the Prince of Denmark: Bringing Capitalism Back into the 'New' New History of Capitalism," *Journal of Historical Sociology* (2020). He is completing a study of the International Monetary Fund's structural adjustment programs and the Mexican debt crises of 1976 and 1982.

Marc W. Kruman

Professor Kruman, an historian of 18th and 19th century American political and constitutional history, is the author of *Parties and Politics in North Carolina, 1836-1865* (1983) and of *Between Authority and Liberty: State Constitution Making in Revolutionary America* (1997). Former chair of the department, he was the founding director of the

Center for the Study of Citizenship, where he has played a major role in the developing citizenship studies. Early in his career, he was awarded an Andrew W. Mellon Faculty Fellowship in the Humanities at Harvard University, a National Endowment for the Humanities Research Fellowship, and a Fulbright Senior lectureship at the University of Rome.

Janine Lanza

Janine Lanza is a scholar of pre-Revolutionary France with a focus on gender, labor and law. She has published multiple chapters in edited volumes as well as "Out Front but Invisible: Women's Work in Parisian Guilds," in *Historická demografie* and "Women's revolution: assessing Pierre Schoeller's 2018 film *Un peuple et son roi"* in *Fiction and Film for scholars of France* most recently. Her research has been supported with grants from the Office of the Vice President for Research and the Humanities Center, Wayne State University. She was recently the director of the Gender, Sexuality and Women's Studies program

Osumaka Likaka

Professor Likaka is the author of two highly acclaimed books, one a social and economic history of rural Zaire, the other a methodological tour de force that uses nicknames to explore the ideas and actions of Congolese villagers during the colonial era. His work is known for its innovative methodology and for rethinking the central terms by which historians understand the dynamics and consequences of colonialism.

Elizabeth Dorn Lublin

Professor Lublin established her reputation as a leading historian of Meiji-period Japan with the publication of her first book *Reforming Japan: The Woman's Christian Temperance Union in the Meiji Period* (2010). She is now working on a second book on the tobacco industry and state regulation during the same time. She also has served in leadership positions in the Midwest Japan Seminar and as an assistant editor for a database collection of primary sources, and regularly gives community talks about Asia.

Howard Lupovitch

Howard Lupovitch recently completed *Transleithanian Paradise: A History of the Jewish Community of Budapest* and two journal articles: "Neolog: Reforming Judaism in a Hungarian Milieu," *Modern Judaism* (2020) and "Hungarian Jews or Jews in Hungary: Munkacs and Ungvar," in *A Man in the Street: Essays in Honor of Michael Stanislawski* (forthcoming). He is a regular instructor in the Jewish Community Center's JLearn program, the Wexner Heritage Program, and at numerous synagogues and temples in the Metropolitan Detroit area. Lupovitch serves as the Director of the Cohn-Haddow Center for Judaic Studies.

William Lynch

William T. Lynch has recently published *Minority Report: Dissent and Diversity in Science* (2021), the focus on a recent Virtual Book Launch and Presentation with moderator Steve Fuller (University of Warwick). He has also contributed to a forum on the 500th anniversary of Francis Bacon's *Novum organum*, "Method and Control:

Naturalizing Scientific Culture in Bacon's Novum organum," *Epistemology & Philosophy of Science* 58 (3), (2021): 69-77. He serves on the editorial board of *Philosophy of the Social Sciences* and is an active member of the *Social Epistemology Review and Reply Collective*.

Karen Marrero

A transnational historian of the United States and Canada, Professor Marrero's research explores interactions between Indigenous peoples and Euro-Americans in the Great Lakes from the 17th to the 19th century. Her book, ***Detroit's Hidden Channels: The Power of French-Indigenous Families in the 18th Century*** (2020), examines the role of French-Indigenous kinship networks in Detroit's development. Influential in borderlands and indigenous history, she was appointed an Associate of the prestigious L.R. Wilson Institute for Canadian History at McMaster University. Marrero is a member of the Board of Editors of the *Michigan Historical Review* and Wayne State University Press. She was recently elected a Councilor of the Teaching Division of the American Historical Association.

Tracy Neumann

Professor Neumann is a specialist in the field of North American and global urban history and the author of *Remaking the Rust Belt: The Postindustrial Transformation of North America* (2016). She is an editor of Cambridge University Press's *Elements in Global Urban History* series and co-edits the related *Global Urban History* blog. She recently co-curated an exhibit at the Reuther Library on the history of Wayne State's Merrill Palmer Institute. A co-creator of the public history program at Wayne State University and co-PI on the American Historical Association's Career Diversity grant, she has helped reshape graduate education and currently serves as Director of Graduate Studies.

Andrew Port

Andrew Port, a leading scholar of modern Germany, has received the DAAD Prize for Distinguished Scholarship in German and European Studies, as well as major fellowships from the Leverhulme Trust in the UK and the Freiburg Institute for Advanced Studies in Germany. He served as editor-in-chief of *Central European History*, the flagship journal in his field, from 2014 to 2019. The trade division of Harvard UP has offered him a contract for his forthcoming book, *Rubicon: Germans and Genocide after the Holocaust*.

Aaron Retish

Aaron Retish is a specialist in late Imperial and Soviet history with a focus on the peasantry and social identity. He is a leading scholar on the Russian Revolution and co-edits *Revolutionary Russia*. He authored the book, *Russia's Peasants in Revolution and Civil War: Citizenship, Identity, and the Creation of the Soviet State, 1914-1922* (2012), and co-edited volumes on the global impact of the Revolution and provincial history of the Revolution. His current scholarship is on local courts and the penal system of the early Soviet era, which has been supported by fellowships from the Harry Frank Guggenheim Foundation and the National Endowment for the Humanities.

Marsha Richmond

Formerly an editor on the Correspondence of Charles Darwin Project, Professor Richmond's scholarship in the history of biology has made an impact both nationally and internationally. Her recent scholarship includes a co-authored book manuscript, *Women in Science: Genes and Gender in Genetics, 1900-1945*, to be submitted this fall; an article, "The Imperative for Inclusion: A Gender Analysis of Genetics," forthcoming in *Studies in History and Philosophy of Science*. She has received a National Science Foundation grant, "Theo Colborn and Endocrine Disruption" and currently serves as Co-Editor in Chief of the *Journal of the History of Biology* and is a past president of the International Society for the History, Philosophy, and Social Studies of Biology.

Sylvia Taschka

A scholar of twentieth-century Germany, Professor Taschka focuses on innovative teaching. During the pandemic, she was able to successfully convert five classes into online courses. She was recently awarded a grant for her project about environmentalism and the radical Right in Germany. She engages with the public, most recently through her article, "How can America Heal from the Trump Era," her talk about the Nazi Party Rally grounds at the Holocaust Memorial Center, and her "Pandemic Poetry: American Version," which she presented at a public conference.

Sandra Van Burkleo

Sandra F. Van Burkleo, a historian of United States legal and constitutional history, is known nationally and internationally for her work on the history of constitutionalism. Van Burkleo is the author of *Belonging to the World: Women's Rights and American Constitutional Culture* (2001) and, most recently, *Gender Remade: Citizenship and Statehood in the New Northwest, 1879-1912* (2015). She has participated in programs aimed at shaping secondary and collegiate education.

Kidada Williams

Kidada E. Williams teaches African American and US History. The author of *They Left Great Marks on Me: African American Testimonies of Racial Violence from Emancipation to World War I* (2012), her research has been wi-dely influential in historical scholarship but also made accessible in public forums and social media. Williams recently published "Writing Victims' Personhoods…" and "Legacies of Violence*."* She is the host of *Seizing Freedom*, a podcast docudrama that brings to life African Americans' history of freedom taking and freedom making *in their own words*, using the archives of the past.

8. Describe faculty participation in issues relating to our urban location (research, scholarship, creative works, community engagement).

A number of faculty conduct research in urban and labor history—among them Professors Bukowczyk, Faue, Hart, Kruman, Lanza, Marrero, and Neumann. Faculty work with local public-history institutions, including the Detroit Historical Museum, which has hosted several faculty-led student forums; the Wright Museum of African American History, the Detroit Public Library, the Henry Ford, and the Holocaust Museum in

Farmington Hills. Faculty community engagement has increased substantially with the creation of the Public History program and led to collaborative projects with non-profit community partners. Community engagement also has been evident in the department's North American Labor History Conference (now in hiatus until 2022), whose roots lay in Detroit's rich labor history and which attracts local labor leaders and activists as well as scholars from around the world. Faculty further participate in the Center for the Study of Citizenship, which engages issues related to business citizenship, community health and civic education, with Marc Kruman as its founding director. Professor Chinea, as director of the Center for Latino and Latin American Studies, is deeply involved in work with the Hispanic community of metropolitan Detroit, and Professor Lupovitch, director of the Cohn-Haddow Center for Judaic Studies, is a leader in the Jewish community of Detroit.

9. Describe faculty involvement in alumni and development activities.

In 2015-2016, the History Department created an Alumni Advisory Board, which meets biannually and is currently in hiatus. With hopes of a pandemic recovery, the Board will hold a meeting in 2022. Department faculty collaborate with the department chair in alumni and development activities in their areas of specialization. Area specialists have worked with the chair in the development and selection of graduate and undergraduate research awards, including the Michael Patterson Research Award in African American history, the Joanne Nicolay Foundation Research Award, and the Charles Otis-Jeffrey Reider Graduate Scholarship in Gender and Women's History, the Marlene Mayo Award, among others. The Director of Undergraduate Studies and the faculty work closely with the chair on the Sterne-Lion Undergraduate Research awards in both selection and mentoring students. Finally, in the area of development, faculty have worked to develop strong relationships with alumni. Our distinguished alumni lecturers (in hiatus due to the pandemic) and professional development workshops have brought back alumni to meet and mentor new generations of undergraduate and graduate history students.

10. Faculty pursue the following professional development opportunities:

a. Workshops by the Office for Teaching and Learning	☒
b. Workshops by the Division of Research	☒
c. Workshops by the Director of Assessment	☒
d. Department or College sponsored workshops	☒
e. Pre-reviews of grant proposals	☒
f. Workshops by national organizations (specify)	☒
g. Other(describe)	☐

Comments:

11. Provide the tenure and promotion factors the department uses as an appendix. Indicate the last time they were reviewed and describe the outcome of this review.

The department's tenure and promotion factors were last reviewed, revised, and approved in November 2015. The factors are included in the Appendix. The outcome of

the process was a clearer and at the same time broader statement of the paths to promotion and tenure that recognize a wider range of scholarly and professional contributions, including public history, as well as “an article path” to promotion at the rank of Professor. These changes have strengthened our promotion and tenure reviews and increased the number of promotions to full professor in the past six years.

12. Please provide the following information for all full-time faculty starting with the year of the last review through the most recently completed semester:

Faculty General Summary Data							
	2015-6	**2016-7**	**2017-8**	**2018-9**	**2019-0**	**2020-1**	**Fall 21**
New appointments		1 (Visiting Asst.)				1 (Asst) 1 (Sr. Lect)	
Terminations							
Retirements						1 (Prof)	
Resignations		1 (Assco)					
Percent of undergraduate courses taught by full-time faculty	67%	68%	74%	64%	66%	78%	84%
Percent of undergraduate courses taught by other instructional staff (part-time faculty, visiting, GTAs)	33%	32%	26%	36%	34%	22%	16%

SECTION 3: THE DOCTORAL PROGRAM

PART 1: COMPARABLE AND ASPIRATIONAL PROGRAMS

1. **Choose two comparable programs at research universities. For each program, indicate which of the following factors were used to determine comparability:**

Doctoral: Comparable Programs		
CRITERIA	University of Wisconsin-Milwaukee (UWM)	University of Missouri Kansas City (UWM)
Produce a similar number of Ph.D. graduates	No	No
Ph.D. graduates similar in quality to WSU	Yes	No
Place Ph.D. graduates in similar types of positions	Yes	No
Ph.D. program is organized into similar divisions	Yes	No
Ph.D. training curriculum is similar	Yes	Yes
Students are drawn from a similar national pool	Yes	Yes
Students are drawn from a similar local pool	Yes	Yes
Students are drawn from a similar international pool	Yes	Yes
Faculty publish in similar journals	Yes	No
Number of faculty	Similar	Smaller
Generate about the same amount of external funds	Yes	No
Receive funding from the same types of external sources	Yes	Yes
Are part of an urban university	Yes	Yes
Are ranked similarly to WSU/department (indicate ranking and index)	#67 (US News)	Unranked
Faculty have similar research interests	Yes	Yes
Faculty publish similar number of books	Yes	No
Faculty members perform or exhibit creative works similarly	N/A	N/A
Faculty members have similar numbers and types of awards in the profession	Yes	No
Faculty members participate to a similar extent in national professional organizations	Yes	No
Faculty members' scholarly quality is similar	Yes	Yes
Other (please specify) Career Diversity	Yes	Yes

Comments:

2. How have you used these programs to benchmark performance in your program?

We have evaluated our program against UWM and UMKC in three ways: 1) Number of doctorates conferred; 2) Number of fully-funded students; and 3) career diversity activities, which has been a major focus of attention in our discipline since our last review.

Based on the American Historical Association's Directory of History Dissertations, since the post-2008 economic downturn WSU has produced twice as many graduates (31) as UWM (14) or UMKC (13). Since the last review period, 16 students have completed dissertations in our department, versus 5 at UWM and 10 at UMKC. This suggests that our pace of PhD production has remained steady while UWM's had declined and UMKC's has increased. UWM's faculty, like ours, has shrunk since the last review. Like Wayne State, the University of Wisconsin system has suffered from state budget cuts, but UWM appears to have better support for graduate students in that all doctoral students receive three-year teaching assistantships and tuition waivers for a program that requires significantly less time to complete in terms of credit hours (54 to our 90). UMKC offers teaching assistantships for doctoral students, as well as a number of paid internships the History Department has negotiated with local businesses and community organizations, and which carry tuition remission and a stipend. This allows UMKC to fully fund the majority of students admitted to its doctoral program. Additionally, UMKC doctoral students are required to complete fewer dissertation credits than WSU students (12 v. 30 credits). In terms of the completion of doctoral students, WSU surpasses both comparable institutions despite a comparative lack of funding.

Like WSU, UWM and UMKC have participated in the American Historical Association's Career Diversity initiative. In terms of promoting internships and developing new sources of support for doctoral students, we are doing a bit better than UWM and not nearly as well as UMKC, which has an innovative paid internship program in which the costs of the equivalent of a graduate assistantship are shared between the university and its partners and which could serve as a model for WSU social sciences and humanities departments. In terms of curricular development, our department's progress is on par with UWM's and ahead of UMKC's.

3. **Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors were used to select the program.**

Doctoral: Aspirational Program	
CRITERIA	Michigan State University
Produces more/less graduates	More
Has more/less funding for students	More
Places more graduates in academic positions	Similar
Ph.D. program organization differs from WSU	Similar
Ph.D. training curriculum differs from WSU	Similar
Produces higher-quality students	Yes
Has more students nationally who apply to the program	Yes
Enrolls more students from a national pool	Yes
Enrolls more/fewer international students	More
Faculty have better publication records	Yes
Has smaller/larger faculty size	Larger
Generates more external funding	Yes
Conducts more research focused on urban issues	No
Faculty members more often perform or exhibit creative works	N/A
Has faculty with different research interests (please specify)	Similar
Faculty have more professional awards	Similar
Faculty participate to a greater extent in national professional organizations	Similar
Is higher ranked than WSU/department	Yes (#43 US News)
Other (please specify) Career Diversity	Yes

Comments:
We have selected MSU as our aspirational doctoral program because 1) it has also been part of a the American Historical Association Career Diversity initiative and seeks diverse career outcomes for its doctoral students; 2) it is a larger and better-funded program, with a larger faculty, but it suffers from some of the same issues Wayne State faces in terms of attacks on higher education budgets in Michigan; 3) after the US News & World Report rankings were updated in 2021, our department is now ranked on par with or higher than the schools we typically identify as aspirational and which have also modernized their curriculum in recognition that doctoral programs must prepare students for a wide range of careers, not only academic appointments. (For example, the University of Pittsburgh and Temple University, which we identified as aspirational programs in our last review, remain fairly traditional programs and are no longer good benchmarks for ours.)

4. **The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.**

   We seek to maintain or slightly grow the size of the program, and as we do so, we would like to look more like MSU in terms of diversity, funding, and job placement outcomes.

   a. **What plans does the program have to move from one point to the other?**

      Michigan State is a better-funded public university with a significantly higher ranking and much larger faculty than WSU, UWM, or UMKC. It has substantially greater resources with which to support doctoral students (all MSU History doctoral students are fully funded, while only 50% of WSU History doctoral students were fully funded in 2019-20 and 38% in 2020-21). MSU also has a larger and more diverse doctoral program and produces more than three times as many doctoral students as Wayne State (108 vs. 31 since 2008 and 52 vs. 16 since 2015). Critically, MSU students receive significantly more external funding than do WSU students and while our students have similar career paths, MSU students tend to get better first jobs in and outside of academia. We will pursue our goals of increasing diversity, improving funding, and placing students in better jobs through our marketing and recruiting strategies; through a recently-introduced policy requiring doctoral students to apply for external funding; and through career development activities provided by our History Practicum course, a social sciences consortium (CHAPS), Graduate School workshops, the Humanities Clinic, and the Office of Teaching and Learning.

   b. **What benchmarks will be used to assess progress? How was program assessment data used in the planning process?**

      - Benchmark 1: Increase number of applicants/matriculated students from underrepresented groups
      - Benchmark 2: Increase percentage of funded doctoral students
      - Benchmark 3: Increase number of doctoral students applying for/receiving external funding
      - Benchmark 4: Increase the numbers of students whose first jobs after completing our program are full-time with benefits

      Current program assessment data is not applicable to our planning process. The Graduate Committee plans to review our assessment protocols in the 2021-22 academic year.

c. How will existing resources be used to achieve these objectives?

- We will continue to work with CLAS marketing and recruiting staff to attract high-caliber students from diverse socio-economic backgrounds.
- We have introduced a new policy requiring doctoral candidates who seek financial support from the Department to apply for external funding annually.
- We will continue to fundraise and apply for grants to support graduate students, as well as advocate for additional CLAS/Graduate School support for our students.
- We will continue to encourage doctoral students to take full advantage of career development activities provided by our History Practicum course, CHAPS, the Graduate School, the Humanities Clinic, and the Office of Teaching and Learning.

d. If additional resources were available, what would be requested and how would it be used?

At the Department level, two additional GTA lines and an additional Rumble fellowship would greatly enhance our efforts to recruit and retain doctoral students and would allow our program to maintain its current size while providing at least a tuition scholarship to all doctoral students. At the College or Graduate School level, our students (and all humanities and social sciences students) would benefit tremendously from a dedicated graduate career services officer and from arrangements between WSU and local for-profit and non-profits modelled after those at UMKC, which provide fully-funded graduate assistantships for students working in placements outside of the university or in non-academic units within the university.

PART 2: POLICIES AND PROCEDURES

1. **Check each process that applies to the program and indicate who is responsible for the process:**

Process	Responsible Person			
	Chair	**Associate Chair**	**Graduate Officer**	**Other (describe)**
Conducts an orientation for new students			X	
Advises students on plan of work			X	Advisor
Approves plans of work			X	Advisor
Chairs graduate committee			X	
Oversees graduate recruitment			X	
Oversees graduate admissions			X	
Approves dissertation/thesis committees			X	
Distributes fellowship/scholarship information to students			X	
Oversees information on program website			X	
Serves as advisor for program graduate student organization			X	
Distributes information about career options/job placement			X	
Oversees student record keeping			X	
Assigns teaching assistantships				Graduate Committee
Supervises/evaluates performance of GTAs	X (supervises)			
Oversees appointments of GRAs	X			
Oversees program assessment			X	
Hears grievances of undergraduates concerning GTAs	X			
Hears grievances of graduate students involving faculty	X		X	
Other				

Comments: We presently lack a formal evaluation process for GTAs outside of the university-mandated Student Evaluation of Teaching forms (see Part 5, section 2 for further discussion).

2. **What compensation does the graduate officer receive (e.g. release time from teaching, summer salary, travel/research funds, graduate assistant)?**

   One course release

3. **Is the graduate officer's appointment 9 month or 12 month?**

   9-month appointment with 12 months of duties

4. **Rank the principal mission of your doctoral program (no tied ranks):**
   a. Training scholars for academic careers ___
   b. Training practitioners for industry, business, or government ___
   c. Providing advanced learning opportunities independent of career objectives ___
   d. Other (please explain): See comment below.

   Comments: We decline to rank our doctoral program mission based on the options presented. It is antithetical to current directions in our discipline to privilege academic over non-academic career trajectories or vice versa, and it would be inaccurate to say that we are providing advanced learning opportunities *independent* of career objectives. Instead, our mission is to train doctoral students in the methods, skills, and habits of mind of a professional historian, and to support them as they pursue a range of careers suited to their individual strengths, interests, and life circumstances.

5. **Are the doctoral degree requirements found online? Have the requirements changed since the last review? Please summarize the changes. Is there a student handbook? Please provide a link to the curriculum online and include a copy of the student handbook as an appendix.**

   The doctoral degree requirements are available online in the WSU Graduate Bulletin: https://bulletins.wayne.edu/graduate/college-liberal-arts-sciences/history/history-phd/#requirementstext

   There is a unitary handbook for all History graduate programs, included as Appendix F.

   Stemming from our participation in the American Historical Association's career diversity initiative, we have implemented several changes to the doctoral curriculum since our last review. These include:

   - Instituting a departmental annual review for all students;
   - Updating our qualifying exam format;
   - Adding a Public History examination field for qualifying exams;
   - Replacing our foreign language and cognate requirements with a more flexible skills acquisition requirement;
   - Developing a required course on pedagogy, professionalization, and career exploration (HIS 7832), to complement our existing required research methodology course (HIS 7830).

PhD students may now elect to complete one of three certificates alongside their doctorate, to expand their job prospects: World History (a teaching qualification offered in the History department), Archival Administration (a professional qualification offered in the School of Information Science), or Nonprofit Administration (a professional qualification offered in the Political Science department).

6. The following questions relate to the assessment of student learning:

a) What has the program learned about students and about the program's strengths and weaknesses through program assessment?

We have determined that our advanced students are performing at a consistently high level in most areas, but that students in their first few years in the program sometimes struggle to develop the skills central to producing historical scholarship. Generally speaking, by the time they complete the program, our students do well at articulating historical arguments, locating and analyzing sources, and describing and explaining historical events and issues, though we find they struggle with some of these skills at the outset. We would like to see improvements in the quality of their writing and their ability to engage with historiography at all stages from their required methodology course to their final dissertations.

b) How has assessment evidence led to program improvement?

It has led us to consider program scaffolding and the content of our introductory coursework.

c) What are the most important changes to the program driven by program assessment?

We used assessment data to make changes to HIS 7830, our introductory methods course, and to develop HIS 7832, our History practicum course.

d) What changes to assessment processes or methods would improve the information gathered or how it is used?

Streamlining and modernizing our doctoral program requirements and reorienting our program toward career diversity has been our primary focus since our last review. However, we have not updated our assessment protocols accordingly, and we plan to review assessment procedures in the 2021-2022 academic year.

7. List any doctoral level courses:

Offered every year

HIS 7685 Practicum: Archives
HIS 7745 Archives and Libraries in the Digital World
HIS 7810 Introduction to Archival and Library Conservation 3
HIS 7820 Description and Access for Archives
HIS 7830 Methods and Research in History
HIS 7832 History Practicum
HIS 7835 Public History
HIS 7840 Archival Administration
HIS 7860 Oral History: A Methodology for Research
HIS 7880 Cultural Heritage Institutions: Management and Leadership
HIS 7890 Administration of Audio Visual Collections
HIS 7990 Directed Study
HIS 9990 Pre-Doctoral Candidacy Research
HIS 9991 Doctoral Candidate Status I: Dissertation Research and Direction
HIS 9992 Doctoral Candidate Status II: Dissertation Research and Direction
HIS 9993 Doctoral Candidate Status III: Dissertation Research and Direction
HIS 9994 Doctoral Candidate Status IV: Dissertation Research and Direction
HIS 9995 Candidate Maintenance Status: Doctoral Dissertation Research and Direction

Offered every other year

HIS 7010 Readings in Colonial North America
HIS 7020 Readings in Revolutionary America
HIS 7040 Readings in the Civil War and Reconstruction: 1850-1877
HIS 7070 Readings in Contemporary American History: 1945 to the Present
HIS 7130 Readings in American Foreign Relations Since 1933
HIS 7160 Readings in American Legal Culture to 1857
HIS 7170 Readings in American Legal Culture after 1857
HIS 7200 Readings in Women, Gender, and Sexuality in US History
HIS 7210 Readings in the Peopling of Modern America, 1790-1914: A History of Immigration
HIS 7220 Readings in the Changing Shape of Ethnic America: World War I to the Present
HIS 7231 The Conquest in Latin America
HIS 7234 Readings in Race in Colonial Latin America
HIS 7251 History of Feminism
HIS 7261 African American History and Memory
HIS 7290 Readings in American Labor History
HIS 7300 Readings in the History of American Capitalism
HIS 7330 Readings in the History of Ancient Greece
HIS 7335 Readings in the History of the Hellenistic Age
HIS 7340 Readings in the History of Ancient Rome
HIS 7345 Readings in Rome and the Barbarian

HIS 7360 Readings in the Early Middle Ages: 300-1000
HIS 7370 Readings in the High Middle Ages: 1000-1300
HIS 7385 Readings in the History of Christianity to the Reformation
HIS 7386 Readings in the History of Christianity from the Reformation to the Present
HIS 7395 Readings in the Social History of the Roman Empire
HIS 7407 Readings in The Scientific Revolution
HIS 7425 Studies in American Environmental History
HIS 7435 Beyond Human Nature: The New Sciences of Cultural Evolution
HIS 7440 Readings in Twentieth Century Europe
HIS 7450 Readings on Europe, 1918-1939: Mass Politics and Culture in the Age of Hitler, Stalin, and Mussolini
HIS 7465 Readings in the History of the Holocaust
HIS 7470 Readings in Modern Germany
HIS 7480 Readings in Nazi Germany
HIS 7495 Readings in the History of the Russian Revolution
HIS 7500 Readings in the Soviet Union
HIS 7530 Readings in the History of World War I and II: A Social and Political History of Two World Wars
HIS 7535 Readings in the History of Terrorism
HIS 7540 Readings in World Environmental History
HIS 7550 Readings in Britain: 1485-1714
HIS 7555 Readings in Britain in the Age of Empire
HIS 7556 Readings in the History of Modern Britain
HIS 7665 Global Cities
HIS 7670 Modern American Cities
HIS 7855 Memory and History
HIS 7994 Digital History Seminar
HIS 7998 Internship in Public History
HIS 8010 Seminar in Early American History
HIS 8030 Seminar in Modern American History
HIS 8050 Seminar in Legal History
HIS 8060 Seminar in North American Labor History
HIS 8150 Seminar in the History of Gender, Women and Sexuality
HIS 8235 Seminar in Early Modern European History
HIS 8240 Seminar in Modern European History
HIS 8310 Seminar in World History

Offered less than once every two years.

HIS 7960 Readings in Globalization, Social History and Gender in the Arabian Gulf

8. Discuss the relationship of the doctoral program to the master's and undergraduate programs (if applicable).

The doctoral program relates to the master's program in two ways. First, our master's program, over the past few decades, has been a feeder program for the smaller doctoral program. In fact, many of our best PhD students began in our master's program. While we have recruited external applicants directly from undergraduate programs, we still encourage promising master's students to apply to our doctoral program. Second, students from the master's program and the doctoral program often take advanced

classes and seminars together. The History Graduate Student Association is common to graduate students at both levels and to students in the certificate programs. We share resources and professional development and intellectual forums among graduate students across programs. The doctoral program relates to the undergraduate program also by providing graduate teaching assistants and graders to faculty in undergraduate courses, by serving as adjunct instructors, by recruiting talented undergraduates into the graduate program at the doctoral and master's levels, and by sharing some (currently a declining number) courses among students at all three levels.

9. What are the biggest challenges for the doctoral program? What plans does the program have to address these challenges?

Since the last program review, our department has made great strides in modernizing our doctoral curriculum and providing career development to address the challenges posed by shrinking tenure-stream faculty positions and the ever-increasing likelihood that doctoral students will eventually work outside of the academy. However, we have made little progress toward fully funding all doctoral students, which was our biggest challenge seven years ago and remains so today. Additionally, we lag behind our peers at other institutions and in other WSU social science departments in terms of recruiting and retaining students from underrepresented groups. Improving funding and attracting and retaining more diverse graduate students are the key challenges for our program in the years ahead.

The chief limitation on our ability to recruit graduate students, and to guide our existing students to a timely completion of their degrees, is a lack of adequate funding. Our doctoral program is smaller and more selective than it was a decade ago, yet we are still unable to fully fund all of our students (in any given year, we can reliably offer funding packages that include tuition scholarships, stipends, and health insurance to seven doctoral students). This poses problems in terms of recruiting our strongest applicants and in terms of the ethics of admitting unfunded students, who may take on crushing amounts of debt to complete the program. In recent years, we have had as many as five of our six GTA lines already committed before admission decisions are made, leaving only one available to recruit new students or support students completing their degrees. We are allotted seven Graduate Professional Scholarships to support students in our three degree-granting programs; in an average year, demand for these tuition scholarships outpaces supply by a factor of three, and these provide only tuition remission, not benefits and a stipend. Some years, a faculty member has won a competitive Graduate Research Assistant award, which funds a student at the same level as a GTA, but that competition was suspended effective 2021-2022 and may not be reinstated. We have occasionally been able to place a doctoral student in a Graduate Student Assistantship, which funds a student at the same level as a GTA, but these are not frequent or reliable sources of support. Our students sometimes successfully apply for research and dissertation fellowships through the Graduate School and the Humanities Center, as well as other internal scholarships, and faculty are periodically able to hire students as research assistants on hourly basis. We also offer research travel support on a competitive basis. However, this funding is unreliable and infrequent, and does not approach the compensation for a full-funded position.

Our response to our lack of funding for our doctoral program is two-fold: first, as of 2021, we require all doctoral candidates to apply for external grants and fellowships if they want to be considered for any form of departmental funding. While we have not yet enforced this new rule because of the pandemic, we hope that some students will receive external awards each year, thus freeing up internal funding for those who do not. Second, the department is actively fundraising to support doctoral education. We recently received a major gift that will eventually fund one or more doctoral students, but it will be a decade or more before we can begin to make awards based on the donation.
As our departmental efforts to increase support for doctoral students build, two additional GTA lines and an additional Rumble fellowship would greatly enhance our efforts to recruit and retain the highest-caliber doctoral students and would allow our program to maintain its current size while providing at least a tuition scholarship to all doctoral students.

In the past decade, we have enrolled only three African American doctoral students; one was fully-funded with a dean's diversity fellowship but did not complete the degree, and two did not receive funding packages. We currently have only one PhD student of color. Our master's students are more diverse than our doctoral students, yet approximately 86% of current master's students identify as white. We actively recruit from a diverse applicant pool, but because we are able to offer funding to so few of our admitted students, we cannot compete with other institutions' offers of full or partial funding packages for excellent applicants from underrepresented groups, even at the master's level. Whenever possible, we pursue funding through the Graduate School's diversity initiatives, but at most this provides one doctoral and one master's scholarship a year.

To address the lack of diversity in our doctoral program, we must first address the lack of diversity in our department more generally, which we are working on through our strategic planning process, and second ensure that we can fully fund all doctoral students. It is imperative that we are able to ensure equity in terms of financial support and inclusivity in terms of our curriculum and our department culture if we hope to attract and retain student from underrepresented backgrounds.

PART 3: PHD STUDENT PROFILE

Include Student Profile data which is available from Institutional Research and EAB APS. Please visit https://provost.wayne.edu/apr/resources.

STPR 003 - Doctoral Student Profile

1st Major
- N
- Y

College, Department
Liberal Arts & Sciences

Major
History

Applications

Term	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202006	202009
Number of Applications	21	6	19	5	17	3	14	4	18	2	19	1	1	13

Admissions

Ethnicity Grouping	201409	201509	201609	201709	201809	201909	202009
International Students Admitted			2				
Minority Students Admitted			1	1			
Other Students Admitted	5	7	6	3	7	3	5
Total	**5**	**7**	**9**	**4**	**7**	**3**	**5**

Newly Enrolled Students*

Ethnicity Grouping	201409	201509	201609	201709	201809	201909	202009
Minority Students Enrolled			1	1			
Other Students Enrolled	1	2	5	1	3	2	3
Total	**1**	**2**	**6**	**2**	**3**	**2**	**3**

*Only students with the NEW_GR_LW_PR flag are shown. Change of status students are not included, nor are students earning a subsequent WSU degree.

Programs Displayed
- MA_GR_LS
- PHD_GR_LS

Majors Displayed
- History

Enrollment

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Minority Students Enrolled	1	2	1	1	2	2	3	3	3	3	2	2	1	1
Other Students Enrolled	21	17	18	15	20	20	18	17	19	19	19	18	20	18
Total	**22**	**19**	**19**	**16**	**22**	**22**	**21**	**20**	**22**	**22**	**21**	**20**	**21**	**19**

Enrollment by Full / Part Time Status

Full / Part Time Status	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Full-Time Students	18	16	16	14	16	16	13	17	17	15	14	14	18	15
Part-Time Students	4	3	3	2	6	6	8	3	5	7	7	6	3	4
Total	**22**	**19**	**19**	**16**	**22**	**22**	**21**	**20**	**22**	**22**	**21**	**20**	**21**	**19**

Average Cumulative GPA

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
Minority Students Enrolled	3.69	3.56	3.69	3.69	3.44	3.48	3.56	3.64	3.60	3.60	3.56	3.56	3.76
Other Students Enrolled	3.93	3.93	3.93	3.92	3.94	3.91	3.91	3.94	3.96	3.94	3.97	3.98	3.97
Total	**3.92**	**3.89**	**3.92**	**3.91**	**3.89**	**3.87**	**3.84**	**3.90**	**3.91**	**3.90**	**3.93**	**3.94**	**3.96**

Average GRE Score of Admitted Students

SORTEST_TESC_NAME		201409	201509	201609	201709	201809	201909	202009
GRE Quantitative	GRE Scores Reported	5	7	6	3	6	3	5
	Average Score	147.00	153.86	151.17	147.33	148.83	148.67	150.00
GRE Verbal	GRE Scores Reported	5	7	6	3	6	3	5
	Average Score	161.00	161.71	158.83	157.33	159.33	163.33	160.00

Degrees Granted

LEVEL_RECODE	2015	2016	2017	2018	2019
⊞ Doctoral	4	5	2	2	3

Source: RAVEN.WSU_CENSUS, WSUIRPROD.DW_STT_ADMISSIONS_APPLICATION, RAVEN.SORTEST, WSUIRPROD.GRE_CONVERSION. Office of Institutional Research and Analysis. Last updated March 4, 2021.

PART 4: STUDENT RECRUITMENT

1. **List the top five universities from which the department has admitted and enrolled students over the last seven years.**

    a. Wayne State University
    b. University of Michigan campuses
    c. Other Michigan colleges and universities (no significant number from any school)
    d. Ohio colleges and universities (no significant number from any school)

2. **The program engages in the following recruitment activities (check all that apply):**

    a. Creating program-specific print recruitment materials ☐
    b. Advertising program to other faculty in the discipline ☒
    c. Making information available at conferences ☒
    d. Sending faculty to give talks at other schools ☐
    e. Having faculty/students contact prospective students ☒
    f. Inviting prospective students to campus ☐
    g. Other: Virtual information sessions ☒

    Comments:

3. **How does the program plan to expand its recruitment activities?**

    We do not plan to expand our doctoral recruitment activities at this time.

4. **When did the program last update recruitment materials (print or electronic)?**

    March 2021

PART 5: TEACHING

1. **The program supports graduate teaching assistants by (check all that apply):**
    a. Conducting an orientation for GTAs ☐
    b. Observing GTAs in the classroom at least once a semester ☐
    c. Providing written feedback on classroom performance ☐
    d. Discussing teaching evaluations with GTAs ☐
    e. Offering a departmental teaching award for GTAs ☐
    f. Nominating students for the Heberlein award ☒
    g. Offering a course on teaching in the discipline ☒
    h. Providing teaching mentors for GTAs ☐
    i. Encouraging the use of the Office for Teaching and Learning ☒

j. Other: DGS-GTAs roundtables (monthly)
☒

Comments:

2. How does the program plan to expand its activities in this area?

In the past, our GTAs typically taught discussion sections of large lecture courses before they were given the opportunity to design and teach their own courses, and they were mentored by the faculty member to whose course they were assigned. That faculty member would also evaluate students' teaching. In recent years, we have offered fewer large lecture courses, which means GTAs may be assigned to teach their own courses without first serving as teaching assistants. This shift was gradual enough that we have not yet put into place new structures to ensure that GTAs are receiving appropriate mentoring and evaluations. In Winter 2020, the Department offered for the first time a course called History Practicum, which in part focuses on History pedagogy and, going forward, will serve as preparation for teaching an independent course. In December 2020, at the suggestion of one of the GTAs, the Director of Graduate Studies began holding GTA Roundtables, in which GTAs bring questions, ideas, and concerns for discussion. In the 2021-22 academic year, the Graduate Committee will take up the issue of GTA preparation, mentoring, and evaluation with the goal of having a clear set of procedures in place by the end of the year (the DGS will ensure compliance with the GEOC contract). One possibility under consideration is mandating that all GTAs complete the Office of Teaching and Learning's (OTL) Teaching Documentation Program, which offers pedagogical training and provides teaching letters written by OTL staff.

3. For each semester in the last three academic years, list the percentage of lecture sections (not including lab, discussion, or quiz sections) that have been taught by doctoral students:

Sections Taught by GTAs*			
Semester	**2018-2019**	**2019-2020**	**2020-2021**
Fall	5%	9%	4%
Winter	8%	8%	10%
Spring/Summer	0%	2%	3%

*Sections taught by graduate students, sometimes assigned as PTF and sometimes as GTAs.

PART 6: STUDENT SUPPORT

1. How many Ph.D. students have been supported in each of the following categories during the review period?

Doctoral Student Support							
Type of Support	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Graduate Research Assistantships	1	1	1	1	1	1	0
Graduate Teaching Assistantships	6	6	6	6	6	6	6
Fellowships							
Not supported	9	6	12	10	12	9	9
Other: Graduate Professional Scholarship	3	3	4	3	2	3	3
Other: Graduate Student Assistantship					1	1	1

Comments: While we are unable to fully fund most of our doctoral students, the numbers of unfunded students are a bit misleading in that in any given year, several students are registered only for HIS 9995, which is how WSU assesses maintenance fees. So, for example, in January 2021, 4 of the 9 unfunded students were paying only a nominal amount.

2. **How does the number of supported Ph.D. students compare with the comparable and aspirational universities listed above? How does the program plan to develop student support?**

   As detailed above, we offer fewer fully-funded doctoral packages than our comparable and aspirational institutions, which we intend to address through fundraising, grant writing, requiring doctoral candidates to apply for external funding, and ideally through additional Rumble and GTA positions.

PART 7: STUDENT MENTORING

1. **The program supports student socialization and professionalization by (check all that apply):**
    a. Encouraging students to attend conferences ☒
    b. Encouraging students to present at conferences ☒
    c. Having a graduate student organization ☒
    d. Having a graduate research day ☐
    e. Encouraging students to give talks at departmental seminars ☒
    f. Conducting a workshop on grant writing ☒
    g. Conducting a workshop on publishing ☒
    h. Conducting a workshop on how to prepare a CV ☒
    i. Conducting a workshop on interviewing ☒

    Comments: Our department participates in a consortium of social science departments (CHAPS), which holds six professional development workshops each year. We also require all PhD students to complete HIS 7832: History Practicum, which focuses in large part on discipline-specific professionalization. Finally, we encourage our graduate students to participate in Graduate School professional development workshops.

2. **How does the program plan to expand its activities in this area?**

    Stemming from our participation in the American Historical Association's Career Diversity fellowship, we have greatly expanded graduate student professionalization activities in the past three years, and we do not have immediate plans to make major changes.

3. **How often does the program offer organized seminars, colloquia, or sponsored conferences at which doctoral students can present their work?**

    Once a year.

4. **Describe procedures used to conduct an annual student review. Indicate the areas of performance that are evaluated, who provides the review, and how the information is communicated to the student (if a form or template is used, please attach a sample as an appendix).**

    Doctoral students submit a department progress report annually, in which they are evaluated by their advisors on their completion of program benchmarks, research progress, and professionalization activities. The student completes the progress report, sends it to the advisor, the advisor completes their evaluation and returns the form to the student and DGS (some advisors meet with the student to discuss the evaluation, others do not). Students also submit an IDP annually, which our Graduate School requires of all doctoral students. The process is similar to that described for the progress report.

PART 8: EMPLOYMENT

1. **Describe procedures used to aid students in obtaining employment (e.g. practice job talks, posting positions on listservs).**

   In HIS 7832, students prepare cvs, resumes, and cover letters. They engage in career exploration and learn how to find and apply for jobs in and outside of the academy. Through CHAPS, we provide workshops on the academic job market, job talks, and seeking non-academic employment. We also circulate internships and job postings on our graduate student listserv.

2. **Describe the current and future job market in the discipline.**

   There is no single job market for History PhDs, and the future of each sector varies greatly. The academic job market for History PhDs is bleak; because of structural changes in higher ed, more and more teaching positions are contingent. The job market for History PhDs outside of two- and four-year colleges and universities is more promising but highly segmented and it is almost impossible to make any general comments about it. Nonprofits and culture industries have suffered downturns over the past decade, while secondary school teaching and academic administration positions (i.e., advisors, staff in centers and career offices, etc.) have grown.

3. **During the review period, indicate the number of graduates who found employment in the following categories:**
   a. Postdoctoral fellowship/training at an academic institution:
   b. Research associate at an academic institution:
   c. Tenure-track faculty position: 3
   d. Non-tenure track faculty position: 5
   e. Private researcher:
   f. Other non-academic position: 8

4. **How does graduate placement compare to the principal missions of the doctoral program identified in part 2 question 4?**

   Our mission is to prepare students for meaningful work in a range of careers where the skills of a historian are relevant and useful; by and large, our alumni are all working in fields where their doctoral education in history is a requirement for employment or is an asset. The exceptions are primarily our handful of avocational students, who are retired or employed in unrelated sectors and pursued graduate education in history with no intention of working in the field.

SECTION 4A: THE MASTER'S PROGRAM

PART 1: COMPARABLE AND ASPIRATIONAL PROGRAMS

1. **Choose two comparable programs at research universities. For each program, indicate which of the following factors were used to determine comparability:**

Master's: Comparable Programs		
CRITERIA	University of Wisconsin-Milwaukee (UWM)	University of Missouri Kansas City (UMKC)
Produce a similar number of Master's graduates	Yes	Yes
Graduates similar in quality to WSU	Yes	Yes
Place Master's graduates in similar types of positions	Yes	Yes
Master's program is organized into similar divisions	Yes	Yes
Master's training curriculum is similar	Yes	Yes
Students are drawn from a similar national pool	Yes	Yes
Students are drawn from a similar local pool	Yes	Yes
Students are drawn from a similar international pool	Yes	Yes
Faculty publish in similar journals	Yes	No
Number of faculty	Similar	Smaller
Generate about the same amount of external funds	Yes	No
Receive funding from the same types of external sources	Yes	Yes
Are part of an urban university	Yes	Yes
Are ranked similarly to WSU/department (indicate ranking and index)	#67 (US News)	Unranked
Faculty have similar research interests	Yes	Yes
Faculty publish similar number of books	Yes	No
Faculty members perform or exhibit creative works similarly	N/A	N/A
Faculty members have similar numbers and types of awards in the profession	Yes	No
Faculty members participate to a similar extent in national professional organizations	Yes	No
Faculty members' scholarly quality is similar	Yes	Yes
Other (please specify)		

Comments: We have selected UW) and UMKC as comparable programs across all of our graduate degrees for the following reasons:

- Both institutions have been heavily involved in career diversity activities, with and outside of the American Historical Association;

- Both offer the same graduate degrees as our Department (PhD, MA in History, MA in Public History; UWM also has a dual MA/MLIS degree) and are similarly structured in that all graduate students take the same courses;
- UWM was a comparable institution in our last review and we wanted to see how we compared seven years on;
- While UMKC has a much smaller faculty (about half the size of ours) and is on the whole probably more like UM-Dearborn than Wayne State, through our joint participation in the AHA Career Diversity initiative we have become interested in the UMKC History Department's innovative use of community partnerships to fund its graduate students and see their success as a model for our program.

2. How have you used these programs to benchmark performance in your program?

We have evaluated our MA program against UWM and UMKC in three ways: 1) Program organization, including online learning; 2) Ability to grow program; and 3) Available funding.

Both UWM and UKMC offer master's programs in history with generally similar coursework requirements, though both require a thesis of all students while WSU allows students to write either a thesis and take fewer courses or an essay and take more courses. UWM, like WSU, offers a dual master's degree in History and Library and Information Science, but neither comparable program offers coordinated graduate certificates in archival administration, nonprofit management, or world history, as we do. Neither comparable program has a fully online master's program and, before the pandemic, did not offer a significant number of online courses; we do not know if either program is considering a fully online path through its MA program, as we are. We appear to be offering more online courses at the master's level in fall 2021 than either comparable program. Both UWM and UMKC have similarly-sized master's programs to ours (though they have smaller PhD programs), and both programs have experienced some growth over the past several years. While our program has experienced a contraction over the same period, gains in the last two application cycles due to the popularity of our MA/MLIS dual degree program and our online pilot program for the dual degree suggest we may also be on our way to growing to master's enrollments. Finally, while it is difficult to get reliable information on the full extent and nature of master's-level funding, both UWM and UMKC seem to offer at least partial support to more students than does WSU, and at UMKC master's students sometimes receive teaching assistantships.

3. **Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors were used to select the program.**

Master's: Aspirational Program	
CRITERIA	UMass-Boston
Produces more/less graduates	More
Has more/less funding for students	Similar
Places more graduates in academic positions	N/A
Master's program organization differs from WSU	Similar with fully online component
Master's training curriculum differs from WSU	Similar with fully online component
Produces higher-quality students	Similar
Has more students nationally who apply to the program	Yes
Enrolls more students from a national pool	Yes
Enrolls more/fewer international students	About the same
Faculty have better publication records	No
Has smaller/larger faculty size	Larger, with fewer tenure-stream faculty
Generates more external funding	No
Conducts more research focused on urban issues	Yes
Faculty members more often perform or exhibit creative works	N/A
Has faculty with different research interests (please specify)	No
Faculty have more professional awards	No
Faculty participate to a greater extent in national professional organizations	No
Is higher ranked than WSU/department	No
Other (please specify)	

Comments: We have selected UMass Boston as our aspirational master's program because we see it as a model for expanding our master's enrollments by introducing a fully online master's degree while ensuring that our traditional, in-person program remains viable. UMass Boston has a master's program roughly four times the size of ours (excluding MA in Public History students), which includes students in entirely face-to-face programs, in a hybrid program, and in an entirely online program.

4. **The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.**

    a. **What plans does the program have to move from one point to the other?**

    We seek to significantly grow the size of the program by considering adding a fully online master's in History and we view UMass Boston's program structure as a model for an eventual program. In the past year, we have taken steps to lay the groundwork by reducing the credit hours to complete the degree, streamlining program requirements, and modernizing our major/minor fields, as well as

launching, in Fall 2021, an online pilot of the MA/MLIS degree so we can assess demand for a fully online degree.

b. What benchmarks will be used to assess progress? How was program assessment data used in the planning process?

- Benchmark 1: Increase number of applicants
- Benchmark 2: Increase number of matriculated students

Current program assessment data is not applicable to our planning process; however, the assessment protocols we are developing to review the online MA/MLIS pilot program will guide us as we move forward.

c. How will existing resources be used to achieve these objectives?

- We will continue to work with CLAS marketing and recruiting to attract students and to target high-interest groups (such as teachers, retirees, etc.).
- We will continue to work with School of Information Science advisors to recruit students to the dual MA/MLIS, one of our fastest-growing degrees.
- We will continue to fundraise and apply for grants to support graduate students, as well as advocate for additional CLAS/Graduate School support for our students.
- We have the capacity to significantly grow the master's program with our existing faculty.

d. If additional resources were available, what would be requested and how would it be used?

It is imperative that the Department be given a ProCard so we have the means to do ad buys and market our program. Our lack of a ProCard meant that it was not possible to launch an ad campaign developed for us by CLAS marketing in winter 2021, and we suspect that were we able to spend the money we had earmarked for the ad campaign, we might have generated even more interest in our online MA/MLIS pilot program. Additional full or partial tuition scholarships would help attract students to our program. If, after evaluating our MA/MLIS online pilot, we do propose a fully online master's program, we may need some flexibility in terms of scheduling core courses in the online program's first years, and additional full-time faculty lines as it grows.

PART 2: POLICIES AND PROCEDURES

1. **Check each process that applies to the program and indicate who is responsible for the process:**

Process	Responsible Person			
	Chair	Associate Chair	Graduate Officer	Other (describe)
Conducts an orientation for new students			X	
Advises students on plan of work			X	Advisor
Approves plans of work			X	Advisor
Chairs graduate committee			X	
Oversees graduate recruitment			X	
Oversees graduate admissions			X	
Approves dissertation/thesis committees			X	
Distributes fellowship/scholarship information to students			X	
Oversees information on program website			X	
Serves as advisor for program graduate student organization			X	
Distributes information about career options/job placement			X	
Oversees student record keeping			X	
Assigns teaching assistantships				Graduate Committee
Supervises/evaluates performance of GTAs	X (supervises)			
Oversees appointments of GRAs				N/A
Oversees program assessment			X	
Hears grievances of undergraduates concerning GTAs	X			
Hears grievances of graduate students involving faculty	X		X	
Other				

Comments:

2. What compensation does the graduate officer receive (e.g. release time from teaching, summer salary, travel/research funds, graduate assistant)?

One course release

3. Is the graduate officer's appointment 9 month or 12 month?

9-month appointment with 12 months of duties

4. Rank the principal mission of your master's program (no tied ranks):

a. Training scholars for academic careers: 2
b. Training practitioners for industry, business, or government: 3
c. Providing advanced learning opportunities independent of career objectives: 1
d. Other (please explain) ___

Comments: Our master's students come to the program with diverse goals, ranging from teachers to retirees with avocational interests in the field to MA/MLIS and MA/JD students with professional aspirations to recent graduates of bachelor's programs who want to continue on for doctorates.

5. Are the master's degree requirements found online? Have the requirements changed since the last review? Please summarize the changes. Is there a student handbook? Please provide a link to the curriculum online and include a copy of the student handbook as an appendix.

The master's degree requirements are available online in the WSU Graduate Bulletin: https://bulletins.wayne.edu/graduate/college-liberal-arts-sciences/history/history-ma/#requirementstext
There is a unitary handbook for all History graduate programs, included as Appendix F.

The following changes to the master's degree curriculum have been implemented since the last review:

- Plan C (coursework only) eliminated;
- Credit hours reduced from 35 to 30;
- Minor field requirement eliminated;
- Cognate course requirement eliminated;
- Major fields reduced to three: US, Europe, World;
- New required course (HIS 7832);
- Generalist path (no major field) established for MA/MLIS and MA/JD.

6. The following questions relate to the assessment of student learning:

a. What has the program learned about students and about the program's strengths and weaknesses through program assessment?

We have determined that, by the time they complete their theses or essays, our master's students are performing at a consistently high level in most areas, but

that students in sometimes struggle to develop the skills central to producing historical scholarship early in the program. Like our doctoral students, our master's students do well at articulating historical arguments, locating and analyzing sources, and describing and explaining historical events and issues, though we find they struggle with some of these skills at the outset, and to a greater degree than our doctoral students. We would like to see improvements in the quality of their writing and their ability to engage with historiography at all stages from their required methodology course to their capstone project.

b. How has assessment evidence led to program improvement?

It has led us to consider program scaffolding and the content of our introductory coursework.

c. What are the most important changes to the program driven by program assessment?

We used assessment data to make changes to HIS 7830, our introductory methods course, and to develop HIS 7832, our History Practicum course

d. What changes to assessment processes or methods would improve the information gathered or how it is used?

Since we have just revised our master's program curriculum and introduced a pilot program for a fully online degree, we plan to review and update our assessment procedures in the 2021-2022 academic year to reflect these changes.

7. List any master's level courses:

Offered every year

HIS 7685 Practicum: Archives
HIS 7745 Archives and Libraries in the Digital World
HIS 7810 Introduction to Archival and Library Conservation
HIS 7820 Description and Access for Archives
HIS 7830 Methods and Research in History
HIS 7832 History Practicum
HIS 7840 Archival Administration
HIS 7860 Oral History: A Methodology for Research
HIS 7880 Cultural Heritage Institutions: Management and Leadership
HIS 7890 Administration of Audio Visual Collections
HIS 7994 Digital History Seminar
HIS 7990 Directed Study
HIS 7998 Internship in Public History
HIS 7999 Master's Essay Direction
HIS 8999 Master's Thesis Research and Direction

Offered every other year

HIS 5010 Colonial North America
HIS 5020 Revolutionary America
HIS 5040 Civil War and Reconstruction: 1850-1877

HIS 5070 Contemporary American History: 1945 to the Present
HIS 5130 American Foreign Relations Since 1933
HIS 5160 American Legal Culture to 1857
HIS 5170 American Legal Culture after 1857
HIS 5200 Women, Gender, and Sexuality in US History
HIS 5210 The Peopling of Modern America, 1790-1914: A History of Immigration
HIS 5220 The Changing Shape of Ethnic America: World War I to the Present
HIS 5231 The Conquest in Latin America
HIS 5234 Race in Colonial Latin America
HIS 5240 Michigan History in Perspective
HIS 5251 History of Feminism
HIS 5261 African American History and Memory
HIS 5290 American Labor History
HIS 5300 History of American Capitalism
HIS 5330 History of Ancient Greece
HIS 5335 History of the Hellenistic Age
HIS 5340 History of Ancient Rome
HIS 5345 Rome and the Barbarians
HIS 5360 The Early Middle Ages: 300-1000
HIS 5370 The High Middle Ages: 1000-1300
HIS 5385 History of Christianity to the Reformation
HIS 5386 The History of Christianity from the Reformation to the Present
HIS 5395 Social History of the Roman Empire
HIS 5407 The Scientific Revolution
HIS 5425 American Environmental History
HIS 5440 Twentieth Century Europe
HIS 5450 Europe, 1918-1939: Mass Politics and Culture in the Age of Hitler, Stalin, and Mussolini
HIS 5460 History of the Holocaust
HIS 5470 Modern Germany
HIS 5480 Nazi Germany
HIS 5490 His: Russia & Eurasia to 1917
HIS 5495 History of the Russian Revolution
HIS 5500 The Soviet Union
HIS 5530 History of World War I and II: A Social and Political History of Two World Wars
HIS 5535 History of Terrorism
HIS 5540 World Environmental History since 1900
HIS 5550 Britain 1485-1714
HIS 5555 Britain in the Age of Empire
HIS 5556 History of Modern Britain
HIS 5585 Studies in Science, Technology, and Society
HIS 5665 Global Cities
HIS 5670 Modern American Cities
HIS 5825 Readings in the History of Modern China
HIS 5855 Pre-Modern Japan
HIS 5865 Modern Japan
HIS 5875 Gender in Modern East Asia
HIS 5960 Globalization, Social History and Gender in the Arabian Gulf
HIS 5991 Directed Study: Salford - WSU Exchange
HIS 6000 Studies in Comparative History

HIS 6010 Studies in American History
HIS 6170 Studies in Ethnicity and Race in American Life Cr.
HIS 6440 Studies in American Medicine in the Twentieth Century
HIS 6780 Introduction to Records and Information Management
HIS 6993 History Communication
HIS 7010 Readings in Colonial North America
HIS 7020 Readings in Revolutionary America
HIS 7040 Readings in the Civil War and Reconstruction: 1850-1877
HIS 7070 Readings in Contemporary American History: 1945 to the Present
HIS 7130 Readings in American Foreign Relations Since 1933
HIS 7160 Readings in American Legal Culture to 1857
HIS 7170 Readings in American Legal Culture after 1857
HIS 7200 Readings in Women, Gender, and Sexuality in US History
HIS 7210 Readings in the Peopling of Modern America, 1790-1914: A History of Immigration
HIS 7220 Readings in the Changing Shape of Ethnic America: World War I to the Present
HIS 7231 The Conquest in Latin America
HIS 7234 Readings in Race in Colonial Latin America
HIS 7251 History of Feminism
HIS 7261 African American History and Memory
HIS 7290 Readings in American Labor History
HIS 7300 Readings in the History of American Capitalism
HIS 7330 Readings in the History of Ancient Greece
HIS 7335 Readings in the History of the Hellenistic Age
HIS 7340 Readings in the History of Ancient Rome
HIS 7345 Readings in Rome and the Barbarian
HIS 7360 Readings in the Early Middle Ages: 300-1000
HIS 7370 Readings in the High Middle Ages: 1000-1300
HIS 7385 Readings in the History of Christianity to the Reformation
HIS 7386 Readings in the History of Christianity from the Reformation to the Present
HIS 7395 Readings in the Social History of the Roman Empire
HIS 7407 Readings in The Scientific Revolution
HIS 7425 Studies in American Environmental History
HIS 7435 Beyond Human Nature: The New Sciences of Cultural Evolution
HIS 7440 Readings in Twentieth Century Europe
HIS 7450 Readings on Europe, 1918-1939: Mass Politics and Culture in the Age of Hitler, Stalin, and Mussolini
HIS 7465 Readings in the History of the Holocaust
HIS 7470 Readings in Modern Germany
HIS 7480 Readings in Nazi Germany
HIS 7495 Readings in the History of the Russian Revolution
HIS 7500 Readings in the Soviet Union
HIS 7530 Readings in the History of World War I and II: A Social and Political History of Two World Wars
HIS 7535 Readings in the History of Terrorism
HIS 7540 Readings in World Environmental History
HIS 7550 Readings in Britain: 1485-1714
HIS 7555 Readings in Britain in the Age of Empire
HIS 7556 Readings in the History of Modern Britain

HIS 7665 Global Cities
HIS 7670 Modern American Cities
HIS 7835 Public History
HIS 7855 Memory and History
HIS 8010 Seminar in Early American History
HIS 8030 Seminar in Modern American History
HIS 8050 Seminar in Legal History
HIS 8060 Seminar in North American Labor History
HIS 8150 Seminar in the History of Gender, Women and Sexuality
HIS 8235 Seminar in Early Modern European History
HIS 8240 Seminar in Modern European History
HIS 8310 Seminar in World History

Offered less than every other year

HIS 7960 Readings in Globalization, Social History and Gender in the Arabian Gulf

8. Discuss the relationship of the master's program to the doctoral and undergraduate programs (if applicable).

The master's program relates to the doctoral program in two ways. First, our master's program, over the past few decades, has been a feeder program for the smaller doctoral program. In fact, many of our best PhD students began in our master's program. While we have recruited external applicants directly from undergraduate programs, we still encourage promising master's students to apply to our doctoral program. Second, students from the master's program and the doctoral program often take advanced classes and seminars together. The History Graduate Student Association is common to graduate students at both levels and to students in the certificate programs. We share resources and professional development and intellectual forums among graduate students across programs. The master's program relates to the undergraduate program by sharing some courses among students at all three levels, and because many of our master's students are recruited out our undergraduate program, either via AGRADE or direct admission.

9. What are the biggest challenges for the master's program? What plans does the program have to address these challenges?

Three significant challenges face our master's program. The first is a long-term contraction that started about a decade ago, when the state government changed tuition benefits for secondary school teachers and began to accept a wider range of degrees for professional advancement. The second and third are shared with the doctoral program: a lack of funding and lack of diversity.

To address the issue of declining enrollments and bring our curriculum in line with peer institutions in Michigan and elsewhere, we reduced the number of credit hours required for our master's program, we streamlined our major fields, and we are piloting a fully online option for our MA/MLIS degree. These program changes will take effect in fall 2021, and we used them as the basis of a marketing and recruiting campaign that has already paid dividends. In 2019, we matriculated six master's students, four of whom

were dual degree students. In 2020, we matriculated only one master's student. In 2021, we matriculated eleven master's students, eight of whom are MA/MLIS students.

With application and enrollment trends indicating renewed interest in our master's program, and particularly our joint degree programs, additional full and partial tuition scholarships would support our efforts to expand our enrollments and recruit exceptional students. We will assess our online MA/MLIS pilot program to determine whether or not to propose a fully online master's program that would allow us to recruit students who cannot relocate to Detroit but who are interested in pursuing a master's at Wayne State. To address the lack of diversity in our master's program, we must first address the lack of diversity in our department more generally, which we are working on through our strategic planning process, and second ensure that we can provide better funding for students from underrepresented groups. It is imperative that we are able to ensure equity in terms of financial support and inclusivity in terms of our curriculum and our department culture if we hope to attract and retain diverse students.

PART 3: MA STUDENT PROFILE

Include Student Profile data which is available from Institutional Research and EAB APS. Please visit https://provost.wayne.edu/apr/resources.

STPR 002 - Masters and Certificate Student Profile

1st Major
- N
- Y

College, Department
Liberal Arts & Sciences

Major
History

Applications

Term	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202006	202009
Number of Applications	29	13	30	11	32	11	18	12	24	8	23	3	2	11

Admissions

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201809	201901	201909	202009
Minority Students Admitted	1		1		2						
Other Students Admitted	9	3	9	2	9	2	3	12	1	7	1
Total	**10**	**3**	**10**	**2**	**11**	**2**	**3**	**12**	**1**	**7**	**1**

Programs Displayed
MA_GR_LS

Majors Displayed
History

Newly Enrolled Students*

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201809	201901	201909	202009	202101
Minority Students Enrolled					2							
Other Students Enrolled	5	3	4	1	8	2	2	1	1	4	1	2
Total	**5**	**3**	**4**	**1**	**10**	**2**	**2**	**1**	**1**	**4**	**1**	**2**

*Only students with the NEW_GR_LW_PR flag are shown. Change of status students are not included, nor are students earning a subsequent WSU degree.

Enrollment

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
International Students Enrolled	1	1	1	1										
Minority Students Enrolled	2	1	2	2	3	2	1	1						
Other Students Enrolled	26	25	20	18	19	21	19	20	15	12	11	9	6	12
Total	**29**	**27**	**23**	**21**	**22**	**23**	**20**	**21**	**15**	**12**	**11**	**9**	**6**	**12**

Enrollment by Full / Part Time Status

Full / Part Time Status	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Full-Time Students	15	13	11	9	8	12	9	8	8	6	3	2	2	5
Part-Time Students	14	14	12	12	14	11	11	13	7	6	8	7	4	7
Total	**29**	**27**	**23**	**21**	**22**	**23**	**20**	**21**	**15**	**12**	**11**	**9**	**6**	**12**

Average Cumulative GPA

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
International Students Enrolled	3.87	3.90	3.91	3.90									
Minority Students Enrolled	3.53	3.34	3.76	3.78	3.41	3.05	2.42	3.85					
Other Students Enrolled	3.67	3.80	3.48	3.54	3.58	3.82	3.85	3.67	3.81	3.89	3.80	3.83	3.79
Total	**3.67**	**3.79**	**3.52**	**3.58**	**3.55**	**3.76**	**3.77**	**3.67**	**3.81**	**3.89**	**3.80**	**3.83**	**3.79**

Average GRE Score of Admitted Students

SORTEST_TESC_NAME		201409	201501	201509	201601	201609	201701	201709	201809	201909	202009
GRE Quantitative	Scores Reported	7	2	8	1	7	2	3	8	4	1
	Average Score	150.14	147.00	147.25	133.00	146.86	150.00	142.67	151.13	148.25	156.00
GRE Verbal	Scores Reported	7	2	8	1	7	2	3	8	4	1
	Average Score	158.86	163.50	157.63	139.00	154.14	158.50	150.33	158.88	159.25	157.00

Degrees Granted

LEVEL_RECODE	2015	2016	2017	2018	2019
⊞ Masters and Certificate	8	6	10	2	5

Source: RAVEN.WSU_CENSUS, WSUIRPROD.DW_STT_ADMISSIONS_APPLICATION. Office of Institutional Research and Analysis. Last updated March 4, 2021.

STPR 002 - Masters and Certificate Student Profile

1st Major
- N
- Y

College, Department
Liberal Arts & Sciences

Major
MSLIS/History

Applications

Term

Admissions

Ethnicity Grouping
Total

Programs Displayed
MA_GR_LS

Majors Displayed
MSLIS/History

Newly Enrolled Students*

Ethnicity Grouping	201509
Other Students Enrolled	2
Total	**2**

*Only students with the NEW_GR_LW_PR flag are shown. Change of status students are not included, nor are students earning a subsequent WSU degree.

Enrollment

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Minority Students Enrolled	1	2	2	2	1		1			1	1			
Other Students Enrolled			3	3	2	2	1	1	2	2	2	2	2	2
Total	**1**	**2**	**5**	**5**	**3**	**2**	**2**	**1**	**2**	**3**	**3**	**2**	**2**	**2**

Enrollment by Full / Part Time Status

Full / Part Time Status	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Full-Time Students		1	2	3	2	2			1	1	2	2	1	1
Part-Time Students	1	1	3	2	1		2	1	1	2	1		1	1
Total	**1**	**2**	**5**	**5**	**3**	**2**	**2**	**1**	**2**	**3**	**3**	**2**	**2**	**2**

Average Cumulative GPA

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
Minority Students Enrolled	3.97	3.82	3.60	3.63	3.67		2.74			2.94	3.06		
Other Students Enrolled			3.87	3.84	3.94	3.91	3.90	3.91	3.90	3.91	3.96	3.96	3.95
Total	**3.97**	**3.82**	**3.76**	**3.76**	**3.85**	**3.91**	**3.32**	**3.91**	**3.90**	**3.58**	**3.66**	**3.96**	**3.95**

Average GRE Score of Admitted Students

SORTEST_TESC_NAME

Degrees Granted

LEVEL_RECODE	2015	2017	2018	2019
⊞ Masters and Certificate	2	4	1	1

Source: RAVEN.WSU_CENSUS, WSUIRPROD.DW_STT_ADMISSIONS_APPLICATION. Office of Institutional Research and Analysis. Last updated March 4, 2021.

PART 4: STUDENT RECRUITMENT

1. **List the top five universities from which the department has admitted and enrolled students over the last seven years.**

    1. Wayne State University
    2. University of Michigan campuses
    3. Northern Michigan University
    4. Other Michigan colleges and universities
    5. Ohio colleges and universities

2. **The program engages in the following recruitment activities (check all that apply):**
    a. Creating program-specific print recruitment materials ☒
    b. Advertising program to other faculty in the discipline ☒
    c. Making information available at conferences ☒
    d. Sending faculty to give talks at other schools ☒
    e. Having faculty/students contact prospective students ☒
    f. Inviting prospective students to campus ☒
    g. Other: Virtual information sessions ☒

    Comments:

3. **How does the program plan to expand its recruitment activities?**

    We are working with our college marketing team to create new marketing and recruitment materials, we intend to hold virtual information sessions at least twice per year, and we are developing a recruitment plan that targets key demographics (teachers, retirees, etc). Additionally, we are assessing the feasibility of introducing a fully online master's program, which would allow us to recruit students who cannot relocate to our region to earn a degree.

4. **When did the program last update recruitment materials (print or electronic)?**

    March 2021

PART 5: TEACHING

Students in the MA program are not eligible for teaching assistantships. Since the last evaluation period, we have made one exception to this policy and awarded a one-year GTA position to a student with previous experience in a field the department unexpectedly needed covered for one year.

PART 6: STUDENT SUPPORT

1. **How many master's students have been supported in each of the following categories during the review period?**

Master's Student Support							
Type of Support	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Graduate Research Assistantships	0	0	0	0	0	0	0
Graduate Teaching Assistantships	0	0	0	0	1	0	0
Fellowships						1	1
Not supported	26	23	20	19	11	10	12
Other: Graduate Professional Scholarship	3	3	3	3	3	1	1

Comments: Master's students sometimes receive retention or recruitment scholarships, which pay for four credits/semester for one year, or they are sometimes hired as hourly research assistants by faculty.

This data includes MA, MA/MLIS, and MA/JD students. These numbers were provided by the Office of Institutional Research and do not accurately reflect the number of students the department considers active in any given year. Our master's programs at present do not require maintaining matriculation fees, which means that once students have completed coursework and do not complete their essay/thesis by the end of the semester in which they enroll in HIS 7999/8999, they are no longer officially counted as students even though they may be actively completing their capstone projects and engaging in university life. The number of students faculty members are actively advising is probably around 25-30% higher than reflected in this data. Additionally, dual degree students may receive funding through the School of Information Science or the Law School, which is not reflected in this data.

2. **How does the number of supported master's students compare with the comparable and aspirational universities listed above? How does the program plan to develop student support?**

As detailed above, we offer less funding than our comparable and aspirational institutions, which we intend to address through fundraising, grant writing, and ideally through additional scholarships from the university.

PART 7: STUDENT MENTORING

1. **The program supports student socialization and professionalization by (check all that apply):**
   a. Encouraging students to attend conferences ☒
   b. Encouraging students to present at conferences ☒
   c. Having a graduate student organization ☒
   d. Having a graduate research day ☐
   e. Encouraging students to give talks at departmental seminars ☒
   f. Conducting a workshop on grant writing ☒
   g. Conducting a workshop on publishing ☒
   h. Conducting a workshop on how to prepare a CV ☒
   i. Conducting a workshop on interviewing ☒

   Comments: Our department participates in a consortium of social science departments (CHAPS) which holds six professional development workshops each year. We also require all MA students (save those in joint degree programs) to complete HIS 7832: History Practicum, which focuses in large part on discipline-specific professionalization. Finally, we encourage our graduate students to participate in Graduate School professional development workshops.

2. **How does the program plan to expand its activities in this area?**

   Stemming from our participation in the American Historical Association's Career Diversity fellowship, we have greatly expanded graduate student professionalization activities in the past three years and we do not have immediate plans to make major changes.

3. **How often does the program offer organized seminars, colloquia, or sponsored conferences at which master's students can present their work?**

   Once a year

4. **Describe procedures used to conduct an annual student review. Indicate the areas of performance that are evaluated, who provides the review, and how the information is communicated to the student (if a form or template is used, please attach a sample as an appendix).**

   Master's students submit a department progress report annually, in which they are evaluated by their advisors on their completion of program benchmarks, research progress, and professionalization activities. The student completes the progress report, sends it to the advisor, the advisor completes their evaluation and returns the form to the student and DGS (some advisors meet with the student to discuss the evaluation, others do not).

PART 8: EMPLOYMENT

1. **Describe procedures used to aid students in obtaining employment (e.g. practice job talks, posting positions on listservs).**

   In HIS 7832, students prepare cvs, resumes, and cover letters and conduct informational interviews. They engage in career exploration and learn how to find and apply for jobs in and outside of the academy. Through CHAPS and the Graduate School, students have access to workshops on the academic job market, job talks, and seeking non-academic employment. We also circulate internship and job postings on our graduate student listserv.

2. **Describe the current and future job marked for master's graduates in the discipline.**

Our master's students seek employment in a variety of sectors, and the future of each sector varies greatly. Our students' aspirations tend to fall into four primary categories, with the following outcomes:

a) Attend a History doctoral program: Admissions to History doctoral programs experienced a contraction in the 2021-22 AY due to the pandemic, and it is too early to say whether or not they will recover in the future. In the past, our master's students have largely been successful in gaining acceptance to doctoral programs at WSU and elsewhere.
b) Teach History or Social Studies in a secondary school: The current and future job market remain steady.
c) Work in a library or archives (particularly for MA/MLIS students): The current and future job markets are steady, if not exactly flourishing. Students with expertise in information management or who want to work in school libraries or corporate archives may find their skills in higher demand than those interested in careers in public or academic libraries.
d) Avocational students: Many of our master's students are retirees or complete our program part-time while working in unrelated fields. They do so out of love for the subject and with no intention of pursuing employment in the field.

SECTION 4B: THE MASTER'S PROGRAM IN PUBLIC HISTORY

PART 1: COMPARABLE AND ASPIRATIONAL PROGRAMS

1. Choose two comparable programs at research universities. For each program, indicate which of the following factors were used to determine comparability:

Master's in Public History: Comparable Programs		
CRITERIA	University of Wisconsin-Milwaukee (UWM)	University of Missouri Kansas City (UMKC)
Produce a similar number of Master's graduates	Yes	Yes
Graduates similar in quality to WSU	Yes	Yes
Place Master's graduates in similar types of positions	Yes	Yes
Master's program is organized into similar divisions	Yes	Yes
Master's training curriculum is similar	Yes	Yes
Students are drawn from a similar national pool	Yes	Yes
Students are drawn from a similar local pool	Yes	Yes
Students are drawn from a similar international pool	Yes	Yes
Faculty publish in similar journals	Yes	No
Number of faculty	Similar	Smaller
Generate about the same amount of external funds	Yes	No
Receive funding from the same types of external sources	Yes	Yes
Are part of an urban university	Yes	Yes
Are ranked similarly to WSU/department (indicate ranking and index)	#67 (US News)	Unranked
Faculty have similar research interests	Yes	Yes
Faculty publish similar number of books	Yes	No
Faculty members perform or exhibit creative works similarly	N/A	N/A
Faculty members have similar numbers and types of awards in the profession	Yes	No
Faculty members participate to a similar extent in national professional organizations	Yes	No
Faculty members' scholarly quality is similar	Yes	Yes
Other (please specify)		

Comments: We have selected UWM and UMKC as comparable programs across all of our graduate degrees for the following reasons:

- Both institutions have been heavily involved in career diversity activities, with and outside of the American Historical Association;
- Both offer the same graduate degrees as our Department (PhD, MA in History, MA in Public History; UWM also has a dual MA/MLIS degree) and are similarly structured in that all graduate students take the same courses;

- UWM was a comparable institution in our last review and we wanted to see how we compared seven years on;
- While UMKC has a much smaller faculty (about half the size of ours) and is on the whole probably more like UM-Dearborn than Wayne State, through our joint participation in the AHA Career Diversity initiative we have become interested in the UMKC History Department's innovative use of community partnerships to fund its graduate students and see their success as a model for our program.

2. How have you used these programs to benchmark performance in your program?

We have evaluated our program against UWM and UMKC in three ways: 1) Program organization and opportunities for experiential learning; 2) Ability to grow program; and 3) Available funding.

Both UWM and UKMC offer master's programs with a specialization in public history, rather than a standalone MA in Public History, as we do. The curriculum for UWM's specialization is similar to ours but offers fewer tracks (three vs. seven) and requires an internship, but is otherwise a coursework-only degree that does not include a capstone project. UKMC's curriculum is a generalist one and does not require an internship but does require a capstone project. Both institutions have strong partnerships with community organizations, as we do, and provide experiential learning opportunities through coursework. Our curriculum, however, is significantly more interdisciplinary than that at UWM or UMKC, and we alone offer a dual master's degree in Public History and Library and Information Science, as well as coordinated graduate certificates in archival administration or nonprofit management. In terms of program organization and opportunities for experiential learning, Wayne State's coursework is more robust than either of the comparable programs and by requiring both an internship and a capstone project, it is more rigorous in terms of professional development. Both comparable programs have more public historians on faculty (and as tenure-stream faculty members, rather than as contingent employees), and thus are better positioned to continue to grow their enrollments in public history while we are reaching capacity in our program with our current faculty. Finally, while it is difficult to get reliable information on the full extent and nature of master's-level funding, both UWM and UMKC seem to offer at least partial support to more students than does WSU, and at UMKC master's students sometimes receive teaching assistantships.

3. Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors were used to select the program.

Master's in Public History: Aspirational Program	
CRITERIA	IUPUI
Produces more/less graduates	More
Has more/less funding for students	More
Places more graduates in academic positions	N/A
Master's in Public History program organization differs from WSU	Yes
Master's in Public History training curriculum differs from WSU	No
Produces higher-quality students	Similar
Has more students nationally who apply to the program	Yes
Enrolls more students from a national pool	Yes
Enrolls more/fewer international students	About the same
Faculty have better publication records	No
Has smaller/larger faculty size	Yes
Generates more external funding	No
Conducts more research focused on urban issues	Yes
Faculty members more often perform or exhibit creative works	N/A
Has faculty with different research interests (please specify)	No
Faculty have more professional awards	No
Faculty participate to a greater extent in national professional organizations	Yes
Is higher ranked than WSU/department	No
Other (please specify)	

Comments: IUPUI has one of the best public history master's program in the country. It has an innovative funding program in which all students complete two internships, which largely fund their degrees (from the IUPUI website: "Our internships are paid, ten-month, 20 hours per week positions, which are cost-shared with community partners and include substantial tuition remission and, if needed, graduate student health insurance.") IUPUI also has a traditional MA in History, but not a doctoral program.

4. The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.

a. What plans does the program have to move from one point to the other?

We would like to continue to grow our program, both through the MAPH itself and the MAPH/MLIS dual degree program. We see IUPUI's funding model as one we would like to emulate, because lack of funding is one of the prohibiting factors to increasing the number of matriculated students. Not only does the IUPUI model provide reliable and sustainable funding for all of its students, it also provides significant professional experience that means IUPUI's public history graduates are highly competitive for jobs when they complete their degrees. We have had only one such cost-shared position (now ended), and it is a primary goal to expand this kind of funding.

b. What benchmarks will be used to assess progress? How was program assessment data used in the planning process?

- Benchmark 1: Increase number of applicants
- Benchmark 2: Increase number of matriculated students
- Benchmark 3: Increased number of funded internships

c. How will existing resources be used to achieve these objectives?

- We will continue to work with CLAS marketing and recruiting to attract students and to target high-interest groups (such as teachers, paraprofessionals, etc.).
- We will continue to work with School of Information Science advisors to recruit students to the dual MAPH/MLIS degree.
- We will continue to fundraise and apply for grants to support graduate students, as well as advocate for additional CLAS/Graduate School support for our students.

d. If additional resources were available, what would be requested and how would it be used?

In addition to increased funding in the form of tuition scholarships, to continue to grow we need at least one additional full-time faculty member who has public history and/or digital history among their fields of specialization. We would also benefit from occasionally hiring practitioners to teach topical courses (i.e., a Detroit Historical Society curator might be hired to teach a History Museums course), which would provide invaluable professional networking opportunities for our students and also help us build key partnerships.

PART 2: POLICIES AND PROCEDURES

1. Check each process that applies to the program and indicate who is responsible for the process:

Process	Responsible Person			
	Chair	Associate Chair	Graduate Officer	Other (describe)
Conducts an orientation for new students			X	
Advises students on plan of work			X	Advisor
Approves plans of work			X	Advisor
Chairs graduate committee			X	
Oversees graduate recruitment			X	
Oversees graduate admissions			X	
Approves dissertation/thesis committees			X	
Distributes fellowship/scholarship information to students			X	
Oversees information on program website			X	
Serves as advisor for program graduate student organization			X	
Distributes information about career options/job placement			X	
Oversees student record keeping			X	
Assigns teaching assistantships				Graduate Committee
Supervises/evaluates performance of GTAs	X (supervises)			
Oversees appointments of GRAs				N/A
Oversees program assessment			X	
Hears grievances of undergraduates concerning GTAs	X			
Hears grievances of graduate students involving faculty	X		X	
Other				

Comments:

2. What compensation does the graduate officer receive (e.g. release time from teaching, summer salary, travel/research funds, graduate assistant)?

One course release

3. Is the graduate officer's appointment 9 month or 12 month?

9-month appointment with 12 months of duties

4. Rank the principal mission of your master's program (no tied ranks):

a. Training scholars for academic careers 3
b. Training practitioners for industry, business, or government 1
c. Providing advanced learning opportunities independent of career objectives 2
d. Other (please explain) ___

Comments:

5. Are the master's degree requirements found online? Have the requirements changed since the last review? Please summarize the changes. Is there a student handbook? Please provide a link to the curriculum online and include a copy of the student handbook as an appendix.

The master's degree requirements are available online in the WSU Graduate Bulletin: https://bulletins.wayne.edu/graduate/college-liberal-arts-sciences/history/history-ma/#requirementstext

The MAPH program is new since our last review; there are no changes to report.

There is a unitary handbook for all History graduate programs, included as Appendix F.

6. The following questions relate to the assessment of student learning:

e. What has the program learned about students and about the program's strengths and weaknesses through program assessment?
f. How has assessment evidence led to program improvement?
g. What are the most important changes to the program driven by program assessment?
h. What changes to assessment processes or methods would improve the information gathered or how it is used?

We have not yet had enough students complete the MAPH program to gather meaningful assessment data (only six students have completed the program since we began accepting students not already enrolled in a WSU master's program in the 2016-17 academic year), though preliminary data suggests our students are performing well in all of the categories in which they are assessed. Due to the pandemic, in fall 2021 the core course for the MAPH program (HIS 7835) and the core course for the MA and PhD program (HIS 7830) were combined and taught as a single class, and based on assessment specific to that course, we plan to modify the content of HIS 7835 to incorporate greater attention to historiography and historical research methods than was previously included.

7. List any MAPH courses.

Offered every year

HIS 7685 Practicum: Archives
HIS 7745 Archives and Libraries in the Digital World
HIS 7810 Introduction to Archival and Library Conservation
HIS 7820 Description and Access for Archives
HIS 7830 Methods and Research in History
HIS 7832 History Practicum
HIS 7840 Archival Administration
HIS 7860 Oral History: A Methodology for Research
HIS 7880 Cultural Heritage Institutions: Management and Leadership
HIS 7890 Administration of Audio Visual Collections
HIS 7994 Digital History Seminar
HIS 7990 Directed Study
HIS 7998 Internship in Public History
HIS 7999 Master's Essay Direction
HIS 8999 Master's Thesis Research and Direction

Offered every other year

HIS 5010 Colonial North America
HIS 5020 Revolutionary America
HIS 5040 Civil War and Reconstruction: 1850-1877
HIS 5070 Contemporary American History: 1945 to the Present
HIS 5130 American Foreign Relations Since 1933
HIS 5160 American Legal Culture to 1857
HIS 5170 American Legal Culture after 1857
HIS 5200 Women, Gender, and Sexuality in US History
HIS 5210 The Peopling of Modern America, 1790-1914: A History of Immigration
HIS 5220 The Changing Shape of Ethnic America: World War I to the Present
HIS 5231 The Conquest in Latin America
HIS 5234 Race in Colonial Latin America
HIS 5240 Michigan History in Perspective
HIS 5251 History of Feminism
HIS 5261 African American History and Memory
HIS 5290 American Labor History
HIS 5300 History of American Capitalism
HIS 5330 History of Ancient Greece
HIS 5335 History of the Hellenistic Age
HIS 5340 History of Ancient Rome
HIS 5345 Rome and the Barbarians
HIS 5360 The Early Middle Ages: 300-1000
HIS 5370 The High Middle Ages: 1000-1300
HIS 5385 History of Christianity to the Reformation
HIS 5386 The History of Christianity from the Reformation to the Present
HIS 5395 Social History of the Roman Empire

HIS 5407 The Scientific Revolution
HIS 5425 American Environmental History
HIS 5440 Twentieth Century Europe
HIS 5450 Europe, 1918-1939: Mass Politics and Culture in the Age of Hitler, Stalin, and Mussolini
HIS 5460 History of the Holocaust
HIS 5470 Modern Germany
HIS 5480 Nazi Germany
HIS 5490 His: Russia & Eurasia to 1917
HIS 5495 History of the Russian Revolution
HIS 5500 The Soviet Union
HIS 5530 History of World War I and II: A Social and Political History of Two World Wars
HIS 5535 History of Terrorism
HIS 5540 World Environmental History since 1900
HIS 5550 Britain 1485-1714
HIS 5555 Britain in the Age of Empire
HIS 5556 History of Modern Britain
HIS 5585 Studies in Science, Technology, and Society
HIS 5665 Global Cities
HIS 5670 Modern American Cities
HIS 5825 Readings in the History of Modern China
HIS 5855 Pre-Modern Japan
HIS 5865 Modern Japan
HIS 5875 Gender in Modern East Asia
HIS 5960 Globalization, Social History and Gender in the Arabian Gulf
HIS 5991 Directed Study: Salford - WSU Exchange
HIS 6000 Studies in Comparative History
HIS 6010 Studies in American History
HIS 6170 Studies in Ethnicity and Race in American Life Cr.
HIS 6440 Studies in American Medicine in the Twentieth Century
HIS 6780 Introduction to Records and Information Management
HIS 6993 History Communication
HIS 7010 Readings in Colonial North America
HIS 7020 Readings in Revolutionary America
HIS 7040 Readings in the Civil War and Reconstruction: 1850-1877
HIS 7070 Readings in Contemporary American History: 1945 to the Present
HIS 7130 Readings in American Foreign Relations Since 1933
HIS 7160 Readings in American Legal Culture to 1857
HIS 7170 Readings in American Legal Culture after 1857
HIS 7200 Readings in Women, Gender, and Sexuality in US History
HIS 7210 Readings in the Peopling of Modern America, 1790-1914: A History of Immigration
HIS 7220 Readings in the Changing Shape of Ethnic America: World War I to the Present
HIS 7231 The Conquest in Latin America

HIS 7234 Readings in Race in Colonial Latin America
HIS 7251 History of Feminism
HIS 7261 African American History and Memory
HIS 7290 Readings in American Labor History
HIS 7300 Readings in the History of American Capitalism
HIS 7330 Readings in the History of Ancient Greece
HIS 7335 Readings in the History of the Hellenistic Age
HIS 7340 Readings in the History of Ancient Rome
HIS 7345 Readings in Rome and the Barbarian
HIS 7360 Readings in the Early Middle Ages: 300-1000
HIS 7370 Readings in the High Middle Ages: 1000-1300
HIS 7385 Readings in the History of Christianity to the Reformation
HIS 7386 Readings in the History of Christianity from the Reformation to the Present
HIS 7395 Readings in the Social History of the Roman Empire
HIS 7407 Readings in The Scientific Revolution
HIS 7425 Studies in American Environmental History
HIS 7435 Beyond Human Nature: The New Sciences of Cultural Evolution
HIS 7440 Readings in Twentieth Century Europe
HIS 7450 Readings on Europe, 1918-1939: Mass Politics and Culture in the Age of Hitler, Stalin, and Mussolini
HIS 7465 Readings in the History of the Holocaust
HIS 7470 Readings in Modern Germany
HIS 7480 Readings in Nazi Germany
HIS 7495 Readings in the History of the Russian Revolution
HIS 7500 Readings in the Soviet Union
HIS 7530 Readings in the History of World War I and II: A Social and Political History of Two World Wars
HIS 7535 Readings in the History of Terrorism
HIS 7540 Readings in World Environmental History
HIS 7550 Readings in Britain: 1485-1714
HIS 7555 Readings in Britain in the Age of Empire
HIS 7556 Readings in the History of Modern Britain
HIS 7665 Global Cities
HIS 7670 Modern American Cities
HIS 7835 Public History
HIS 7855 Memory and History
HIS 8010 Seminar in Early American History
HIS 8030 Seminar in Modern American History
HIS 8050 Seminar in Legal History
HIS 8060 Seminar in North American Labor History
HIS 8150 Seminar in the History of Gender, Women and Sexuality
HIS 8235 Seminar in Early Modern European History
HIS 8240 Seminar in Modern European History
HIS 8310 Seminar in World History

Offered less than every other year

HIS 7960 Readings in Globalization, Social History and Gender in the Arabian Gulf

8. Discuss the relationship of the master's in public history program to the doctoral and undergraduate programs (if applicable).

Students from the MAPH program and the doctoral program often take advanced classes and seminars together. The History Graduate Student Association is common to graduate students in all programs. We share resources and professional development and intellectual forums among graduate students across programs. The MAPH program relates to the undergraduate program by sharing some courses among students at all three levels, and because we recruit MAPH students out our undergraduate program, either via AGRADE or direct admission.

9. What are the biggest challenges for the master's in public history program? What plans does the program have to address these challenges?

The MAPH is our fastest-growing program and our applicants tend to be of an unusually high caliber. They are also more diverse than applicants to our MA and PhD programs. As with our other graduate programs, lack of sufficient funding is a major barrier to recruiting the best applicants; several of our competitor programs can offer at least some funding to all incoming students. Finally, we cannot grow the program much beyond its current size without additional faculty who are able to teach the core courses for the MAPH and who are comfortable supervising public history master's projects.

As is the case with our master's program, additional full and partial tuition scholarships would support our efforts to expand MAPH enrollments and recruit exceptional students. We could also use an additional full-time faculty member who has public history among their teaching areas. Our program would benefit, too, from the ability to hire practitioners from regional cultural institutions to teach special topics courses on a part-time basis (History Museums is our most pressing need), to complement our existing interdisciplinary coursework.

PART 3: MAPH STUDENT PROFILE

Include Student Profile data which is available from Institutional Research and EAB APS. Please visit https://provost.wayne.edu/apr/resources.

STPR 002 - Masters and Certificate Student Profile

1st Major
- N
- Y

College, Department
Liberal Arts & Sciences

Major
Public History

Applications

Term	201609	201709	201801	201809	201901	201909	202001	202009
Number of Applications	6	12	4	20	5	6	3	9

Admissions

Ethnicity Grouping	201609	201709	201809	201901	201909	202009
Other Students Admitted	1	1	9	1	2	6
Total	**1**	**1**	**9**	**1**	**2**	**6**

Programs Displayed
MAPBH_GR_LS

Newly Enrolled Students*

Ethnicity Grouping	201709	201809	202009	202101
Other Students Enrolled	1	3	2	1
Total	**1**	**3**	**2**	**1**

*Only students with the NEW_GR_LW_PR flag are shown. Change of status students are not included, nor are students earning a subsequent WSU degree.

Enrollment

Ethnicity Grouping	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Minority Students Enrolled				1	1	1	1	1	1	1	1
Other Students Enrolled	2	1	1	1	1	5	5	3	4	5	5
Total	**2**	**1**	**1**	**2**	**2**	**6**	**6**	**4**	**5**	**6**	**6**

Majors Displayed
Public History

Enrollment by Full / Part Time Status

Full / Part Time Status	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Full-Time Students			1	1	1	4	4	1	3	2	3
Part-Time Students	2	1		1	1	2	2	3	2	4	3
Total	**2**	**1**	**1**	**2**	**2**	**6**	**6**	**4**	**5**	**6**	**6**

Average Cumulative GPA

Ethnicity Grouping	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
Minority Students Enrolled				3.95	3.96	3.95	3.94	3.95	3.95	3.96
Other Students Enrolled	3.89	3.97	3.97	3.50	3.74	3.91	3.92	3.96	3.93	3.98
Total	**3.89**	**3.97**	**3.97**	**3.73**	**3.85**	**3.91**	**3.92**	**3.96**	**3.93**	**3.97**

Average GRE Score of Admitted Students

SORTEST_TESC_NAME		201609	201709	201809	201909	202009
GRE Quantitative	Scores Reported	1	1	8	2	6
	Average Score	143.00	139.00	149.13	150.00	148.67
GRE Verbal	Scores Reported	1	1	8	2	6
	Average Score	160.00	148.00	160.88	158.00	157.67

Degrees Granted

LEVEL_RECODE	2017	2019
⊞ Masters and Certificate	1	1

Source: RAVEN.WSU_CENSUS, WSUIRPROD.DW_STT_ADMISSIONS_APPLICATION. Office of Institutional Research and Analysis. Last updated March 4, 2021.

STPR 002 - Masters and Certificate Student Profile

1st Major
- N
- Y

College, Department
Liberal Arts & Sciences

Major
All

Applications

Term	201609	201709	201801	201809	201901	201909	202001	202006	202009
Number of Applications	6	12	4	26	8	16	3	2	19

Admissions

Ethnicity Grouping	201609	201709	201809	201901	201909	202009
Minority Students Admitted				1	1	1
Other Students Admitted	1	1	11	1	4	9
Total	**1**	**1**	**11**	**2**	**5**	**10**

Newly Enrolled Students*

Ethnicity Grouping	201709	201809	202009	202101
Other Students Enrolled	1	3	3	1
Total	**1**	**3**	**3**	**1**

*Only students with the NEW_GR_LW_PR flag are shown. Change of status students are not included, nor are students earning a subsequent WSU degree.

Enrollment

Ethnicity Grouping	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Minority Students Enrolled				1	1	1	1	1	1	2	2
Other Students Enrolled	2	1	1	1	1	5	6	3	4	7	7
Total	**2**	**1**	**1**	**2**	**2**	**6**	**7**	**4**	**5**	**9**	**9**

Enrollment by Full / Part Time Status

Full / Part Time Status	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Full-Time Students				1	1	1	4	5	1	3	4	4
Part-Time Students	2	1		1	1	2	2	3	2	5	5
Total	**2**	**1**	**1**	**2**	**2**	**6**	**7**	**4**	**5**	**9**	**9**

Average Cumulative GPA

Ethnicity Grouping	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
Minority Students Enrolled				3.95	3.96	3.95	3.94	3.95	3.95	3.86
Other Students Enrolled	3.89	3.97	3.97	3.50	3.74	3.91	3.92	3.96	3.93	3.41
Total	**3.89**	**3.97**	**3.97**	**3.73**	**3.85**	**3.91**	**3.93**	**3.96**	**3.93**	**3.51**

Average GRE Score of Admitted Students

SORTEST_TESC_NAME		201609	201709	201809	201909	202009
GRE Quantitative	Scores Reported	1	1	8	4	7
	Average Score	143.00	139.00	149.13	150.25	146.86
GRE Verbal	Scores Reported	1	1	8	4	7
	Average Score	160.00	148.00	160.88	159.25	157.14

Degrees Granted

LEVEL_RECODE	2017	2019
⊞ Masters and Certificate	1	2

Programs Displayed
- BS_UG_LS
- BSCRJ_UG_LS
- GCED_GR_LS
- GCIMH_GR_GS
- GCNPM_GR_LS
- GCPSS_GR_LS
- MA_GR_LS
- MAAM_GR_LS
- MAELR_GR_LS
- MALIN_GR_LS
- MALL_GR_LS
- MAPBH_GR_LS
- MPA_GR_LS
- MS_GR_LS
- MSCRJ_GR_LS
- MUP_GR_LS
- ND_UG_LS
- NM_GR_LA
- PHD_GR_LS

Majors Displayed
- Library Infor Sci/Public Hist
- Public History

Source: RAVEN.WSU_CENSUS, WSUIRPROD.DW_STT_ADMISSIONS_APPLICATION. Office of Institutional Research and Analysis. Last updated March 4, 2021.

PART 4: STUDENT RECRUITMENT

1. **List the top five universities from which the department has admitted and enrolled students over the last seven years.**

    1. Wayne State University
    2. University of Michigan campuses
    3. Other Michigan colleges and universities

2. **The program engages in the following recruitment activities (check all that apply):**
    a. Creating program-specific print recruitment materials ☒
    b. Advertising program to other faculty in the discipline ☒
    c. Making information available at conferences ☒
    d. Sending faculty to give talks at other schools ☒
    e. Having faculty/students contact prospective students ☒
    f. Inviting prospective students to campus ☐
    g. Other: Virtual information sessions ☒

    Comments:

3. **How does the program plan to expand its recruitment activities?**

    We are working with our college marketing team to create new marketing and recruitment materials, we intend to hold virtual information sessions at least twice per year, and we are developing a recruitment plan that targets key demographics (teachers, paraprofessionals, etc).

4. **When did the program last update recruitment materials (print or electronic)?**

    March 2021

PART 5: TEACHING

Students in the MA program in Public History are not eligible for teaching assistantships.

PART 6: STUDENT SUPPORT

1. How many master's students have been supported in each of the following categories during the review period?

Master's in Public History Student Support							
Type of Support	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Graduate Research Assistantships	N/A	0	0	0	0	0	0
Graduate Teaching Assistantships	N/A	0	0	0	0	0	0
Fellowships	N/A	0	0	0	0	1	1
Not supported	N/A	2	1	2	6	1	6
Other: Graduate Professional Scholarship	N/A	0	0	0	1	3	2

Comments: This data includes MA and MAPH/MLIS students. These numbers were provided by the Office of Institutional Research and do not accurately reflect the number of students the department considers enrolled in any given year. Our master's programs at present do not require maintaining matriculation fees, which means that once students have completed coursework and do not complete their project by the end of the semester in which they enroll in HIS 7999, they are no longer officially counted as students even though they may be actively completing their capstone projects and engaging in university life. The number of students faculty members are actively advising is probably around 10-15% higher than reflected in this data. Additionally, dual degree students may receive funding through the School of Information Science, which is not reflected in this data.

2. How does the number of supported master's students compare with the comparable and aspirational universities listed above? How does the program plan to develop student support?

As detailed above, we offer less funding than our comparable and aspirational institutions, which we intend to address through fundraising, grant writing, and ideally through additional scholarships from the university. We are presently working with the Michigan Department of Natural Resources to provide student assistants for heritage trails projects, and we hope to expand this partnership and use it as a model to develop others like it.

PART 7: STUDENT MENTORING

1. The program supports student socialization and professionalization by (check all that apply):

a. Encouraging students to attend conferences ☒
b. Encouraging students to present at conferences ☒
c. Having a graduate student organization ☒
d. Having a graduate research day ☐
e. Encouraging students to give talks at departmental seminars ☒
f. Conducting a workshop on grant writing ☒
g. Conducting a workshop on publishing ☒
h. Conducting a workshop on how to prepare a CV ☒
i. Conducting a workshop on interviewing ☒

Comments:

Our department participates in a consortium of social science departments (CHAPS) which holds six professional development workshops each year; MAPH student also participate in professionalization activities in HIS 7835: Public History and through their internships and the completion of a professional portfolio as part of their coursework. Finally, we encourage our graduate students to participate in Graduate School professional development workshops.

2. How does the program plan to expand its activities in this area?

Stemming from our participation in the American Historical Association's Career Diversity fellowship, we have greatly expanded graduate student professionalization activities in the past three years and we do not have immediate plans to make major changes.

3. How often does the program offer organized seminars, colloquia, or sponsored conferences at which doctoral students can present their work?

Once a year

4. Describe procedures used to conduct an annual student review. Indicate the areas of performance that are evaluated, who provides the review, and how the information is communicated to the student (if a form or template is used, please attach a sample as an appendix).

MAPH students submit a department progress report annually, in which they are evaluated by their advisors on their completion of program benchmarks, research progress, and professionalization activities. The student completes the progress report, sends it to the advisor, the advisor completes their evaluation and returns the form to the student and DGS (some advisors meet with the student to discuss the evaluation, others do not).

PART 8: EMPLOYMENT

1. Describe procedures used to aid students in obtaining employment (e.g. practice job talks, posting positions on listservs).

In HIS 7835, students prepare resumes and conduct informational interviews. They engage in career exploration and learn how to find and apply for jobs. Through CHAPS, we provide workshops on the academic job market, job talks, and seeking non-academic employment. We also circulate internships and job postings on our graduate student listserv.

2. Describe the current and future job marked for master's graduates in the discipline.

While we have seven tracks in our public history program, the majority of our students want to work in museums or libraries and archives (particularly the MAPH/MLIS dual-degree students) in some capacity. Museum work has contracted during the pandemic, as many cultural institutions were especially hard-hit by closures and budget cuts; it is too early to predict the extent to which the sector will recover in coming years, though entry-level jobs are regularly posted on jobs boards. The current and future job markets in libraries and archives are steady, if not exactly flourishing. Students with expertise in information management or who want to work in school libraries or corporate archives may find their skills in higher demand than those interested in career in public or academic libraries. Students may find that they will need to consider government jobs, jobs in the heritage/tourism industry, or historical consulting, which are likely to increase in coming years.

SECTION 5: THE UNDERGRADUATE PROGRAM

PART 1: COMPARABLE AND ASPIRATIONAL PROGRAMS

1. **Choose two comparable programs at research universities. For each program, indicate which of the following factors were used to determine comparability:**

Undergraduate: Comparable Programs		
CRITERIA	Georgia State University	University of Wisconsin - Milwaukee
Produce a similar number of undergraduates	Yes	Yes
Undergraduates similar in quality to WSU	Yes	Yes
Place undergraduates in similar types of positions	Yes	Yes
Program is organized into similar divisions	Yes	Yes
Undergraduate training curriculum is similar	Yes	Yes
Students are drawn from a similar national pool	Yes	Yes
Students are drawn from a similar local pool	Yes	Yes
Students are drawn from a similar international pool	Yes	Yes
Are part of an urban university	Yes	Yes
Are ranked similarly to WSU/department(indicate ranking and index)	Yes (92 -US News)	Yes (67 US News)
Other (please specify)		

2. **How have you used these programs to benchmark performance in your program?**

Both of these departments have similar faculty size, almost identical curricular requirements for majors and minors, similar number of awards for undergraduate research and other awards and are ranked similarly. The number of majors at these institutions is close to the number in our program, and they have had enrollment dips in the past few years as we have. Both institutions are also located in urban areas with similarities to Detroit, drawing students from similar backgrounds. Like Wayne State, their state funding has decreased in the past decade. Comparing our program to those at Georgia State and University of Wisconsin, Milwaukee shows them to be comparable in multiple ways.

3. **Choose a program at a research university that your program realistically aspires to be in the next 7 years. Indicate which of the following factors were used to select the program.**

Undergraduate: Aspirational Program	
CRITERIA	University of Illinois, Chicago
Produces more/less undergraduates	More
Has more/less funding for students	More
Places more undergraduates in graduate programs	Yes
Program organization differs from WSU	Similar
Training curriculum differs from WSU	Similar
Produces higher-quality students	Similar
Has more students nationally who apply to the program	Yes
Enrolls more students from a national pool	Yes
Enrolls more/fewer international students	More
Has smaller/larger faculty size	Larger
Conducts more research focused on urban issues	No
Is higher ranked than WSU/department	Yes, in US News # 43
Other (please specify)	Greater emphasis on internships and study abroad to grow major

4. **The comparable programs indicate where the program is now and the aspirational program indicates where the program wants to be in the future.**

    a. **What plans does the program have to move from one point to the other?**

    UIC graduates more majors than our department does. Based on information from their department, they seem to use emphasis on internships and study abroad opportunities as as way to recruit students. The undergraduate program will promote internships for students and encourage study abroad. Both of these changes would make the major more attractive in helping establish path to post-graduation careers. Internships would provide students with job experience and connections for post-graduation career possibilities. Study abroad would provide the kinds of skills – language facility, cultural competence and experience living and working in another culture – that employers seek.
    The history department has discussed working with other departments, in particular CMLLC (Classical and Modern Languages, Literature and Cultures) on campus to encourage students to seek out these learning opportunities that have an eye on potential career paths and experience. In general, we would look to increase the number of majors and minors in history from these activities.

b. What benchmarks will be used to assess progress? How was program assessment data used in the planning process?

We will benchmark number of internships and study abroad sessions students complete. We will also look for an increase in majors and minors.

c. How will existing resources be used to achieve these objectives?

The director of undergraduate studies will build upon the current internship program to find more opportunities and promote them to majors and minors. She will also work to demonstrate the multiple career paths available to graduates with a history degree. She will use other methods (see some below) to increase student enrollment.

d. If additional resources were available, what would be requested and how would it be used?

With more resources we would invite alumni to talk about career paths with our undergraduate majors. We could also like to host events during the academic year like meet and greets or movie nights.

PART 2: POLICIES AND PROCEDURES

1. Check each process that applies to the program and indicate who is responsible for the process:

Process	Responsible Person			
	Chair	Associate Chair	Undergraduate Officer	Other (describe)
Conducts an orientation for new students				X
Advises students on declaration of major				X
Approves declaration of major				X
Oversees undergraduate recruitment			X	
Distributes fellowship/scholarship information to students			X	
Oversees information on program website				X
Serves as advisor for program undergraduate student organization			X	
Distributes information about career options/job placement			X	X

Distributes information about graduate programs			X	
Oversees student record keeping				X
Oversees program assessment			X	
Hears grievances of undergraduate students involving faculty/GTAs	X			
Other				

Comments:

2. **Rank the principal mission of your undergraduate program (no tied ranks):**

    a. Training students for continued academic work __3_
    b. Training practitioners for industry, business, or government __2_
    c. Providing advanced learning opportunities independent of career objectives **_1_**
    d. Other (please explain) __

    Comments:
    The history major, like other liberal arts programs, places emphasis on learning critical thinking skills. Our students are concerned with job options after graduation and our department has moved to help students see how having critical thinking skills and writing skills prepares them for the job market. Every year we do send students to graduate programs in history, but most of our graduates do not pursue advanced degrees in history.

2. **Are the undergraduate degree requirements found online? Have the requirements changed since the last review? Please summarize the changes. Is there a student handbook? Please provide a link to the curriculum online and include a copy of the student handbook as an appendix.**

    The undergraduate degree requirements for the major and minor are found on our department webpage. Since our last program review we have introduced a new required course called Historian's Craft which is an intermediate-level methods course. Most history programs require this type of methods course for undergraduate majors so its absence in our curriculum put us out of step with other history departments. This new course has prepared students to succeed in their capstone project by providing them the tools and knowledge to research and write a substantial piece of original work. Students must successfully complete this course (earning a C or better) before they can enroll in the capstone course. According to assessment data from the past 5 years, the quality of capstone projects has increased with the introduction of this methodology class. We do not have a student handbook for undergraduates (nor do our comparable and aspirational schools. We all provide the information on the department website.)

    https://bulletins.wayne.edu/undergraduate/college-liberal-arts-sciences/history/history-ba/#requirementstext

3. **The following questions relate to the assessment of student learning:**

   a. **What has the program learned about students and about the program's strengths and weaknesses through program assessment?**

      In 2019 the department's undergraduate committee suggested the creation of a three course scaffolded program for undergraduates. At the moment we have a 3000-level course that introduces students to research methods for historians. Following on that students take a 5000-level capstone course that requires the completion of an original research project based on primary sources. More detailed information about the 3000-level course, which the department introduced in response to the last program review, is laid out in the previous question. While the planning for this new course began in 2019, the interruption of the pandemic caused delays in implementing it. This year the department will once again pick up the creation of a 1000-level introduction to history to complete the three level scaffolding of the program.

   b. **How has assessment evidence led to program improvement?**

      The most important change assessment has caused us to implement was the scaffolding of our undergraduate curriculum. The new course introduced, and the proposed course described above, emphasize methodology which our assessment of the major revealed to be the part of the curriculum that needed the most attention. The course has also focused on teaching and reinforcing research and writing skills, needed to successfully complete the capstone project and more generally as valuable career skills.

   c. **What are the most important changes to the program driven by program assessment?**

      The history department introduced the 3000-level methods course to prepare students for their 5000-level capstone course. This course has resulted in better capstone projects.

   d. **What changes to assessment processes or methods would improve the information gathered or how it is used?**

      At the moment the work of assessing undergraduate progress rests with the members of the undergraduate committee and the assessment committee. The assessment process includes a student survey along with the faculty assessments of designated assignments. The return rate on those surveys is low; we need to work on how to get better responses from students. Also assessment should be discussed more fully at faculty meetings so that all members of the department are clear on the process and ongoing outcomes.

4. List any undergraduate level courses:

Offered Every Year

HIS 1000 World Civilization to 1500
HIS 1001 Introduction to History
HIS 1050 History of the Headlines: United States Since World War II
HIS 1300 Europe and the World: 1500-1945
HIS 1400 The World Since 1945
HIS 1600 African Civilizations to 1800
HIS 1610 African Civilizations Since 1800
HIS 1700 East Asia to the 1700s
HIS 1710 History of Modern East Asia
HIS 1800 The Age of Islamic Empires: 600-1600
HIS 1810 The Modern Middle East
HIS 1995 Nature and Societal Transitions
HIS 2000 Introduction to Urban Studies
HIS 2040 American Foundations to 1877
HIS 2050 Modern America: Since 1877
HIS 2240 History of Michigan
HIS 2350 Black Detroit
HIS 2420 History of Puerto Rico and Cuba
HIS 2430 History of Latino/as in the United States
HIS 2440 History of Mexico
HIS 2500 Introduction to Peace and Conflict Studies
HIS 2510 Science, Technology, and War
HIS 2520 Topics in Peace and Conflict Studies
HIS 2530 The Study of Non-Violence
HIS 2605 History of Women, Gender and Sexuality in the Modern World
HIS 2700 Introduction to Canadian Studies
HIS 2800 Introduction to Global Issues and Institutions
HIS 3000 The Historian's Craft
HIS 3140 African American History I: 1400-1865
HIS 3150 African American History II: 1865-1968
HIS 3170 Ethnicity and Race in American Life
HIS 3991 Directed Study: Salford - WSU Exchange
HIS 4990 Directed Study
HIS 4997 Internship in Public History
HIS 5993 Writing Intensive Course in History
HIS 5995 Honors Seminar
HIS 5996 Junior or Senior Research Seminar (Formerly the History Capstone)

Offered every other year

HIS 1060 Law, Citizenship, and American Culture
HIS 1900 History of Colonial Latin America
HIS 1910 Latin America from Independence to the Present
HIS 3155 African American History III: 1968 - Present
HIS 3160 Black Urban History
HIS 3180 Black Social Movements
HIS 3240 Detroit Politics: Continuity and Change in City and Suburbs
HIS 3250 The Family in History

HIS 3320 Twentieth Century Middle East
HIS 3330 Civilizations of the Nile Valley: Egypt and Nubia
HIS 3360 Black Workers in American History
HIS 3440 American Medicine in the Twentieth Century
HIS 3445 History of the Future
HIS 3490 History of Russia and Eurasia to 1917
HIS 3570 The Emerald Isle: A History of Ireland
HIS 3585 Science, Technology, and Society
HIS 3650 History of Detroit
HIS 3870 History of Japanese Pop Culture
HIS 3995 Special Topics in History
HIS 3996 Topics in African History
HIS 3998 Topics in American History
HIS 4435 Beyond Human Nature: The New Sciences of Cultural Evolution
HIS 4993 History Communication
HIS 4994 Digital History Seminar
HIS 5010 Colonial North America
HIS 5020 Revolutionary America
HIS 5040 Civil War and Reconstruction: 1850-1877
HIS 5070 Contemporary American History: 1945 to the Present
HIS 5130 American Foreign Relations Since 1933
HIS 5160 American Legal Culture to 1857
HIS 5170 American Legal Culture after 1857
HIS 5200 Women, Gender, and Sexuality in US History
HIS 5210 The Peopling of Modern America, 1790-1914: A History of Immigration
HIS 5220 The Changing Shape of Ethnic America: World War I to the Present
HIS 5231 The Conquest in Latin America
HIS 5234 Race in Colonial Latin America
HIS 5240 Michigan History in Perspective
HIS 5251 History of Feminism
HIS 5261 African American History and Memory
HIS 5290 American Labor History
HIS 5300 History of American Capitalism
HIS 5330 History of Ancient Greece
HIS 5335 History of the Hellenistic Age
HIS 5340 History of Ancient Rome
HIS 5345 Rome and the Barbarians
HIS 5360 The Early Middle Ages: 300-1000
HIS 5370 The High Middle Ages: 1000-1300
HIS 5385 History of Christianity to the Reformation
HIS 5386 The History of Christianity from the Reformation to the Present
HIS 5395 Social History of the Roman Empire
HIS 5407 The Scientific Revolution
HIS 5425 American Environmental History
HIS 5440 Twentieth Century Europe
HIS 5450 Europe, 1918-1939: Mass Politics and Culture in the Age of Hitler, Stalin, and Mussolini
HIS 5460 History of the Holocaust
HIS 5470 Modern Germany
HIS 5480 Nazi Germany
HIS 5490 His: Russia & Eurasia to 1917

HIS 5495 History of the Russian Revolution
HIS 5500 The Soviet Union
HIS 5530 History of World War I and II: A Social and Political History of Two World Wars
HIS 5535 History of Terrorism
HIS 5540 World Environmental History since 1900
HIS 5550 Britain 1485-1714
HIS 5555 Britain in the Age of Empire
HIS 5556 History of Modern Britain
HIS 5585 Studies in Science, Technology, and Society
HIS 5665 Global Cities
HIS 5670 Modern American Cities
HIS 5825 Readings in the History of Modern China
HIS 5855 Pre-Modern Japan
HIS 5865 Modern Japan
HIS 5875 Gender in Modern East Asia

Offered less than every other year

HIS 3011 Jewish History since 1492
HIS 5960 Globalization, Social History and Gender in the Arabian Gulf

5. What are the biggest challenges for the undergraduate program? What plans does the program have to address these challenges?

Beginning in earnest with the 2008 financial collapse, history departments across the country have seen students leaving liberal arts majors, and history in particular, in search of programs that offer an immediate and clear post-graduation career path. The history department at Wayne State has not been immune to that national trend. The challenge for our undergraduate program is to attract more majors and minors. There are two broad elements of dealing with this issue. First is to use our general education classes to recruit interested but unsure students to the major. General education courses represent an opportunity for faculty to demonstrate to students early in their college career why history is an intellectually rich major that teaches important career skills. Second, to make such efforts more successful, is to create and present majors and potential majors with pertinent information about the vast range of careers open to students graduating with a degree in history. Educating students about the high value, both post-graduation and across a career that may include unanticipated twists, of the education provided by a history degree is crucial to recruiting and retaining more students. Third, we need to reach out to high school students who might love their history classes but might not think about history as a major. Our advisor has identified the metro-Detroit high schools whose graduates become history majors. In the past faculty members have gone to area high schools to discuss our department and major. The DUS has already arranged to speak to students at one of those high schools and will pursue connections to other schools.

PART 3: UNDERGRADUATE STUDENT PROFILE

Include Student Profile data which is available from Institutional Research and EAB APS. Please visit https://provost.wayne.edu/apr/resources.

STPR 001 - Undergraduate Student Profile

1st Major
- N
- Y

College, Department: Liberal Arts & Sciences

Major: History

Minor: All

Student Enrollment

Student Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
International Students Enrolled	1	1								1	1			
Minority Students Enrolled	21	20	22	22	21	14	18	13	15	13	14	15	10	12
Other Students Enrolled	85	98	86	80	80	86	98	91	71	64	76	65	68	61
Total	**107**	**119**	**108**	**102**	**101**	**100**	**116**	**104**	**86**	**78**	**91**	**80**	**78**	**73**

Student Enrollment by Full / Part Time Status

Time Status	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Full-Time Students	65	64	53	56	55	63	74	54	52	51	60	48	45	44
Part-Time Students	42	55	55	46	46	37	42	50	34	27	31	32	33	29
Total	**107**	**119**	**108**	**102**	**101**	**100**	**116**	**104**	**86**	**78**	**91**	**80**	**78**	**73**

Average Cumulative GPA

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
International Students Enrolled	3.93	3.94								3.77	3.70		
Minority Students Enrolled	2.39	2.53	2.53	2.84	2.75	2.64	2.41	2.59	2.46	2.79	2.73	3.08	3.13
Other Students Enrolled	3.06	3.05	2.87	2.94	2.95	3.02	2.97	3.05	2.90	3.08	3.15	3.26	3.14
Total	**2.94**	**2.98**	**2.80**	**2.92**	**2.91**	**2.97**	**2.89**	**2.99**	**2.82**	**3.04**	**3.09**	**3.23**	**3.14**

Majors Displayed
History

Programs Displayed
BA_UG_LS

Average ACT and SAT Scores Reported

	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Average ACT Score	23	23	22	22	23	23	23	23	23	24	24	24	24	23
ACT Scores Reported	56	71	65	61	65	60	71	61	52	42	42	40	32	28
Average SAT Score							1207	1185	1250	1208	1197	1230	1185	1197
SAT Scores Reported	0	0	0	0	0	0	10	8	8	11	24	18	26	26

Degrees Granted

Level	2015	2016	2017	2018	2019
⊞ Undergraduate (Baccalaureate)	20	30	34	25	21

Source: WSUIRPROD.DW_STT_ACADEMIC_OUTCOME, RAVEN.WSU_CENSUS. Office of Institutional Research and Analysis. Last updated March 4, 2021.

STPR 001 - Undergraduate Student Profile

1st Major
N

College, Department
Liberal Arts & Sciences

Major
2nd History

Minor
All

Student Enrollment

Student Ethnicity Grouping	201509	201601	202009	202101
International Students Enrolled			1	
Other Students Enrolled	1	1		2
Total	**1**	**1**	**1**	**2**

Student Enrollment by Full / Part Time Status

Time Status	201509	201601	202009	202101
Full-Time Students	1	1	1	2
Total	**1**	**1**	**1**	**2**

Average Cumulative GPA

Ethnicity Grouping	201509	201601	202009
International Students Enrolled			3.51
Other Students Enrolled	3.72	3.72	
Total	**3.72**	**3.72**	**3.51**

Average ACT and SAT Scores Reported

	201509	201601	202009	202101
Average ACT Score				31
ACT Scores Reported	0	0	0	1
Average SAT Score			1300	1240
SAT Scores Reported	0	0	1	1

Degrees Granted

Level

Majors Displayed	Programs Displayed
2nd History	BPA_UG_LS
	BS_UG_LS

Source: WSUIRPROD.DW_STT_ACADEMIC_OUTCOME, RAVEN.WSU_CENSUS. Office of Institutional Research and Analysis. Last updated March 4, 2021.

STPR 001 - Undergraduate Student Profile

1st Major
Y

College, Department
Liberal Arts & Sciences

Major
History Honors

Minor
All

Student Enrollment

Student Ethnicity Grouping	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
International Students Enrolled										1		
Other Students Enrolled	4	3	2	4	8	7	7	7	4	4	6	7
Total	**4**	**3**	**2**	**4**	**8**	**7**	**7**	**7**	**4**	**5**	**6**	**7**

Student Enrollment by Full / Part Time Status

Time Status	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Full-Time Students	3	2	1	3	6	6	5	4	2	4	5	4
Part-Time Students	1	1	1	1	2	1	2	3	2	1	1	3
Total	**4**	**3**	**2**	**4**	**8**	**7**	**7**	**7**	**4**	**5**	**6**	**7**

Average Cumulative GPA

Ethnicity Grouping	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
International Students Enrolled										3.80	
Other Students Enrolled	3.88	3.87	3.57	3.48	3.31	3.42	3.36	3.29	3.14	3.43	3.90
Total	**3.88**	**3.87**	**3.57**	**3.48**	**3.31**	**3.42**	**3.36**	**3.29**	**3.14**	**3.51**	**3.90**

Average ACT and SAT Scores Reported

	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009	202101
Average ACT Score	29	29		27	27	27	28	28	28	28	25	25
ACT Scores Reported	1	1	0	2	5	5	5	4	1	1	1	1
Average SAT Score										1205	1287	1245
SAT Scores Reported	0	0	0	0	0	0	0	0	0	2	3	4

Degrees Granted

Level	2016	2018	2019
⊞ Undergraduate (Baccalaureate)	1	1	2

Majors Displayed
History Honors

Programs Displayed
BA_UG_LS

Source: WSUIRPROD.DW_STT_ACADEMIC_OUTCOME, RAVEN.WSU_CENSUS. Office of Institutional Research and Analysis. Last updated March 4, 2021.

STPR 001 - Undergraduate Student Profile

1st Major
- N
- Y

College, Department: Liberal Arts & Sciences

Major: All

Minor: HIS - History

Student Enrollment

Student Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
International Students Enrolled									1	1	1	1	1
Minority Students Enrolled			1			1	2	2	2	3	5	6	7
Other Students Enrolled	12	13	9	10	14	15	12	11	20	28	46	49	49
Total	**12**	**13**	**10**	**10**	**14**	**16**	**14**	**13**	**23**	**32**	**52**	**56**	**57**

Student Enrollment by Full / Part Time Status

Time Status	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
Full-Time Students	7	8	5	6	10	12	12	10	15	26	41	37	34
Part-Time Students	5	5	5	4	4	4	2	3	8	6	11	19	23
Total	**12**	**13**	**10**	**10**	**14**	**16**	**14**	**13**	**23**	**32**	**52**	**56**	**57**

Average Cumulative GPA

Ethnicity Grouping	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
International Students Enrolled									3.86	3.85	3.39	3.47	3.52
Minority Students Enrolled			2.87			2.55	2.87	2.83	3.33	3.32	2.99	3.07	2.62
Other Students Enrolled	3.04	3.17	3.23	3.13	3.24	3.37	3.30	3.29	3.10	3.14	2.98	3.18	3.28
Total	**3.04**	**3.17**	**3.19**	**3.13**	**3.24**	**3.32**	**3.24**	**3.22**	**3.15**	**3.18**	**2.99**	**3.17**	**3.20**

Average ACT and SAT Scores Reported

	201409	201501	201509	201601	201609	201701	201709	201801	201809	201901	201909	202001	202009
Average ACT Score	22	24	22	24	24	25	25	26	25	25	25	24	25
ACT Scores Reported	7	8	4	6	11	13	12	11	16	19	23	21	24
Average SAT Score									1130	1113	1149	1150	1182
SAT Scores Reported	0	0	0	0	0	0	0	0	4	7	17	18	21

Degrees Granted

Level	2015	2016	2017	2018	2019
⊞ Undergraduate (Baccalaureate)	1,009	1,329	1,546	1,304	1,428

Majors Displayed
- African American Studies
- Anthropology
- Asian Studies
- Biochem & Chem Bio Honors
- Biochem & Chemical Biology
- Biological Sciences
- Chemistry
- Classics
- Communication Sci & Disorders
- Criminal Justice
- Economics
- Economics Honors
- Employment & Labor Relations
- English
- English Honors
- Environmental Science
- Geology
- German
- Global Studies
- International Studies(Co-Major
- Linguistics

Programs Displayed
- BA_UG_LS
- BPA_UG_LS
- BS_UG_LS
- BSBS_UG_LS
- BSCHM_UG_LS
- BSCRJ_UG_LS
- ND_UG_LS

Source: WSUIRPROD.DW_STT_ACADEMIC_OUTCOME, RAVEN.WSU_CENSUS. Office of Institutional Research and Analysis. Last updated March 4, 2021.

STPR 001 - Undergraduate Student Profile

1st Major
Y

College, Department
Liberal Arts & Sciences

Major
All

Minor
PHST - Public History

Student Enrollment

Student Ethnicity Grouping	201909	202001	202009
Minority Students Enrolled	1	1	1
Other Students Enrolled			1
Total	**1**	**1**	**2**

Student Enrollment by Full / Part Time Status

Time Status	201909	202001	202009
Full-Time Students	1	1	1
Part-Time Students			1
Total	**1**	**1**	**2**

Average Cumulative GPA

Ethnicity Grouping	201909	202001	202009
Minority Students Enrolled	2.36	2.55	2.77
Other Students Enrolled			3.69
Total	**2.36**	**2.55**	**3.23**

Majors Displayed
History

Programs Displayed
BA_UG_LS

Average ACT and SAT Scores Reported

	201909	202001	202009
Average ACT Score			24
ACT Scores Reported	0	0	1
Average SAT Score	1290	1290	1290
SAT Scores Reported	1	1	1

Degrees Granted

Level	2015	2016	2017	2018	2019
⊞ Undergraduate (Baccalaureate)	1,009	1,329	1,546	1,304	1,428

Source: WSUIRPROD.DW_STT_ACADEMIC_OUTCOME, RAVEN.WSU_CENSUS. Office of Institutional Research and Analysis. Last updated March 4, 2021.

STPR 001 - Undergraduate Student Profile

1st Major
Y

College, Department
Liberal Arts & Sciences

Major
All

Minor
HSTM - Hist of Sci,Tech,Env&Med

Student Enrollment

Student Ethnicity Grouping	201809	201901	201909	202001	202009
Minority Students Enrolled					1
Other Students Enrolled	1	1	2	3	2
Total	**1**	**1**	**2**	**3**	**3**

Student Enrollment by Full / Part Time Status

Time Status	201809	201901	201909	202001	202009
Full-Time Students	1	1	2	3	3
Total	**1**	**1**	**2**	**3**	**3**

Average Cumulative GPA

Ethnicity Grouping	201809	201901	201909	202001	202009
Minority Students Enrolled					1.32
Other Students Enrolled	3.59	3.68	2.38	3.25	3.32
Total	**3.59**	**3.68**	**2.38**	**3.25**	**2.66**

Average ACT and SAT Scores Reported

	201809	201901	201909	202001	202009
Average ACT Score			26	26	
ACT Scores Reported	0	0	1	1	0
Average SAT Score	1120	1120		1050	1117
SAT Scores Reported	1	1	0	1	3

Degrees Granted

Level	2015	2016	2017	2018	2019
⊞ Undergraduate (Baccalaureate)	1,009	1,329	1,546	1,304	1,428

Majors Displayed
Biochem & Chemical Biology
Biological Sciences
History
Mathematics
Psychology
Public Health

Programs Displayed
BA_UG_LS
BS_UG_LS
BSBS_UG_LS

Source: WSUIRPROD.DW_STT_ACADEMIC_OUTCOME, RAVEN.WSU_CENSUS. Office of Institutional Research and Analysis. Last updated March 4, 2021.

STPR 001 - Undergraduate Student Profile

1st Major
Y

College, Department
Liberal Arts & Sciences

Major
All

Minor
SAE - Society and the Environment

Student Enrollment

Student Ethnicity Grouping	202009
Other Students Enrolled	1
Total	**1**

Student Enrollment by Full / Part Time Status

Time Status	202009
Part-Time Students	1
Total	**1**

Average Cumulative GPA

Ethnicity Grouping	202009
Other Students Enrolled	3.23
Total	**3.23**

Majors Displayed	Programs Displayed
Biological Sciences	BA_UG_LS

Average ACT and SAT Scores Reported

	202009
Average ACT Score	
ACT Scores Reported	0
Average SAT Score	1020
SAT Scores Reported	1

Degrees Granted

Level	2015	2016	2017	2018	2019
⊞ Undergraduate (Baccalaureate)	1,009	1,329	1,546	1,304	1,428

Source: WSUIRPROD.DW_STT_ACADEMIC_OUTCOME, RAVEN.WSU_CENSUS. Office of Institutional Research and Analysis. Last updated March 4, 2021.

PART 4: STUDENT RECRUITMENT

1. **The program engages in the following recruitment activities (check all that apply):**

   a. Creating program-specific print recruitment materials ☒
   b. Advertising program to area high schools ☐
   c. Advertising program to community colleges (CCs) ☐
   d. Sending faculty to give talks at high schools/CCs ☒
   e. Having faculty contact prospective students ☐
   f. Participating in Scholars Day ☒
   g. Other (please specify) ☐

   Comments:

2. How does the program plan to expand its recruitment activities?

   The director of undergraduate studies has begun working with high schools to arrange visits to discuss studying history at Wayne State. The department's advisor has recently done data analysis to provide us with information about where our majors come from (which high schools, which transfer students) that we can use to more effectively recruit.

3. When did the program last update recruitment materials (print or electronic)?

   Print in Winter 2019; Electronic in March 2021

PART 5: STUDENT MENTORING

1. **The program supports student socialization and professionalization by (check all that apply):**

   a. Encouraging students to attend conferences ☒
   b. Encouraging students to present at conferences ☒
   c. Having an undergraduate student organization ☒
   d. Having an undergraduate research day ☒
   e. Creating opportunities for students to collaborate on research ☐
   f. Encouraging students to apply for Undergraduate Research funding ☒
   g. Conducting a workshop on how to prepare a resume ☐
   h. Conducting a workshop on interviewing ☐

   Comments:
   In recent years, the history department has provided guidance for students who wish to present research at regional and national conferences. We have been successful in that endeavor, with students attending events in Michigan as well as the annual American Historical Association meeting. Recently students have attended conferences in Ohio, Kentucky, California and Singapore. Our students are actively encouraged to seek out

and participate in such opportunities, and many of the eagerly take up those opportunities. The department has research funds and awards available to students who wish to do research in archives in the United States and abroad. When students apply for those funds, they work with faculty who mentor them in doing archival research, writing papers, presenting them at conferences and also pursuing other funding opportunities.

2. **How does the program plan to expand its activities in this area?**

   The department has recently expanded the Otis-Reider annual research event to include undergraduate students. The History Club, which was quite active prior to 2019, collapsed during the pandemic. The Director of Undergraduate Studies has been working with several undergraduate majors to revive the History Club and integrate those students more fully in department activities.

3. **How often does the program offer organized seminars, colloquia, or sponsored conferences at which undergraduate students can present their work?**

   The history department offers two opportunities each year for students to discuss research and finished work. In the fall, the Sterne-Lion colloquium provides a forum for the winners of the Sterne-Lion research award to discuss their projects. In the spring, the Otis-Reider colloquium includes graduate and undergraduate student recipients of the Otis-Reider award. There too they discuss their research and works in progress. Both events have traditionally included the donors in attendance which allows the department to showcase student research.

PART 6: EMPLOYMENT

1. **Describe procedures used to aid students in obtaining employment (e.g. practice job talks, posting positions on listservs).**

   The department advisor and DUS provides students with information about job postings, internships and other relevant job related activities. In the past, several alumni have spoken to undergraduates about their career paths with a history degree. The department plans to expand that series, using Zoom to bring in more alumni than might have been feasible without the video conferencing option.

2. **Describe the current and future job marked for undergraduates in the discipline.**

   The American Historical Association, our disciplinary organization, has recently turned its attention to the decline of the history major seemingly triggered by the hyper-career focus of current undergraduates. Driven by the high cost of tuition, and the perception that history is a useless degree, students have set their sights on seemingly more practical majors. The data collected and analyzed by the American Historical Association suggests that this perception is false. To quote their latest publication on careers in history (*Careers for History Majors*, American Historical Association, 2019) “the history major opens a world of possibilities for [a student’s] future.” Per their data, the top five fields for history graduates are education, management, sales, legal and administration. In examining median income after graduation, history majors rank just above life

sciences majors with a median income for full-time employment of $55,000 per year. The unemployment rate for history majors at 4.5% is lower than the rate for majors in economics, business and communications. The data shows the history degree to be a stellar choice for practical minded students; our challenge is to make that data available to prospective students.

SECTION 6: THE GRADUATE BRIDGE CERTIFICATE IN WORLD HISTORY

PART 1: MISSION

1. **List any certificate programs in the department. What level are the programs (undergraduate, graduate)?**

   Graduate Bridge Certificate in World History

2. **What is the mission of the certificate program?**

   Wayne State's graduate bridge certificate in world history prepares current and future teachers to teach world history in middle school, high school, college or university.

3. **Are the students in the program eligible for financial aid? If so, please insert the most recent gainful employment disclosure for the program.**

   Yes, students are eligible for financial aid.

   Gainful employment disclosure: The World History Bridge Graduate Certificate is designed to be completed in 1 year. This program will cost $12,513.52 for in-state tuition and fees and $24,013.57 for out-of-state tuition and fees if completed within normal time. There may be additional costs for living expenses. These costs were accurate at the time of posting, but may have changed. Fewer than 10 students completed this program within normal time. Typical student debt has been withheld to preserve the confidentiality of the students. This program does not meet any licensure requirements. For more information about graduation rates, loan repayment rates, and post-enrollment earnings about this institution and other postsecondary institutions please click here: **https://collegescorecard.ed.gov/**.

STPR 002 - Masters and Certificate Student Profile

1st Major
☐ N

College, Department
Liberal Arts & Sciences

Major
World History

Applications

Term

Admissions

Ethnicity Grouping
Total

Programs Displayed
BGCWH_GR_LS

Majors Displayed
World History

Newly Enrolled Students*

Ethnicity Grouping
Total

*Only students with the NEW_GR_LW_PR flag are shown. Change of status students are not included, nor are students earning a subsequent WSU degree.

Enrollment

Ethnicity Grouping	201601	201609	201701	201709	201801	202009	202101
Other Students Enrolled	1	2	3	1	1	1	1
Total	**1**	**2**	**3**	**1**	**1**	**1**	**1**

Enrollment by Full / Part Time Status

Full / Part Time Status	201601	201609	201701	201709	201801	202009	202101
Full-Time Students		1	2	1	1		1
Part-Time Students	1	1	1			1	
Total	**1**	**2**	**3**	**1**	**1**	**1**	**1**

Average Cumulative GPA

Ethnicity Grouping	201601	201609	201701	201709	201801	202009
Other Students Enrolled	3.97	3.89	3.85	3.91	3.93	4.00
Total	**3.97**	**3.89**	**3.85**	**3.91**	**3.93**	**4.00**

Average GRE Score of Admitted Students

SORTEST_TESC_NAME

Degrees Granted

LEVEL_RECODE	2016	2017	2018
⊞ Masters and Certificate	2	3	1

Source: RAVEN.WSU_CENSUS, WSUIRPROD.DW_STT_ADMISSIONS_APPLICATION. Office of Institutional Research and Analysis. Last updated March 4, 2021.

SECTION 7: RESOURCES

1. **Describe the adequacy of facilities necessary to your programs, including library holdings, laboratories, computer facilities, studio space, classrooms, and office space.**

   Libraries at Wayne State and their services, including an efficient interlibrary loan, are adequate for our faculty, especially with the Reuther Library Archives and the Detroit Public Library and its collections, other archival repositories at our doorstep and borrowing privileges at other regional libraries. Always historians would like to see more book and journal acquisitions, greater access, longer hours—but individual faculty in our department have few specific complaints about library facilities. The current computer replacement program, which we have been told will replace computers on a four-year schedule, is adequate for basic needs. Classroom facilities and the condition of buildings, including elevators and ventilation are beyond the scope of this report. Ideally, we would like to see continued improvement and renovation of classrooms and common facilities as well as new carpeting, painting, and repair in the Faculty Administration Building, where the History Department is housed. University facilities, however, are not in the History Department's brief.

   In terms of the physical plant and environment, the department chair and staff since July 2015 have worked to improve department facilities and faculty offices. Files and storage areas were vetted; excess, worn, and broken furniture was removed along with e-waste. Used books abandoned in the department library were removed; broken office chairs replaced. Offices that were re-assigned or repurposed were cleaned and painted; the chair's office, which had a broken fifty-year-old desk, was re-furnished with repurposed furniture and a new desk and cadenza. New professional signage replaced hand-made signs. Computers have been repaired or replaced as needed—through computer replacement programs or departmental funds, as necessary. The department's central office was cleaned and partially vetted; it was reorganized and cleaned again in fall 2019.

   A History Communication Lab, funded by two Student Services Fee grants, was established four years ago and is now staffed by a department intern. The History Department was also a co-applicant and signatory on Student Services Fee grants to renovate the conference rooms on the third floor. Rooms that had broken and stained furniture and non-functional technology have been or are in the process of being renovated.

   These matters have been accomplished within the strict limits of our general fund budget supplemented by our R&D fund, with some assistance from internal grants and college support. Larger problems, including offices that have not been vacuumed, cleaned, dusted, repaired or painted for years, and hallway carpeting that is a trip hazard and an eyesore, are not within the department's capacities and resources to resolve. Delayed maintenance remains a problem, because the physical plant can demoralize and alienate not just faculty but students, staff, job candidates, visitors, and donors. The pandemic response and long shut down of the building did not improve the facilities on the third floor where the History Department is located, beyond improved ventilation.

2. Describe the adequacy of support staff for your program (e.g. academic staff, secretarial, technical).

No department of our size (with 22 full time tenure-track or tenured faculty, a full-time lecturer, several PTFs, six GTAs and a variable number of graduate fellows and research assistants, about 80 majors and 95 minors (as of September 2021), and a growing alumni community) can do its work without the support of sufficient clerical and accounting staff. The History Department has neither an ASO nor an associate chair and has not had a full staff since 2013. The Department Advisor divides her time between History and Anthropology and also serves as a temporary advisor for Labor Studies, the graduate program in Employment and Labor Relations MAELR), and (fall 2021) for Economics. We currently have one full-time office desk clerk II and a part-time (40%) financial staff member.

While understaffing in the Department dates to 2011 with the loss of two secretarial positions and later the loss of an ASO, when she transferred to an Academic Advisor II position. In January 2014, we then were assigned a single front-office clerical worker (Office Clerk II), which reduced the front-office by half and with less skilled position. In July 2015, the college hired a part-time financial staff person (40% time) to reconcile books, manage purchases and invoices, and do some forensic accounting, much needed since the books had not been fully reconciled since at least 2011. The Department saw significant improvement in maintaining accounts and recording of expenses, but there remains much work undone.

In July 2019, we lost our front-office staff person, who was not replaced until November 2019. Our current front office staff (hired as Office Clerk II) has an expanded skill set. She has performed at a high level of competence in the job, even under the less than optimal conditions of the pandemic. Her hire leaves us with sufficient staff to keep up with most paperwork, but we continued to feel the effects of the loss of the ASO in 2013. Moreover, our part-time accounting staff person is currently a part-time worker who likely will retire within a few years. Planning for her replacement, with a full-time staff person at ASO rank, would benefit the department by finally providing adequate staff coverage.

In 2020, the Department of History had a significant change in advising staff time. Our nearly full-time Academic Advisor (shared with the GSW program) was assigned a second major department (Anthropology) and has since taken on several other short-term advising work as a substitute including Economics and Public Health (temporary), and Labor Studies (on-going) and Economics (temporary and new). She further has probation duties. This has meant we have gone from having an academic advisor (90%) who could take on some administrative and department communication and website tasks to having an advisor at 40-45% time, leaving us little flexibility in longer term projects on curriculum, recruitment, and marketing.

The lack of sufficient staff has had a significant impact on the History Department:

> The loss of the ASO in 2013 and a higher-level secretarial position prior to that has meant that the Department Chair has no direct support for planning and implementing necessary curricular revisions and department career emphases and much less support for the standard day-to-day operations of the department.

Recruitment and marketing and the coordination of social media that might well fall within the purview of an experienced ASO are simply beyond the workload capacity, expertise, and experience of current faculty and staff.

The lack of staff experienced in event planning has meant that faculty involved must plan all events the department holds, with the office clerk providing support only for room scheduling, catering, and travel expense reimbursement. While the department, particularly the department chair, has been quite successful in soliciting individual donors, the lack of staff has created substantial barriers in launching other potential development events.

The Graduate and Undergraduate programs have lacked necessary staff support, at a time when the tasks associate with assessment were escalated. The Graduate and Undergraduate Directors have no staff support for basic data entry, and the lack of staff has affected student recruitment and record-keeping in particular.

3. Please identify activities taken to encourage and recognize staff.

Undergraduate advisor Gayle McCreedy has been the department's major contact with undergraduate majors and minors and any students interested in history. She has made a significant difference in recruiting, retaining, and keeping students on track for timely graduation and success, in addition to assisting with the administrative tasks associated with her position. The department chair recognizes her contributions to performance reviews and strong evaluations for merit salary increases. The chair has supported training and professional development opportunities for the undergraduate advisor, partially funding conference/workshop participation. Department faculty also have recognized and continue to recognize Ms. McCreedy's contributions in individual and collective ways.

The department chair has provided support time during work hours for staff employees to seek appropriate training opportunities and recorded their training and improvement in performance reviews. Our current front desk staff (Valerie Lamphear) has been supported in seeking training in the diverse administrative systems to enhance her skills, offered opportunities for professional development and advancement, and had enrollment in courses approved so that she can complete credits toward a degree. The faculty have similarly encouraged and recognized Ms. Lamphear's contributions to the department and work performance.

4. Overall, do the staff and facilities provide an appropriate environment for the unit?

In terms of the human environment, the department in the past six years has tried to enhance facilities, create more collective events, connect alumni with faculty and students, and communicate better with the department's wider community. As shown above, the department has also taken action to improve the physical environment of the department and its facilities.

Our staff have been essential to that process. While our front desk office clerk prior to 2019 was welcoming and supportive, there were further improvements when we hired her replacement in fall of 2019. The office works better. The addition of a financial staffer

has made revenue, payments, and account balances faster and easier; the department has better coordination of its functions.

SECTION 8: SUMMARY

1. **Indicate the major strengths of the undergraduate and graduate programs. What assessment data, if any, support your analysis?**

According to our faculty in a recent meeting, our strengths as a department include

- our enthusiasm and passion for history and our mission of teaching, research, and service
- our capacity to train our students well in doing original research
- our "hands-on" approach to educating students and investing in their careers
- our remarkable community of dedicated scholars and teachers
- our public scholarship, community engagement, and professional achievement
- our flexibility in responding to the challenges of the pandemic and the changing environment of higher education
- our efforts at providing opportunities for training and experience that support career diversity among undergraduate and graduate students

In our Strategic Plan, we note that since 2014-2015, the year of our last Academic Program Review, we have revised the undergraduate major and minor requirements and added new graduate degree programs at the master's level in response to a six-year decline in enrollments. We created a master's program in public history, and we have revitalized two dual degree programs and created new dual degree programs with the School of Information Science. We have revised, updated, and renewed our doctoral program and have seen improvements in time to degree, completion, and placement. We have expanded internships for undergraduate and graduate students, added specialized history minors, and established History Communication as a new area of study that includes a communication lab to provide students with training and experience in different digital and social media platforms and access to equipment necessary to achieve program goals. These efforts are integrally linked with career diversity and public history initiatives. We also have nominated successful many mid-career faculty for promotion to full professor and promoted and tenured junior faculty, all of which rode on an unprecedented surge of scholarly productivity and expanded public and community engagement. These are impressive strengths and achievements for our department.

The Self Study and its supporting documents has provided some evidence for these claims. Interviews with faculty, students, and alumni provide an opportunity to hear more. Our assessment data have shown evidence that the revision of the major and creation and revision of graduate programs have had real outcomes in terms of skills, time to and completion of degrees, and the quality of student research and scholarship at the undergraduate and graduate levels.

While we have enrollment challenges, we often outperform our resources in comparison with comparable programs, as revealed in particular in the graduate program section of the Self Study. While there is room for growth, and urgent need to rebuild and expand efforts in outreach, recruitment, and retention of students, especially after the nearly two-year public health crisis, the basic composition and mechanics of the department are fundamentally sound. We have worked for the past seven years on forward-looking programs that will, we believe, pay dividends in terms of applications and enrollments.

We have teachers and scholars whose skills and achievements provide the basis for future improvements.

2. Indicate the major weaknesses of the undergraduate and graduate programs. What assessment data, if any, support your analysis?

Two of the weaknesses of the History Department are related to forces external to the department. We need additional resources for recruitment and additional funding for graduate students. With the current structural deficits, and enrollment decline in the college and university as a whole, it is difficult to predict when and if the situation will change.

Any precarity in our ability to sustain programs and strength further is directly related to two demographic phenomena: first, the age structure of the department, which will see the retirement of a large cohort of faculty disproportionately in United States history, the dominant field of graduate instruction, and the likelihood that some of those positions will not be replaced; second, the on-going demographic trough—a decline in the number of traditional college-age students, which will not see significant improvement for at least another 4-5 years.

Our undergraduate program has, in the past six years, revised its program, added minors, and upgraded and added courses; revamped the major and minor requirements, and constructed another tier in the scaffolding of the curriculum. There remain three on-going tasks—first, to rethink and possibly revise the introductory courses of the department to create a first tier of scaffolding for majors and minors; second, to better sync the current HIS 3000 Historian's Craft and HIS 5996 Junior-Senior Research Seminar, and finally to address enrollment decline with new recruitment and retention efforts. Recapturing students from the gap years of the pandemic will go a long way in addressing that; better outreach to community schools will improve enrollments and the number of majors as well. Assessment data suggests that we have moved the needle on the second; the first and third are on-going.

The graduate program has undergone six years of change. We have seen signs of improvement. The sheer number of completed PhDs in the past decade is an indication of how far we have come since the 1980s, the nadir of doctoral production. Our Career Diversity initiatives have been reflected in better placement. Assessment of our degree program suggests that we do train students well, training that is reflected in the high quality of our graduates and their work. Weakness in the graduate program has been addressed with the creation and/or expansion of programs at the master's level, which has stabilized enrollments and will provide the platform for further growth.

3. Over the next seven years, what changes does the unit plan to make in the programs using existing resources?

We would hope to maintain and increase at a limited rate enrollments and majors. We have put in place some measures to help us with this, but the key will be whether we can maintain and retain a strong faculty base.

4. Over the next seven years, what changes does the unit plan to make in the programs if additional resources become available?

The History Department would like to expand its master's level programs, increase internships, and support further faculty research. None of these are benchmarked, in part because in September 2021 we are still trying to adapt to a vastly different higher education environment than there was in 2014-2015, at the time of our last program review. Ideally, we'd like to see an incremental growth in the number of majors and minors and in general student enrollments (both student credit hours and head count). We believe we can achieve that goal (at an initial growth rate of 5% per year) if we can maintain our faculty profile—our strengths, even if not the exact same number of faculty. We believe that increases in graduate funding at the master's level will accrue in higher number of master's students enrolled in our master's programs in history, public history, and dual degree programs. We believe that increased marketing resources, a more diverse recruitment strategy, and some revision of course curricula will lead to increases in undergraduate enrollment, and we also believe we can maintain what has been and continues a strong doctoral program, one which far outpaces its limited resources in degree production and in solid placements, with increases in student support (fellowships, GTAs, grants) and expanded professional development as part of the program.

5. Does the unit have a strategic plan? How was that plan formed? Please attach a copy of the plan as an appendix.

The Department of History worked on revising its Strategic Plan beginning in 2019 and finally approved a Strategic Plan in September 2021. It plans to revisit it once we have the results of the Academic Program Review in Winter 2022. The Strategic Plan was formed in part by reviewing and updating the previous Strategic Plan, approved in 2014, before the last APR. Changes in the Department have been so dramatic in terms of curriculum and program that the Strategic Plan went through several drafts and with broad input from faculty on the Advisory Committee and in departmental assembly. We have only just approved it prior to the conclusion of the Self Study.

APPENDICES

A. **Faculty Curriculum Vitae**
B. **History By-laws**
C. **History Promotion and Tenure Guidelines**
D. **Assessment Plan(s)**
E. **Strategic Plan**
F. **Graduate Handbook**
G. **Department Newsletters**

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Eric H. Ash

DATE PREPARED: 6 May 2003
DATE REVISED: 1 March 2021

OFFICE ADDRESS: 3121 F/AB

HOME ADDRESS:

1835 Lochmoor Blvd.
Grosse Pointe Woods, MI 48236

OFFICE PHONE: 313-577-2525

HOME PHONE: 313-926-6575

DEPARTMENT/COLLEGE: History / Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Professor, 9/1/17 - present

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2002 / Assistant Professor
2006 / Tenured, Associate Professor
2017 / Promoted, Professor

CITIZEN OF: USA

EDUCATION:

Baccalaureate: A.B., *magna cum laude*, Harvard University (Cambridge, MA), 1994
Graduate: M.A., Princeton University (Princeton, NJ), 1996
Ph.D., Princeton University (Princeton, NJ), 2000
Postgraduate (postdoctoral): Postdoctoral Fellow, Dibner Institute for the History of Science and Technology, 2001-2002

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):
Lecturer, Princeton University, 2000-2001

signature: _____ 09/07/21

PROFESSIONAL SOCIETY MEMBERSHIP(S):

- History of Science Society
- North American Conference on British Studies
- Midwest Conference on British Studies
- American Society for Environmental History
- Society for the History of Technology

HONORS/AWARDS:

- Outstanding Graduate Director Award, 2019
- Board of Governors Faculty Recognition Award, 2018
- Cambridgeshire Association for Local History, Book Award, 2018
- President's Award for Excellence in Teaching, 2009
- WSU Career Development Chair Award, 2007-2008
- College of Liberal Arts & Sciences Teaching Award, 2006

I. TEACHING

A. Years at Wayne State: 19

B. Years at Other Colleges/Universities (please list): 1 (Princeton University)

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate
   - HIS 1300: Europe and the World, 1500-1945 (newly taught online)
   - HIS 3000: Historian's Craft, "The Great Famine in Ireland" (new class)
   - HIS 5407 / HON 4250: The Scientific Revolution (newly taught online)
   - HIS 5550: Britain, 1485-1714
   - HIS 5555: Britain in the Age of Empire
   - HIS 5556: Modern Britain
   - HIS 5996: The Capstone Course

2. Graduate
   - HIS 7407: Readings in the Scientific Revolution (newly taught online)
   - HIS 7550: Readings in Britain, 1485-1714
   - HIS 7555: Readings in Britain in the Age of Empire
   - HIS 7556: Readings in Modern Britain
   - HIS 8235: Graduate Seminar in Early Modern European History

D. Essays/Theses/Dissertations Directed

- Kevin Nichols, Ph.D. dissertation, "Frontier Freemasons: Masonic Networks Linking the Great Lakes to the Atlantic World, 1750-1820," completed in October 2020.
- Joelle Del Rose, Ph.D. dissertation, "'The Luxurious Fancies of Vice': Sexuality, Luxury and Space in the Eighteenth-Century British Social Sphere," completed in April 2017.
- Daniel McCarthy, M.A. essay, "The Double-Edged Sword: The Fenian Brotherhood and the Impact of the American Civil War," completed in February 2017.
- Lauren Dreger, M.A. essay, "'The Improvement of the Mind': Bluestockings, Female Education, and the Public Sphere, 1750-1830," completed in August 2016
- Frank Petersmark, Ph.D. dissertation, "London Calling: The London Corresponding Society and the Ascension of Popular Politics," completed in February 2015
- Renee Bricker, Ph.D. dissertation, "Violence, (Dis)Loyalties, and the English Subject-Citizen, 1569-1588," completed in April 2010
  - Tenured Associate Professor, University of North Georgia
- Frank Petersmark, M.A. essay, "The French Revolution Debate in Britain: Political Culture & Revolutionary Rhetoric," completed in December 2006

Committee Member (Reader)

- Michael Feldbush, M.A. essay, "The English during Domesday: Power and Presence of the Native English Landholders in 1086," completed May 2015.
- Joan Wedes, Ph.D. dissertation in English, "Grafting onto 'the Jew': The Importance of Being Jewish to Early Modern English Christian Identity," completed May 2014.
- Timothy Borbely, M.A. essay, "Radical Journalism and the People of Paris: A Study of a Political Culture of Violence, Emotion and the Political Education during the French Revolution, 1791-1793," completed March 2013.
- Rowan Lawrence, Ph.D. dissertation, University of Sydney, "The Conception of 'Nation' in Tudor-Stuart England," completed 2012
- Adrian Nida, M.A. essay, "Witchcraft across the Colonies: Chesapeake Cases in Comparative Context," completed December 2012.
- Neal Geerts, M.A. essay, "The American Consumer of Postwar America Meets the Golden Age of Food Processing: The Congressional Investigation of the Use of Chemicals in Food Products, 1950-1952," completed May 2011.
- Barry Johnson, PhD. dissertation, "Wastewater Treatment Comes to Detroit: Law, Politics, Technology and Funding," completed May 2011.
- Peter Dolan, M.A. essay, "The Spanish Armada: Historiography and an Examination of its Role on Empires," completed December 2009.
- Donald Burke, Ph.D. dissertation, "New England, New Jerusalem: The Millenarian Dimension of Transatlantic Colonization, A Study in the Puritan Theology of History," completed 2006.

Continuing Students

- Advisor, Ph.D. candidate Erik Noren (ABD)
- Advisor, Ph.D. candidate D'Arcy Cook
- Ph.D. dissertation committee, Sean Levinson (English, advisor Simone Chess)
- Advisor, M.A.-M.L.I.S. candidate Sarah Smith
- Advisor, M.A. candidate Aimee Shulman
- Advisor, M.A.-M.L.I.S. candidate Leigh Young
- Advisor, AGRADE student Alexandria Olson

E. Course Materials (Unpublished)

- "The Western World," a custom-designed primary source reader created specifically for HIS 1300 through Penguin Custom Editions

F. Other Teaching Materials

- GTAs mentored, in teaching HIS 1300:
  - Renee Bricker
  - Christine Cook
  - Joelle Del Rose
  - Beth Fowler
  - Richard Fry
  - Andy Hall
  - Jacob Hall
  - Barry Johnson
  - Nate Kuehnl
  - Tim Moran
  - Erik Noren
  - Frank Petersmark
  - Joe Rector
  - Elizabeth Ryan
  - Errin Stegich
  - Ann Marie Wambeke
  - Maria Wendeln
  - Guolin Yi
- Undergraduate Research and Creative Projects Grant, principal advisor:
  - Rebecca Phoenix, "The Unusual Six: A Case Study of the Horner Sisters and Their Role in Scientific Networking in Victorian-Era Scientific Discourse," 2020
  - Danielle Lumetta, "Enclosure Acts and Norfolk's Agricultural Progress from 1750-1850," 2015
  - Derek Robertson, "Politics and Religious Dissent in Restoration England," 2015
  - Kaitlin Cooper, "Encounter at Botany Bay: British Impressions of Australian Aborigines at the Time of Colonization, 1788-1800," 2011
  - Ian Hewlett, "Martin Bucer: The Other Martin," 2007

  - Anna Dobosz, "Drama Unearthed: Shakespeare's Rise in Poland," 2006
- Academic Recognition Luncheon, Dept. of Athletics, "Favorite Professor," May 2015
- Academic Recognition Luncheon, Dept. of Athletics, "Favorite Professor," May 2011

II. RESEARCH

A. Research in Progress, Not Funded

- Starting new book project on "English Plantations and Environmental Management in Early Modern Ireland"

B. Funded Research in Last Five Years

C. Fellowships/Grants/Special Awards in Last Five Years

- Outstanding Graduate Director Award, 2019
- Board of Governors Faculty Recognition Award, 2018

III. PUBLICATION

A. Scholarly Books Published

1. Authored

I. *The Draining of the Fens: Projectors, Popular Politics, and State Building in Early Modern England* (Baltimore: The Johns Hopkins University Press, 2017).

- *Power, Knowledge, and Expertise in Elizabethan England* (Baltimore: The Johns Hopkins University Press, 2004).

B. Chapters Published

1. Authored

- "Amending Nature: Draining the English Fens," in *The Mindful Hand: Inquiry and Invention from the Late Renaissance to Early Industrialisation*, ed. Lissa Roberts, Simon Schaffer, and Peter Dear (Amsterdam: Edita, and Chicago: University of Chicago Press, 2007), 116-143.
- "Navigation Techniques and Practice in the Renaissance," in *The History of Cartography*, vol. 3, *Cartography in the European Renaissance*, pt. 1, ed. by David Woodward (Chicago: University of Chicago Press, 2007), 509-527.

C. Editorship of Books/Proceedings

- *Expertise: Practical Knowledge and the Early Modern State*; *Osiris* vol. 25 (Chicago: University of Chicago Press, 2010).

D. Journal Articles Published

1. Refereed Journals
   - "By Any Other Name: Early Modern Expertise and the Problem of Anachronism," *History and Technology* 35.1 (2019): 3-30.
   - "Reclaiming a New World: Fen Drainage, Improvement, and Projectors in Seventeenth-Century England," *Early Science and Medicine* 21 (2016): 445-69.
   - "Expertise and the Early Modern State," *Osiris* 25 (2010): 1-24.
   - "Trading Expertise: Sebastian Cabot between Spain and England," co-authored with Alison Sandman, *Renaissance Quarterly* 57 (2004): 813-46.
   - "'A note and a Caveat for the Merchant': Mercantile Advisors in Elizabethan England," *The Sixteenth Century Journal* 33 (2002): 1-31.
   - "Queen v. Northumberland, and the Control of Technical Expertise," *History of Science* 39 (2001): 215-40.
   - "'A perfect and an absolute work': Expertise, Authority, and the Rebuilding of Dover Harbor, 1579-1583," *Technology and Culture* 41 (2000): 239-68.

E. Encyclopedia Entries
   - "Practical Knowledge," commissioned for the *Encyclopedia of Renaissance Philosophy*, ed. Marco Sgarbi, et al. (New York: Springer, 2016).
   - "Edward Wright," commissioned for the *Encyclopedia of Maritime History*, ed. John B. Hattendorf, et al. (Oxford: Oxford University Press, 2007).

F. Book Reviews Published
   1. Academic Journals
      - Koji Yamamoto, *Taming Capitalism before its Triumph: Public Service, Distrust, & "Projecting" in Early Modern England* (Oxford: Oxford University Press, 2018), reviewed for *Journal of Modern History* 91.4 (2019): 925-26.
      - Pamela O. Long, *Engineering the Eternal City: Infrastructure, Topography, and the Culture of Knowledge in Late Sixteenth-Century Rome* (Chicago: Chicago University Press, reviewed for *Journal of the Society of Architectural Historians* 78.2 (2019): 232-34.
      - Vera Keller, *Knowledge in the Public Interest, 1575-1725* (Cambridge: Cambridge University Press, 2015), reviewed for *Early Science and Medicine* 21 (2016): 399-401.
      - Pamela O. Long, *Artisan/Practitioners and the Rise of the New Sciences, 1400-1600* (Corvallis, OR: Oregon State University Press, 2011), reviewed for the *American Historical Review* 118 (2013): 920-21.
      - Chandra Mukerji, *Impossible Engineering: Technology and Territoriality on the Canal du Midi* (Princeton, NJ: Princeton University Press, 2009), reviewed for *Renaissance Quarterly* 63 (2010): 676-78.
      - Rory Rapple, *Martial Power and Elizabethan Political Culture: Military Men in England and Ireland, 1558-1594* (Cambridge: Cambridge University Press, 2009), reviewed for *Journal of Modern History* 82 (2010): 681-83.

- Stephen Alford, *Burghley: William Cecil at the Court of Elizabeth I* (New Haven, Conn.: Yale University Press, 2008), reviewed for *American Historical Review* 114 (2009): 1524-25.
- Rhodri Lewis, *Language, Mind and Nature: Artificial Languages in England from Bacon to Locke* (Cambridge: Cambridge University Press, 2007), reviewed for *Journal of British Studies* 47 (2008), 689-90.
- Ronald W. Cooley, *'Full of all knowledge': George Herbert's* Country Parson *and Early Modern Social Discourse* (Toronto: University of Toronto Press, 2004), reviewed for *Isis* 97 (2006), 748-49.
- Sylvia Bowerbank, *Speaking for Nature: Women and Ecologies of Early Modern England* (Baltimore: The Johns Hopkins University Press, 2004), reviewed for *Journal of British Studies* 44 (2005), 822-23.
- Karen Piper, *Cartographic Fictions: Maps, Race, and Identity* (New Brunswick, NJ: Rutgers University Press, 2002), reviewed for *Isis* 95 (2004), 134-35.
- Pamela O. Long, *Openness, Secrecy, Authorship: Technical Arts and the Culture of Knowledge from Antiquity to the Renaissance* (Baltimore: The Johns Hopkins University Press, 2001); reviewed for *Early Science and Medicine* 7 (2002): 398-400.

G. Papers Presented

1. Invited and/or Refereed Internationally or Nationally
   - "What is an Early Modern Expert? And Why Does It Matter?," keynote address presented at the conference "Limits of Expertise? Practices and Spaces of Knowledge," Expert Cultures Working Group, Georg-August-Universität, Göttingen, Germany, October 2017.
   - "Drainage, Improvement, and State Building in 17th-century England," presented at the American Society for Environmental History annual meeting, Washington, DC, March 2015; also presented at the Midwest Conference for British Studies annual meeting, Detroit, MI, September 2015.
   - "The Origins of Naval Expertise," keynote address presented at the conference on "Naval Expertise and the Making of the Modern World," Wolfson College, Oxford University, May 2013.
   - "Who Owns the Fens? Expertise and Land Reclamation in 17th-Century England," presented at the workshop "Experts in Early Modern Expansion," at the Center for Advanced Studies, Ludwig-Maximilians-Universität, Munich, Germany, February 2013.
   - "Reclaiming a new world: Fen drainage, improvement, and projectors in seventeenth-century England," presented the conference "The New World of Projects: 1550-1750," at The Huntington Library, Pasadena, CA, June 2012. Longer versions of this paper were also presented at the History Seminar, Ludwig-Maximilians-Universität, Munich, Germany, May 2013; and the Seminar on History and Philosophy of Science, Caltech, February 2014.

- "'The good or bad success of this project': Projectors and the Fens, 1580-1630," presented at the History of Science Society Annual Meeting, Phoenix, AZ, November 2009.
- "'The Unrecovered Country': The Non-Drainage of the Fens, 1619-20," presented at the conference "Drowned and Drained: Exploring Fenland Records and Landscape," Wolfson College, Cambridge University, March 2009; also presented at the Cabinet of Natural History seminar series, Department of History and Philosophy of Science, Cambridge University, March 2009; and the History of Science, Technology and Medicine Colloquium, UCLA, April 2014.
- "Pushing and Pushing Back: Royal vs. Local Interests in Draining the English Fens," presented at the History of Science Colloquium, Johns Hopkins University, March 2007.
- "Making a Fruitful Soil: Expertise and Water Management in the English Fens," presented at the History of Science Society Annual Meeting, Minneapolis, MN, November 2005.
- "Avoiding the Quagmire: Establishing Expertise in the English Fens," presented at the North American Conference on British Studies, Philadelphia, PA, November 2004.
- "Correcting Nature: The Drainage of the English Fens," presented at the John J. Reilly Center, Program in History and Philosophy of Science Colloquium, University of Notre Dame, November 2004.
- "Draining the Fens," presented at the conference "Inventive Intersections: Sites, Artifacts, and the Rise of Modern Science and Technology," Royal Dutch Academy of Arts and Sciences, Amsterdam, September 2004.
- "Serving the 'Prince of Purpoole': Francis Bacon and the Expertise of Natural Philosophy," presented at the History of Science Society Annual Meeting, Cambridge, MA, November 2003.
- "Water Management and Social Resistance in Seventeenth-Century England," presented at the Renaissance Society of America Annual Meeting, Toronto, ON, March 2003.
- "Enlarging the Realm: Land Reclamation and the Seventeenth-Century English State," presented at the History of Science Society Annual Meeting, Milwaukee, WI, November 2002; co-organizer of the session, "Practical Knowledge and the State, 1550-1850."
- "Manipulating Expertise: The Case of Queen v. Northumberland," presented at the conference "Shell Games: Scams, Frauds, and Deceits (1300-1650)," Centre for Reformation and Renaissance Studies, University of Toronto, April 2001.
- "Queen v. Northumberland: Royal Mining Rights and the Dilemma of Expertise," presented at the History of Science Society Annual Meeting, Vancouver, November 2000.
- "Secants and Sailors: Mathematical Expertise and the Art of Navigation in Elizabethan England," presented at the History of Science Society Annual

Meeting, Pittsburgh, November 1999; organizer of the session, "Theory and Practice in Early Modern Navigation."

- "Navigation in Harriot's Time," presented at the Thomas Harriot Seminar, Homerton College, Cambridge University, September 1999.
- "'A note and a Caveat for the Merchant': Mercantile Expertise in Elizabethan England," presented at the International Seminar on the History of the Atlantic World, Harvard University, August 1999.
- "'Playne dealing... in mynerall affaires': Agents of Communication in Early English Mining Companies," presented at the conference "Institutional Culture in Early Modern Europe: Histories and Anthropologies," King's College London, July 1999.
- "Experience, Expertise, and Elizabethan Arctic Navigation," presented at the History of Science Society Annual Meeting, Kansas City, October 1998; organizer of the session, "Expertise and Authority in Early Modern Science and Medicine."
- "The Rebuilding of Dover Harbour, 1576-1585," presented at the Tudor and Stuart Seminar, Institute of Historical Research, University of London, March 1998; also presented at the post-graduate seminar, Warburg Institute, University of London, February 1998; and the British Studies Seminar, Princeton University, December 1997.

2. Invited and/or Refereed Locally/Regionally
   - "Shifting Knowledge, Shifting Nature: The Drainage of the English Fens," presented at the WSU Humanities Center Faculty Fellows Conference, March 2010.
   - "Enlarging the Realm: Draining the English Fens, 1630-1660," presented at the WSU "Year of the Environment" lecture series, February 2010.
   - "The King's Hydrographer: Sir Cornelius Vermuyden and the Drainage of Hatfield Chase," presented at the Harvard Early Modern Workshop, May 2002; also presented as "Cornelius Vermuyden, Royal Hydrographer," at the Dibner Institute lunchtime colloquium, April 2002.
   - "A Failure of Mediation: Ignorance, Mistrust, and the Company of Mines Royal," presented at the Princeton-Harvard Joint Colloquium in the History of Science, May 2000.

H. Manuscript and Promotion/Tenure Reviews

- Article manuscript review, "'Put a Mark on the Errors': Seventeenth-Century Medicine and Science," for *Isis*, 2021.
- Article manuscript review, "Writing Knowledge, Forging Histories: Metallurgical Recipes, Artisan-Authors, and Institutional Cultures in Early Modern London," for *Cultural and Social History*, 2020.
- Article manuscript review, "Cow Trials, Climate Change, and the Causes of Violence," for *Environmental History*, 2019.

- Article manuscript review, "All that Glitters: The Politics of Silver-Mining in Sixteenth-Century England and Ireland," for *Economic History Review*, 2018.
- Article manuscript review, "'The Best and Most Practical Philosophers': Seamen and the Authority of Experience in Early Modern Science," for *History of Science*, 2018.
- Tenure and Promotion review, Department of History, College of Staten Island, 2016.
- Article manuscript review, "The Locksmith, the Surgeon, and the Mechanical Hand: Communicating Technical Knowledge in Early Modern Europe," for *Technology & Culture*, 2015.
- Article manuscript review, "Soil Reformed: Improvement and the Buried Past," for *Eighteenth-Century Studies*, 2015.
- Book manuscript review, Elizabeth Yale, "Script, Print, Speech, Mail: Communicating Science in Early Modern Britain," University of Pennsylvania Press, 2013.
- Article manuscript review, "The Idea of England as an Island in the Sixteenth and Early Seventeenth Centuries," for the *Journal of British Studies*, 2010.
- Article manuscript review, "Cooperative Sanitation Technology Management in Late Medieval English and Scandinavian Cities," for *Technology & Culture*, 2007.
- Article manuscript review, "Radical Innovation as a Multi-Level Process: Introducing Floating Grain Elevators in the Port of Rotterdam," for *Technology & Culture*, 2004.

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

- Director of Graduate Studies, Dept. of History, 2015-2019

B. Committee Assignments in Last Five Years

1. University Committee Membership
   - Graduate Council, 2016-17, 2017-18, 2018-19, 2019-20
   - Graduate School, New Programs subcommittee, 2016-17, 2017-18, 2018-19, 2019-20
   - Humanities Center Advisory Board, 2017-18, 2018-19

2. College/Department Committee Chaired
   - History Department, Graduate Committee, 2016-17, 2017-18, 2018-19, fall 2019
   - History Department, Assessment/Awards, 2017-18, 2018-19, fall 2019

3. College/Department Committee Membership
   - History Department, Executive Committee, 2016-17, 2017-18, 2018-19, fall 2019

- History Department, Graduate Committee, winter 2020, winter 2021
- History Department, Undergraduate Committee, 2016-17, 2017-18, 2018-19
- History Department, Personnel Committee, 2016-17, 2018-19, 2019-20, winter 2021
- History Department, Salary Committee, 2017-18, 2020-21
- History Department, Budget Committee, 2016-17, 2017-18, 2018-19, fall 2019
- History Department, AHA Career Diversity Fellowship Committee, 2018-19, 2019-20
- History Department, Chair Review Committee (vice-chair), 2019-20
- History Department, Alumni Advisory Board, winter 2021

C. Professional Consultation

1. Public Presentations as an Expert in Discipline

- "The Crystal Palace Exhibition," presented to the Ferry Elementary School magnet program, 4th-5th grade, November 2019.
- "Henry VIII and the Protestant Reformation in England," presented to the Society of Active Retirees, May 2017.
- "The body of a woman, the heart of a king: Gender and politics in the Tudor dynasty," presented at the Witenagemote Club of Detroit annual dinner, November 2016.
- "The Spanish Armada in Context," presented at the Christ Church Grosse Pointe adult forum, April 2016.
- "Humoral Medicine in the Time of Shakespeare," presented at the public exhibition "'And There's the Humor of It: Shakespeare and the Four Humors," sponsored by the U. S. National Library of Medicine, National Institutes of Health; Shiffman Medical Library, October 2015.
- "Caught in the Middle: The Crisis of Catholics in Protestant England," presented at the Christ Church Grosse Pointe adult forum, April 2015
- "Churchill's First World War," presented at the Cinema Detroit film series on World War I, August 2014
- "The Age of Elizabeth and Our Anglican Roots," presented at the Christ Church Grosse Pointe adult forum, April 2013
- "Life After Henry VIII: The Mid-Tudor Crisis," presented at the Christ Church Grosse Pointe adult forum, April 2013
- "The King's Great Matter: Henry VIII and the Origins of the Church of England," parts 1 & 2, presented at the Christ Church Grosse Pointe adult forum, September 2012
- "The Occult Sciences in Renaissance England," presented at the Wayne Public Library (Wayne, MI), August 2011

2. Consulting to Public Agencies

- Hosted a visiting graduate student, Volker Schlüter from Georg-August-Universität, Göttingen, who came to consult with me concerning his graduate studies in "Expert Cultures," November 2012
- Curriculum consultant, Falmouth Middle School, Falmouth, ME; helping to design a series of lessons on Elizabethan-era mathematics, February 2008

D. Other Professionally Related Service

- Helped to develop, propose, and see through the final approval process a new joint degree program, the MAPH-MLIS, 2017.
- Participated in the AHA Career Diversity workshop, and helped to prepare and implement the Career Diversity Fellowship grant proposal, 2017-18.
- Co-Director, Group for Early Modern Studies (GEMS), WSU Humanities Center Working Group, 2011-12, 2012-13
- AAUP-AFT departmental union representative, 2009-10, 2010-11, 2012-13
- Departmental Mentor to New Faculty, Jennifer Hart, 2011-12, 2012-13
- External Mentor to New Faculty, Charles Klahm (Criminal Justice), 2011-12, 2012-13
- HGSA Professional Development Workshop, 2011, 2015, 2016, 2018
- CHAPS Professional Development Workshops, 2017-18, 2018-19
- AP Day, spring mini-lecture, European History, 2006, 2007, 2008, 2009, 2010, 2011, 2015, 2016, 2019

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: John Joseph Bukowczyk

DATE PREPARED: 9-14-1984
DATE REVISED: 2-21-2021

OFFICE ADDRESS:
3125 Faculty/Admin. Bldg.

HOME ADDRESS:
1403 Cedar Hill Dr.
Royal Oak, MI 48067

OFFICE PHONE: (313) 577-2799
E-MAIL: aa2092@wayne.edu
https://clasprofiles.wayne.edu/profile/aa2092

HOME PHONE: (248) 541-7960

DEPARTMENT/COLLEGE: History/Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Professor, August 1992

WSU APPOINTMENT HISTORY:

Year Appointed/Rank	1980/Assistant Professor
Year Awarded Tenure	1986
Year Promoted to Assoc. Professor	1986
Year Appointed to Full Professor	1992
Director, Canadian Studies Program	1998-2010

CITIZEN OF: U.S.A.

EDUCATION:

Baccalaureate: Northwestern University, Evanston, Illinois, B.A., 1972
Graduate: Harvard University, Cambridge, Massachusetts, A.M., 1973
Harvard University, Cambridge, Massachusetts, Ph.D., 1980

Signature: _____ 2/21/2021

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

Visiting Assistant Professor (1979-80), Visiting Instructor (part-time, 1978-79), Department of History, Connecticut College, New London, Connecticut
Instructor (part-time, Fall 1979), Department of History, Boston College, Chestnut Hill, Massachusetts
Teaching Fellow (1974-78), Departments of History, General Education, Social Studies, Harvard University, Cambridge, Massachusetts

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Association of University Professors
American Historical Association
H-NET Electronic Forum (H-ETHNIC; H-LABOR)
Immigration and Ethnic History Society
Organization of American Historians
Polish American Historical Association
Polish Institute of Arts and Sciences of America
Polish Studies Association
Urban History Association
Western Slavic and Eurasian Association

HONORS/AWARDS:

Invited to 130-guest State Dinner in honor of the President of the Republic of Poland, White House, Washington, D.C. (July 17, 2002).
Distinguished Service Award, Polish American Historical Association (2002)
Detroit 300 Polish Heritage Award (for Polish-American contributions to the city's history and well-being), Detroit 300 Polish American Heritage Committee (2001)
President's Award for Excellence in Teaching, WSU (2000)
Gold Cross (1st class/gilt) of the Order of Merit of the Republic of Poland (for public and professional service to the Republic of Poland) (2000)
Elected Honorary Member of the Polonia Research Committee of the Polish Academy of Sciences (2000)
Charles Gershenson Distinguished Faculty Fellowship, Wayne State University(1997-99)
College of Liberal Arts Teaching Award, Wayne State University (1998)
Nominee, Outstanding Graduate Mentor Award, Wayne State University (1998)
Miecislaus Haiman Award (for sustained scholarly contribution to the study of the Polish-American group in the U.S.),
Polish American Historical Association (1994)
Elected to the Polish Institute of Arts and Sciences of America (1991)
Academy of Scholars Junior Lecture, Wayne State University (1989)
Career Development Chair, Wayne State University (1987-88)
23rd Annual Probus Club Award for Academic Achievement (1985)

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

Dictionary of International Biography, 26th Ed. (1998)
Marquis Who's Who in the Midwest, 25th Ed. (1996); 26th Ed. 1997)
International Authors and Writers Who's Who, 13th Ed. (1993), 14th Ed. (1994)
Marquis Who's Who in American Education, 4th Ed. (1993)

I. TEACHING

A. Years at Wayne State 40.5 years

B. Years at Other Colleges/Universities

Harvard University, 4.5 years
Connecticut College, 2 years (waived)
Boston College, 0.5 years

C. Courses Taught at Wayne State

1. Undergraduate

History 2040: American Foundations, United States to 1877
History 2050: Modern America, United States Since 1877
History 312: History of the Polish Experience in America
History/AFS 3170: Ethnicity and Race in American Life (cross-listed in Africana Studies)
History 593: Writing Intensive
History 595: Honors Seminar
Instructor, Labor Studies Center

2. Undergraduate/Graduate

History 3170/6170: Ethnicity and Race in American Life (cross-listed in Africana Studies)
History 5210/7210: The Peopling of Modern America, 1790-1914: A History of Immigration
History 5220/7220: The Changing Shape of Ethnic America, WWI-Present

3. Graduate

History 787: Public History (proposed and taught as an extra course within load, without compensation), (Spring/Summer 1987)

History 790: Directed Study
History 8030: Seminar in Modern American History
History 8070: Seminar in North American Urban History
History 8180: Seminar in Immigration History

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year:

Doctoral:

Miriam Borenstein Mora, Ph.D. candidate, "From Talking Softly to Carrying a Big Shtick: Jewish Masculinity in Twentieth-Century America" (2019)
Michael Varlamos, "A Quest for Human Rights and Civil Rights: Archbishop Iakovos and the Greek Orthodox Church," Ph.D. (2018).
Michael Murphy, "Detroit Blues Women," Ph.D., 2011.
Kathryn Beard, "Higher than Those of their Race of Less Fortunate Advantages': Race, Ethnicity, and Political Change in Detroit's African American Community, 1840-1940," Ph.D., 2011.
Hani Bawardi, "Transnational Political Consciousness and the Development of Arab-American Identity: The Early Syrian/Arab Immigrant Political Organizations (1915-1951)," Ph.D., 2009.
Christoph Schiessl), "The Search for Eastern European Nazi War Criminals in the United States: An Attempt to Limit Total War and Genocide," Ph.D., 2009.
Julie Longo, "`In the Spirit of `76'": The American Revolution Bicentennial and Detroit Redevelopment, 1966-1983," Ph.D., 2003.
David Smith, "Borders That Divide and Connect: Capital and Labor Movements in the Great Lakes Region from the 1860s through the Early Twentieth Century," Ph.D., 1997.
Edward Pintzuk, "Going Down Fighting: The Michigan Communist Party After World War II," Ph.D., 1992.

Master's:

Harry Smith (tentative), German-American Bund, M.A. essay (current)

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Kristin Waterbury, "Unsettled Lives Exhibition," M.A.P.H. essay, (2019).
Cade Wilson, "Wiretaps, Burglaries, and Internment: The Government's Anti-Arab Campaigns from 1970-1987," M.A. essay, 2017.
Peter McGrath, "Eminent Domain: Taking And Remaking Detroit," M.A. essay, 2012.
Angela Jaber, "Americanization: Detroit Labor and Education," M.A. essay, 2008.
Peter Kalinski, "Through the Vestibule: Assimilation and the Great

Migration to Detroit, 1915-1925," M.A. thesis, 2000.
Michael D. Murphy, "From a Nice Place to Live to a Nice Place to Do Business: Suburban Development in Livonia, Michigan, 1920-1960," M.A. thesis, 1996.
Dana Lamesch-Davis, "The National German-American Alliance and German-American Culture, 1901-1919," M.A. essay, 1995.
Andrew Bailey, "Rails to the Thumb: The Port Huron & Northwestern Railway and Its Successors, A Case Study in American Railroad History," M.A. thesis, 1992.
David Smith, "Foreign Labor and the United Farmworkers: A Historical Analysis of Mexican Migration and Labor Market Politics," M.A. thesis, 1991.
Susanne Schaefer, "`The Other Germans': Culture, Language, Class and Nationalism Among Detroit's Catholic German Immigrants in the Late Nineteenth and Early Twentieth Century," M.A. thesis, 1989. (University of Freiburg exchange student)
Carol Bonilla, "The Jewish Reaction to Henry Ford's Anti-Semitic Campaign and 1927 Apology," M.A. essay, 1985.
Georg Schrode, "Polonia's Working-Class People and Local Politics," M.A. essay, 1985. (Freiburg exchange student)
(essay published in Polish American Studies)
Edward Pintzuk, "Passing Through" (on Soviet-Jewish immigrants in Detroit), M.A. essay, 1984.

E. Course or Curriculum Development

General Education Approval for History 2040: American Foundations, United States to 1877 (2018)
General Education Approval for History 2050: Modern America: United States Since 1877 (2018)
General Education Approval for History 3170/6170: Ethnicity and Race in American Life (cross-listed in Africana Studies) (2018)
New course proposal (Winter 2004), History 3993: Topics in Canadian History, Society, Politics, and Culture (cross-listed in Political Science, Geography, Sociology, and English)
New course proposal (Winter 1999), History 3170/6170: Ethnicity and Race in American Life (status: pending)
Curriculum and Instruction Committee, Department of History (1995-99)
Graduate Committee, Department of History (1988-90, Winter 1993, 1994-2000)
Chair, History 204 Syllabus Committee, Department of History, Wayne State University (Spring 1996)
Chair, History 205 Syllabus Committee, Department of History, Wayne State University (Spring 1996)
Administered Graduate Research Assistants in History (1986-89, 1990-92)
Chair, Advisory Committee, "Class, Race, Ethnicity, and Gender," Michigan Council for the Humanities Workshop for secondary school teachers in southeastern Michigan, Wayne State University (November 19, 1988)

Undergraduate Committee, Department of History (1982-85)
History 787: Public History (proposed in 1986; course was approved and subsequently taught as an extra course within load, without compensation).

F. Course Materials

U.S. Immigration/Ethnic History Graduate Comprehensive Examination Reading List (periodically updated)
Urban History Graduate Comprehensive Examination Reading List (periodically updated)
United States Since 1865 Graduate Comprehensive Examination Reading List (periodically updated)
United States (Colonial-Present) Graduate Comprehensive Examination Reading List (periodically updated)
"Polish Americans in the Greater Detroit Area," Detroit Orientation Institute Resource Book, rev. ed (1993; Detroit: College of Urban Labor, and Metropolitan Affairs, Wayne State University, 2002), annually updated.
Common Course Plan, History 204, Department of History, Wayne State University (Spring 1996).
Common Course Plan, History 205, Department of History, Wayne State University (Spring 1996).
Editor, Teachers Guide: Reinforcing Community Values, A Middle School Enrichment and Training Program (Flint, Mich.: University of Michigan-Flint, 1995). 40 pp.
Statistical Profile of Metropolitan Detroit Polish-Americans, Detroit Curriculum Project, Report No. 3 (Detroit: Michigan Metropolitan Information Center, Center for Urban Studies, College of Urban, Labor and Metropolitan Affairs, Wayne State University, August 1990) (co-authored with P. Slavcheff)
Editor and project director, Teachers Guide: The Families of the City—A Project in the Schools (Detroit: History Department, Wayne State University, 1990), 35 pp.
Course-pack in U.S. history for Labor Studies Center (1983, used through 1985)

II. RESEARCH

A. Research in Progress, Not Funded

Essays on Race and Ethnicity
History of Polish ethnic group in U.S

B. Funded Research in Last Five Years

C. Fellowships/Grants/Special Awards in Last Five Years

Awards

Association for Borderland Studies Nominee (3rd place/bronze) Award (best book) (2008)
Albert B. Corey Prize, awarded biennially by the American Historical Association and the Canadian Historical Association for "the best book on Canadian-American relations or on the history of both countries" (2006)
Charles Gershenson Distinguished Faculty Fellowship, WSU (1997-99)
William Gilbert Award for Best Article on Teaching History, American Historical Association (1995)
Board of Governors Faculty Recognition Award, WSU (1988)
Career Development Chair, WSU (1987-88)
Oskar Halecki Award (co-winner), Polish American Historical Association, for the best book(s) in the Polish American studies field (1987)
Choice Outstanding Academic Book (1987)
Rev. Joseph P. Swastek Prize, Polish American Historical Association (1985)
Richard P. McCormick Prize for Scholarly Publication, New Jersey Historical Commission (1985)
Kosciuszko Foundation Doctoral Dissertation Award (1985)

Grants and Fellowships

External:

Government of Canada
- Canadian Studies Program Enhancement Grant ($2,960CN, institutional) (2000-2001)
- Canadian Studies Program Enhancement Grant ($6,000CN, institutional) (1999-2000)
- Canadian Studies Program Enhancement Grant ($6,000CN, institutional) (1998-99)

Michigan Council for the Humanities
- [Mini-grant ($2,000, institutional, PI: GRA D. Smith), 1991]
- Mini-grant ($2,000, institutional), 1990
- [Mini-grant ($2,000, institutional, PI: GRA S. Wigderson), 1988]
- Mini-grant ($2,000, institutional), 1988
- Mini-grant ($1,400), 1987
- Mini-grant ($2,000, institutional), 1985

Arts Foundation of Michigan
- [Grant ($3,000, written for project collaborator B. Harkness), 1989]

Detroit Council of the Arts
- City Arts II grant ($1,000), 1989

Michigan Council for the Arts
- Arts and Humanities Grant ($13,853), 1988-89
- Mini-grant ($1,200, institutional), 1987

Rockefeller Foundation
- Residency in the Humanities ($150,000, institutional, co-authored with J. Creighton and P. Mason), 1984

National Endowment for the Humanities
Summer stipend ($2,500), 1981
American Council of Learned Societies
East European Studies Grant ($1,500), Summer 1981

Internal:

Wayne State University

Office of Research
Sabbatical leaves (Winter 2022 [pending], Fall 2018, Winter 2015, Fall 2011, Winter 2008, Fall 2004, Winter 2001, Fall 1997, Winter 1994, Fall 1990, Winter 1987)
External Support for Graduate Students Grant (Spring 2004, Summer 1998, April 1995, January 1995, 1991)
Charles Gershenson Distinguished Faculty Fellowship, WSU (1997-99)
Research Mentors Program for New Faculty Award (1996)
Small Research Grants (1995, 1994, 1993, 1992, 1991, 1990, 1989, 1988, 1987, 1986)
Research Stimulation Support (1993)
Graduate Research Assistantship Awards (institutional) (1991-92, 1990-91, 1988-89, 1987-88, 1986-87)
International Travel Grant (July 1991)
University Research Grants (1990-91, 1989-90, 1988-89, 1987-88, 1983-84, 1981-82)
Career Development Chair (1987-88)
Office for Study Abroad and Global Programs
Global Grant *(institutional)* (Winter 2006
Global Grant *(institutional)* (Winter 2004)
College of Liberal Arts
Research & Inquiry Grants (Winter 2003, Fall 2001)
Ad Hoc Conference Support (Summer 1998)
Humanities Center
Small Grant (Fall 2002)
1998 Faculty Fellowship (1998-99)
Office of the Provost and Vice President for Academic Affairs
Curriculum Globalization Grant (Fall 2001)
Globalization Grant (Summer 2000)
Curriculum Globalization Grant (Summer 1999)
Ad Hoc Conference Support (Summer 1998)
Academy of Scholars
Ad Hoc Conference Support (Summer 1998)
College of Education
Ad Hoc Conference Support (Summer 1998)
College of Urban, Labor, and Metropolitan Affairs
1997-1998 Faculty Research Support Grant: The Implications of Urban Change: Detroit 2000 (Summer 1998)
Faculty Research Support Grant, WSU Diversity Project (Summer 1994)
Summer Faculty Research Grants (1990, 1989, 1988)

Ad Hoc Research Support (1988-89)
Mediating Theory and Democratic Systems Program
Faculty Research Incentives Grants (Summer 1997, Summer 1995)
Humanities Council, College of Liberal Arts
Humanist Grants-in-Aid (institutional), (1989, 1987, 1986, 1985)
Center for Urban Studies
Research Grant (Summer 1987)

Connecticut College

Faculty Study, Research, and Travel Fund Grant (1980)

Harvard University

Charles Warren Center for Studies in American History, grants-in-aid (Summers, 1978, 1975)
Department of History, travel grants (Summers 1977, 1976); scholarship (1973-1974)

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored

A History of the Polish Americans (1987; New Brunswick, N.J., and London: Transaction Publishers, 2008), reprint edition with new introduction.

And My Children Did Not Know Me: A History of the Polish-Americans (Bloomington and Indianapolis: Indiana University Press, 1987). *Choice Outstanding Academic Book (1987); Winner of Faculty Recognition Award, Wayne State University; Co-winner of Oscar Halecki Award (Best Book), Polish American Historical Association.*

2. Co-Authored

Permeable Border: The Great Lakes Basin as Transnational Region, 1650-1990 (Pittsburgh: University of Pittsburgh Press and Calgary: University of Calgary Press, 2005), co-authored with N. Faires, D. Smith, and R. Widdis. *Winner of the 2006 Albert B. Corey Prize, awarded biennially by the American Historical Association and the Canadian Historical Association for "the best book on Canadian-American relations or on the history of both countries."; 2008 Association for Borderland Studies Nominee Award (best book); winner of the 2008 Association for Borderland Studies Nominee (3rd place, bronze) Award (best book).*

B. Chapters Published

1. Authored

"Introduction," Through Words and Deeds: Heroines of Polish and Polish American History (Urbana: University of Illinois Press, 2021).

"Introduction," Immigrant Identity and the Politics of Citizenship (Urbana: University of Illinois Press, 2016), 5-9.

"New Approaches in Teaching of Immigration and Ethnic History," in Handbook of American Immigration and Ethnicity, ed. Ronald H. Bayor (New York: Oxford University Press, 2016), 489-506; online version at http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199766031.001.0001/oxfordhb-9780199766031-e-031.

"Introduction to the Transaction Edition," in Hugo Münsterberg, The Americans (1904; New Brunswick, N.J., and London: Transaction Publishers, 2008), vii-xxxvii.

"Introduction to the Transaction Edition," in J. Bukowczyk, A History of the Polish Americans (New Brunswick, N.J., and London: Transaction Publishers, 2008), xi-xxxv.

"Polish Americans," in Dictionary of American History, 3rd ed., ed. Stanley I. Kutler (New York: Charles Scribner's Sons Reference Books, 2003), 389-393.

"Polish Americans," in The Oxford Companion to United States History, ed. M. Dubofsky et al. (New York: Oxford University Press, 2001), 604-605.

The Poles' Other/The Poles as Other, The Fiedorczyk Lecture in Polish American Studies, 1998, Occasional Papers in Polish and Polish American Studies, no. 6 (New Britain: Polish Studies Program, Central Connecticut State University, 1999).

"Polish Americans, History Writing, and the Organization of Memory," in Polish Americans and Their History: Community, Culture, and Politics, ed. J. Bukowczyk (Pittsburgh: University of Pittsburgh Press, 1996), 1-38, 193-210.

"The Polish American Historical Association," in The Polish Diaspora: Selected Essays from the Fiftieth Anniversary International Congress of the Polish Institute of Arts and Sciences of America, ed. J. Pula and M.B. Biskupski, European Monograph Series (New York: Columbia University Press, 1993), vol. 2, 99-102.

"Detroit: The Birth, Death, and Renaissance of an Industrial City," in Detroit Images: Photographs of the Renaissance the City, ed. J. Bukowczyk and D. Aikenhead (Detroit: Wayne State University Press, 1989), 15-26.

"Factionalism and the Composition of the Polish Immigrant Clergy," in Pastor of the Poles: Polish American Essays, ed. S. Blejwas and M. Biskupski, Polish Studies Program Monographs, No. 1 (New Britain: Central Connecticut State College, 1982), 37-47.

2. Co-authored

"Polish-Americans in Metropolitan Detroit," Census Discussion Paper, Center for Urban Studies, Wayne State University, (1989). (co-authored with P. Slavcheff)

C. Editorships of Books/Proceedings

Through Words and Deeds: Heroines of Polish and Polish American History (Urbana: University of Illinois Press, 2021).

Immigrant Identity and the Politics of Citizenship (Urbana: University of Illinois Press, 2016).

Polish Americans and Their History: Community, Culture, and Politics (Pittsburgh: University of Pittsburgh Press, 1996).

Detroit Images: Photographs of the Renaissance City (Detroit: Wayne State University Press, 1989). (co-edited with D. Aikenhead)

* * *

Editor, Polish and Polish-American Studies Series, Ohio University Press (1999-present):

Series Editor's Preface, Lenny A. Ureña Valerio, Colonial Fantasies, Imperial Realities: Race Science and the Making of Polishness on the Fringes of the German Empire, 1840-1920 (Athens: Ohio University Press, 2019), xiii-xiv.

Series Editor's Preface, Grażyna Kozaczka, Writing the Polish American Woman in Postwar Ethnic Fiction (Athens: Ohio University Press, 2019), ix-x.

Series Editor's Preface, Eliza Orzeszkowa, Marta, trans. Anna Gąsienica-Byrcyn and Stephanie Kraft (Athens: Ohio University Press, 2018), ix-x.

Series Editor's Preface, Joanna Mishtal, The Politics of Morality:The Church, the State, and Reproductive Rights in Postsocialist Poland (Athens: Ohio University Press, 2015), ix-x.

Series Editor's Preface, Halina Filipowicz, Taking Liberties: Gender, Transgressive Patriotism, and Polish Drama, 1786-1989 (Athens: Ohio University Press, 2014), ix.

Series Editor's Preface, Mikołaj Stanisław Kunicki, A Pluralism of Worldviews: Nationalism, Catholicism, and Communism in Twentieth-Century Poland--The Politics of Bolesław Piasecki (Athens: Ohio University Press, 2012), xi-xii.

Series Editor's Preface, Brian McCook, The Borders of Integration: Polish Migration in Germany and the United States, 1870-1924 (Athens: Ohio University Press, 2011), xi-xii.

Series Editor's Preface, James S. Pula, M.B.B. Biskupski, and Piotr Wróbel, The Origins of Modern Polish Democracy Athens: Ohio University Press, 2010), xi-xii.

Series Editor's Preface, Neal Pease, Rome's Most Faithful Daughter: The Catholic Church and Independent Poland, 1914-1939 (Athens: Ohio University Press, 2008), xiii-xiv.

Series Editor's Preface, Sheila Skaff, The Law of the Looking Glass: Cinema in Poland, 1896-1939 (Athens: Ohio University Press, 2008), xi-xii.

Series Editor's Preface, Jerzy Andrzejewski, Holy Week, tr. Oscar Swan (1945; Athens: Ohio University Press, 2006), xi-xii.

Series Editor's Preface, Eva Plach, The Clash of Moral Nations: Cultural

Politics in Pilsudski's Poland, 1926-1935 (Athens: Ohio University Press, 2006), xi-xii.

Series Editor's Preface, Danuta Mostwin, Testaments: Two Novellas of Emigration and Exile (Athens: Ohio University Press, 2005), ix-x.

Series Editor's Preface, Mary Erdmans, The Grasinski Girls: The Choices That They Had and the Choices That They Made (Athens: Ohio University Press, 2004), xi-xii. *Winner of the 2006 Oscar Halecki Award (Best Book), Polish American Historical Association.*

Series Editor's Preface, Anna Jaroszyńska-Kirchmann, The Exile Mission: The Polish Political Diaspora and the Polish Americans, 1939-1956 (Athens: Ohio University Press, 2004), xiii-xiv. *Winner of the 2005 Oscar Halecki Award (Best Book), Polish American Historical Association.*

Series Editor's Preface, Jonathan Huener, Auschwitz, Poland, and the Politics of Commemoration, 1945-1979 (Athens: Ohio University Press, 2003), xi-xii. *Winner of the 2004 American Association for the Advancement of Slavic Studies/Orbis Books Prize for Polish Studies.*

Series Editor's Preface, Karen Majewski, Traitors andTrue Poles: Narrating a Polish-American Identity, 1880-1939 (Athens: Ohio University Press, 2003), xi-xii. *Winner of the 2004 Oscar Halecki Award (Best Book), Polish American Historical Association and Polish Institute of Arts and Sciences in America 2005 Waclaw Lednicki Humanities Award (for the best book in the humanities dealing with Polish themes).*

Series Editor's Preface, Bożena Shallcross, Framing the Polish Home: Postwar Cultural Constructions of Hearth, Nation, and Self (Athens: Ohio University Press, 2002), ix-xi.

Guest Co-editor and "Introduction," Canadian Migration in the Great Lakes Region, special issue of Mid-America 80, no. 3 (Fall 1998): 160-170, (co-edited with D.R. Smith).

Guest Editor, The Poles in America, special issue of the Journal of American Ethnic History 16, no. 1 (Fall 1996).

D. Journal Articles Published

1. Refereed Journals

"Introduction: Is There a History of Poland Beyond the Holocaust?" Polish Review 66, no. 4 (2021), forthcoming.

"The Polish American Historical Association--Its Place, Role, and Legacy within the Field of U.S. Ethnic History," Polish American Studies 76, no. 2 (Fall 2019): 15-23.

"In-Between Ethnics: Personal Biography and Polish-American Identity," Polish American Studies 74, no. 2 (Fall 2017): 13-24.

"California Dreamin', Whiteness, and the American Dream," Journal of

American Ethnic History 35, no. 2 (Winter 2016): 91-106.
"Oscar Handlin's America," Journal of American Ethnic History 32, no. 3 (Spring 2013): 7-18.
"Making Polonia--From Many One? Or Many? Or None?--Problematizing Polish American Identity," Polish Review 56, no. 3 (2011): 187-206.
"Braci" [Embers/Brothers], Journal of American Ethnic History 30, no. 3 (Spring 2011): 48-55.
"The Permeable Border, the Great Lakes Basin, and the Canadian-American Relationship," Michigan Historical Review 34, no. 2 (Fall 2008): 1-16.
"Holy Mary, Other of God: Sacred and Profane Constructions of Polish-American Womanhood," Polish Review 48, no. 2 (2003): 195-203.
"Homage to the Contadini: The Influence of Rudolph J. Vecoli on Immigration and Ethnic History," Italian Americana 21, no. 2 (Summer 2002): 125-134.
"The Big Lebowski Goes to the Polish Wedding: Polish Americans--Hollywood Style," Polish Review 47, no. 2 (2002): 211-229.
"Research on Polonia and Ethnic Studies in the United States: Reconnaissance," Przegląd Polonijny (journal of the Polish Academy of Sciences) 27, no. 4 (2001): 15-20.
"`Who is the Nation?'--or, `Did Cleopatra Have Red Hair?': A Patriotic Discourse on Diversity, Nationality, and Race," MELUS: The Journal of The Society for the Study of the Multi-Ethnic Literature of the United States 23, no. 4 (Winter 1998): 3-23.
"The Image and Self-Image of Polish Americans," Polish American Studies 55, no. 2 (Autumn 1998): 63-71.
"Polish Americans, Ethnicity, and Otherness," The Polish Review 43, no. 3 (1998): 259-279.
"In Search of Clara Świeczkowska, 1892-1986--Detroit Social Worker and Community Activist," Sarmatian Review 16, no. 2 (April 1996): 385-392.
"The American Family and the Little Red Schoolhouse: Historians, Class, and the Problem of Curricular Diversity," Prospects: An Annual of American Cultural Studies 19 (Fall 1994): 24-74.
(co-authored with N. Faires/photographs by B. Harkness) *Winner of the biennial William Gilbert Award for Best Article on Teaching History, American Historical Association.*
"`Harness for Posterity the Values of a Nation'--Fifty Years of the Polish American Historical Association and Polish American Studies," Polish American Studies 50, no. 2 (Autumn 1993): 5-100.
Reprinted in PAHA: A 75th Anniversary History of the Polish American Historical Association, ed. J. Pula (n.p.: Polish American Historical Association, 2017), 25-128.
"Immigration History in the United States, 1965-1990: A Selective Critical Appraisal," Canadian Ethnic Studies/Études Ethniques au Canada 33, number 2 (1991): 1-23. (co-authored with N. Faires)
"Metropolitan Detroit Polish-Americans: A Statistical Profile," Polish American Studies 48 (Spring 1991): 23-62. (co-authored with P. Slavcheff)
"The Transplanted: Immigrants and Ethnics," Social Science History 12

(Fall 1988): 233-241.

"The Transforming Power of the Machine: Popular Religion and Polish Immigrant Workers in the United States, 1880-1940," International Labor and Working-Class History 34 (Fall 1988): 22-38.
Reprinted in The Immigrant Religious Experience, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 19 (Hamden, Conn.: Garland Publishing, 1990-91).

"The Poletown Case and the Future of Detroit's Neighborhoods," Michigan Quarterly Review 25 (Spring 1986): 449-458.
Reprinted in Contemporary Immigration and American Society, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 20 (Hamden, Conn.: Garland Publishing, 1990-91).

"Mary the Messiah: Polish Immigrant Heresy and the Malleable Ideology of the Roman Catholic Church, 1880-1930," Journal of American Ethnic History 4 (Spring 1985): 5-32.
Abridged version reprinted in Disciplines of Faith: Studies in Religion, Politics and Patriarchy, ed. J. Obelkevich, L. Roper, and R. Samuel (London: Routledge and Kegan Paul, 1987), 371-389; reprinted in Urban American Catholicism: The Culture and Identity of the American Catholic People, ed. T.J. Meagher (New York: Publishing, 1988); reprinted in The Immigrant Religious Experience, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 19 (Hamden, Conn.: Garland Publishing, 1990-91).

"Polish Rural Culture and Immigrant Working Class Formation, 1880-1914," Polish American Studies 41 (Autumn 1984): 23-44. *Winner of the Rev. Joseph Swastek Award (Best Article), Polish American Historical Association.*

"The Transformation of Working-Class Ethnicity: Corporate Control, Bayonne, N.J., 1915-1925," Labor History 25 (Winter 1984): 53-82. *Winner of the Richard C. McCormick Prize for Scholarly Publication, New Jersey Historical Commission.*
Polish translation reprinted in Przegląd Polonijny (Cracow) 13 (1987): 5-31; abridged version reprinted in Divided Labor: Race and Ethnicity in United States Labor Struggles, 1835-1960, ed. R. Asher and C. Stephenson (Albany: State University of New York Press, 1990), 283-300, 362-368; reprinted in Americanization, Social Control, and Philanthropy, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 14 (Hamden, Conn.: Garland Publishing, 1990-91).

"Decline and Fall of a Detroit Neighborhood: Poletown vs. G.M. and the City of Detroit," Washington and Lee Law Review 41 (Winter 1984): 49-76.
Reprinted in Ethnic Communities: Formation and Transformation, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 3 (Hamden, Conn.: Garland Publishing, 1990-91).

"The Immigrant `Community' Re-examined: Political and Economic Tensions in a Brooklyn Polish Settlement, 1888-1894," Polish American Studies 37 (Autumn 1980): 5-16.
Reprinted in Ethnic Communities: Formation and Transformation, ed. G. Pozzetta, American Immigration and Ethnicity, vol. 3 (Hamden, Conn.: Garland Publishing, 1990-91).

2. Invited Review Articles

"The New Americans Museum in San Diego," Journal of American Ethnic History 37, no. 2 (Winter 2018): 62-70.
"The Racial Turn," Journal of American Ethnic History 36, no. 2 (Winter 2017): 5-10.
"On the Immigration and Ethnic History Society's Mission," Journal of American Ethnic History 35, no. 3 (Spring 2016): 5-8.
"Introduction: Forum on Using Online Resources in Teaching U.S. Immigration and Ethnic History," Journal of American Ethnic History 33, no. 4 (Summer 2014): 31-33.
Editor's Note, "Forum on Teaching Race Through Fiction and Memoir," Journal of American Ethnic History 32, no. 1 (Fall 2012): 70.
Editor's Note, "Forum on Teaching Immigration and Ethnic History Through Film," Journal of American Ethnic History 30, no. 4 (Summer 2011): 24.
"In Memoriam: Nora Faires," Perspectives on History: The Newsmagazine of the American Historical Association 49, no. 4 (May 2011): 61-62.
"In Memoriam: Nora Faires," Urban History Association Newsletter 43 (Spring 2011): 21.
"Nora Faires," Canadian Historical Association Bulletin 37, no. 1 (2011): 41.
"Graduate Student Forum," AATSEEL [American Association of Teachers of Slavic & East European Languages] Newsletter 54, no. 2 (April 2011): 12-13.
"Introduction," to "Forum: Future Directions in American Immigration and Ethnic History," Journal of American Ethnic History 25, no. 4 (Summer 2006): 68-73.
"Who Is a Person? What Is a Right? Revolutionary Constitutionalism and the Racial Nation" (Symposium on David Richards, Italian American: The Racializing of an Ethnic Identity), in Connecticut History 40, no. 1 (Spring 2001): 83-94.
"Introduction," Canadian Migration in the Great Lakes Region, special issue of Mid-America 23, no. 4 (Fall 1998): 165-175. (co-authored with D.R. Smith) "Whither Immigration History?--A Comment," Polish American Studies 55, no. 1 (Spring 1998): 93-97.
"Introduction," The Poles in America, special issue of the Journal of American Ethnic History 16, no. 1 (Fall 1996): 3-15.
"And My Children Did Not Know Me: In Response," Sarmatian Review 16, no. 3 (September 1996): 419-420.
"Empiricists and Photographs: The Illusion of Images," Michigan Photography Journal (1992): 5, 14-15.
"Migration and Capitalism: A Review Essay," International Labor and Working-Class History 36 (Fall 1989): 61-75.
"The Church in the Immigrant City: A Review Essay," Journal of Urban History 13 (February 1987): 207-217.
"Immigrants and Their Communities: A Review Essay," International Labor and Working Class History 25 (Spring 1984): 47-57.

3. Nonreferred Journals/Articles/Essays

"PAHA's Value to Polonia and to Its Members," Polish American Historical Association Newsletter 75, no. 2 (September 2018): 2.
Revised version reprinted in Polish American Journal 108, no. 3 (March 2019): 2.

"Editor's Introduction," "Forum on Donna R. Gabaccia, International Scholar," Journal of American Ethnic History 37, no. 1 (Fall 2017): 30.

"Editor's Note," "'Juan Crow in Dixie': A Forum on Raymond A Mohl's 'The Politics of Exclusion: A Short History of Alabama's Anti-Immigrant Law, HP56," Journal of American Ethnic History 35, no. 3 (Spring 2016): 41.

"Editor's Note," "Black Surfing in White Water: Forum on the Documentary Film *White Wash*," Journal of American Ethnic History 35, no. 2 (Winter 2016): 60.

"Editor's Note," Journal of American Ethnic History 34, no. 2 (Winter 2015): 4.

"Polish American Historical Association," in Polish American Encyclopedia, ed. James S. Pula (Jefferson, N.C.: McFarland, 2011), 381-382.

"Editor's Note," Journal of American Ethnic History 31, no. 4 (Summer 2012): 6.

. "Editor's Note," "Forum on Sempre, Rudi, A Documentary Film," Journal of American Ethnic History 30, no. 3 (Spring 2011): 35-36.

"Don't Forget the Poles" ("To the Editor"), New York Times Book Review (May 30, 2010), 2.

"Editor's Note," Journal of American Ethnic History 29, no. 3 (Spring 2010): 5.

"Editor's Note," "Forum on Ethnic Fiction in the History Classroom," Journal of American Ethnic History 29, no. 2 (Winter 2010): 42.

"From the Editor, JAEH . . . ," The Immigration and Ethnic History Society Newsletter, 41, no. 2 (November 2009): 3, 10

"To the Editor," Polish Review 54, no. 2 (2009): 263-264.

"Introduction," to "Forum on New Directions in Irish Immigration and Ethnic History," Journal of American Ethnic History 28, no. 4 (Summer 2009): 66.

"Introduction," to "Forum: Teaching Immigration and Ethnic History," Journal of American Ethnic History 28, no. 2 (Winter 2009): 60-62.

"Editor's Note," Journal of American Ethnic History 28, no. 4 (Summer 2009): 5.

"Editor's Note," Journal of American Ethnic History 28, no. 3 (Spring 2009): 7.

"To the Editors," American Historical Review 113, no. 4 (October 2008): 1300.

"Editor's Note," Journal of American Ethnic History 28, no. 1 (Fall 2008): 9.

"Editor's Note," Journal of American Ethnic History 26, no. 4 (Summer 2007): 6.

"Editor's Note," Journal of American Ethnic History 25, no. 4 (Summer 2006): 6.

"Editor's Note," Journal of American Ethnic History 25, nos. 2-3 (Winter/Spring 2006): 3.

"Editor's Note," Journal of American Ethnic History 25, no. 1 (Fall 2005): 3.

"A Message from the PAHA President," Polish American Historical Association Newsletter 48, no. 2 (October 1992): 3.

"Anniversaries, Academics, and Ideas," Polish American Journal (Buffalo, N.Y.) (October 1992), 3.

"Fourth Annual North American Labor History Conference," International Labor and Working Class History 23 (Spring 1983): 60-61.
"Ethnic Bayonne in the 1920's," New Jersey Historical Commission Newsletter 11 (April 1981): 2-3.
"The Survival of Greenpoint's Polonia: An Historian's Reflections," The Kosciuszko Foundation Newsletter 33 (December 1980): 11-12, 16.

H. Book/Media Reviews Published

1. Academic Journals

Review of Eric Hinderaker and Rebecca Horn, European Emigration to the Americas: 1492 to Independence (Washington, D.C.: American Historical Association, 2020), in Polish American Studies (forthcoming).
Review of William Hal Gorby, Wheeling's Polonia: Reconstructing Polish Community in a West Virginia Steel Town (Morgantown: West Virginia University Press, 2020), in Ohio Valley History (forthcoming).
Review of The Fourth Partition, documentary film produced by Adrian Prawica and Rafal Muskała, directed and edited by Adrian Prawica (Chicago: Amerykafilm, 2013), Polish American Studies 77, no. 1 (Spring 2020): .
Review of Graham Russell Gao Hodges, Black New Jersey, 1664 to the Present Day (New Brunswick: Rutgers University Press, 2018), Journal of American History 106, no. 4 (March 2020): 1027.
Review of Richard Moss, Creating the New Right Ethnic in 1970s America: The Intersection of Anger and Nostalgia (Madison, N.J.: Fairleigh Dickinson University Press, 2017), in American Historical Review 123, no. 2 (April 2018): 616-18.
Review of Caroline B. Brettell, Following Father Chiniquy: Immigration, Religious Schism, and Social Change in Nineteenth-Century Illinois (Carbondale: Southern Illinois University Press, 2015), in American Historical Review 121, no. 4 (October 2016): 1288-89.
Review of Anna Mazurkiewicz, ed. East Central Europe in Exile, 2 vols. (Cambridge, UK: Cambridge Scholars Publishing, 2013), in Polish American Studies 72, no. 2 (Autumn 2015): 103-04.
Review of Halina Parafianowicz, ed., Polish Perspectives on American History: Insights, Interpretations, Revisions (Białystok: University of Białystok, 2013), in the Journal of American History 101, no. 3 (December 2014): 905.
Review of Kathleen Mapes, Sweet Tyranny: Migrant Labor, Industrial Agriculture, and Imperial Politics (Urbana and Chicago: University of Illinois Press, 2009), in Indiana Magazine of History 108, no. 1 (March 2012): 80-81.
Review of Jordan Stanger-Ross Staying Italian: Urban Change and Ethnic Life in Postwar Toronto and Philadelphia (Chicago and London: University of Chicago Press, 2009), in American Historical Review 116, no. 5 (December 2011): 1450-51.
Review of Anna Pegler-Gordon, In Sight of America: Photography and the Development of U.S. Immigration Policy (Berkeley: University of California Press, 2009), in the Journal of American History 97, no. 2 (September 2010):

546-47.

Review of Dirk Hoerder, Cultures in Contact: World Migrations in the Second Millennium (Durham, N.C., and London: Duke University Press, 2002), in Polish American Studies 66, no. 2 (Autumn 2009): 89-92.

Review of Carlo Rotella, Good With Their Hands: Boxers, Bluesmen, and Other Characters from the Rust Belt (Berkeley: University of California Press, 2002), in the Journal of American History 90, no. 3 (December 2003): 1115-16.

Review of JoEllen McNergney Vinyard, For Faith and Fortune: The Education of Catholic Immigrants in Detroit, 1805-1925 (Urbana and Champaign: University of Illinois Press, 1998), in Polish American Studies 59, no. 2 (Autumn 2002): 103-04.

Review of Waclaw Kruszka, A History of the Poles in America to 1908, Part IV, ed. James S. Pula, tr. Krystyna Jankowski (1905; Washington, D.C.: Catholic University of America Press, 2001), in Sarmatian Review 22, no. 3 (September 2002): 895-896.

Review of American Identity Explorer: Immigration and Migration, CD-ROM (Version 1.2 for Power Macintosh and Windows 95/98/NT/2000) developed by Kenneth Waltzer and Kathleen Geissler. 1997; Communication Technology Laboratory and McGraw Hill Companies, Sotware Enhancement 2001, in Journal of American Ethnic History 21, no. 3 (Spring 2002); 105-07.

Review of Julianna Puskás, Ties That Bind, Ties That Divide: 100 Years of Hungarian Experience in the United States, tr. Zora Ludwig (New York and London: Holmes & Meier, 2000), in American Historical Review 107, no. 1 (February 2002): 219.

Review of John Hartigan, Jr., Racial Situations: Class Predicaments of Whiteness in Detroit (Princeton, N.J.: Princeton University Press, 1999), in Journal of American History 87, no. 3 (December 2000): 1133-34

Review of Terence Emmons, Alleged Sex and Threatened Violence: Doctor Russel, Bishop Vladimir, and the Russians in San Francisco, 1887-1892 (Stanford, Calif.: Stanford University Press, 1997), in Canadian American Slavic Studies 34, no. 1 (Spring 2000): 103-05.

Review of Mary Patrice Erdmans, Opposite Poles: Immigrants and Ethnics in Polish Chicago, 1976-1990 (University Park: Pennsylvania State University Press, 1998), in Journal of American Ethnic History 19, no. 2 (Winter 2000): 107-08.

Review of Waclaw Kruszka, A History of the Poles in America to 1908, Part III, ed. James S. Pula, tr. Krystyna Jankowski (1905; Washington, D.C.: Catholic University of America Press, 1998), in Sarmatian Review 20, no. 1 (January 2000): 680-82.

Review of Elliott Robert Barkan, And Still They Come: Immigrants and American Society, 1920-1990s (Wheeling, Ill.: Harlan Davidson, 1996), in Journal of American Ethnic History 16, no. 4 (Summer 1997): 94-96.

Review of John J. Kulczycki, The Foreign Worker and the German Labor Movement: Xenophobia and Solidarity in the Coal Fields of the Ruhr, 1871-1914 (Oxford and Providence, R.I.: Berg, 1994), in Polish American Studies 54, no. 1 (Spring 1997): 85-86.

Review of Matthew Frye Jacobson, Special Sorrows: The Diasporic Imagination

of Irish, Polish, and Jewish Immigrants in the United States (Cambridge, Mass., and London: Harvard University Press, 1995), in International Migration Review 31 (Spring 1997): 192-93.

Review of Rudolph J. Vecoli and Suzanne M. Sinke, eds., A Century of European Migrations, 1830-1930 (Urbana and Chicago: University of Illinois Press, 1991), in Polish American Studies 53, no. 2 (Autumn 1996): 107-08.

Review of Helena Znaniecka Lopata with Mary Patrice Erdmans, Polish Americans, 2d, rev. ed. (New Brunswick, N.J., and London: Transaction, 1994), in Journal of American Ethnic History 16, no. 1 (Fall 1996): 96-97.

Review of James S. Pula, Polish Americans: An Ethnic Community (New York: Twayne Publishers, 1995), in the Journal of American History 83, no. 1 (June 1996): 227-28.

Review of Waclaw Kruszka, A History of the Poles in America to 1908, Part II, ed. James S. Pula, tr. Krystyna Jankowski (1905; Washington, D.C.: Catholic University of America Press, 1994), in Sarmatian Review 16, no. 2 (April 1996): 396-97.

Review of Waclaw Kruszka, A History of the Poles in America to 1908, Part I, ed. James S. Pula, tr. Krystyna Jankowski (1905; Washington, D.C.: Catholic University of America Press, 1993), in Sarmatian Review 15, no. 1 (January 1995): 298-99.

Review of Richard W. Thomas, Life for Us Is What We Make It: Building Black Community in Detroit, 1915-1945 (Bloomington and Indianapolis: Indiana University Press, 1992), in Polish American Studies 51, no. 2 (Autumn 1994): 84-85.

Review of Sidney Bolkosky, Harmony & Dissonance: Voices of Jewish Identity in Detroit, 1914-1967 (Detroit: Wayne State University Press, 1991), in American Jewish History 82, nos. 1-4 (1994): 355-59.

Review of Review of Marianne Debouzy, ed., In the Shadow of the Statue of Liberty: Immigrants, Workers, and Citizens in the American Republic, 1880-1920 (1988; Urbana and Chicago: University of Illinois Press, 1992), in International Labor and Working-Class History 46 (Fall 1994): 216-19.

Review of Jeanie Wylie, Poletown: Community Betrayed (Urbana: University of Illinois Press, 1989), in Labor History 35, no. 2 (Spring 1994): 275-276.

Review of David J. Goldberg, A Tale of Three Cities: Labor Organization and Protest in Patterson, Passaic, and Lawrence, 1916-1921 (New Brunswick and London: Rutgers University Press, 1989), in Labor History 34, nos. 3-4 (Spring-Summer 1993): 382-83.

Review of Gary Gerstle, Working-Class Americanism: The Politics of Labor in a Textile City, 1914-1960 (Cambridge: Cambridge University Press, 1989), in International Review of Social History 36, no. 3 (1991): 459-62.

Review of God Bless America and Poland Too, documentary film directed by Polish émigré filmmaker Marian Marzynski, in Journal of American History 78 (December 1991): 1171-72.

Review of Ken Fones-Wolf, Trade Union Gospel: Christianity and Labor in Industrial Philadelphia, 1865-1915 (Philadelphia: Temple University Press, 1989) and Thomas G. Feuchtmann, Steeples and Stacks: Religion

and Steel Crisis in Youngstown (Cambridge: Cambridge University Press, 1989), in International Labor and Working Class History 40 (Fall 1991): 135-38.

Review of June Granatir Alexander, The Immigrant Church and Community: Pittsburgh's Slovak Catholics and Lutherans, 1880-1915 (Pittsburgh: University of Pittsburgh Press, 1987), in The Pennsylvania Magazine of History and Biography (July 1988): 460-62.

Review of Richard Jules Oestreicher, Solidarity and Fragmentation: Working People and Class Consciousness in Detroit, 1875-1900 (Urbana: University of Illinois Press, 1986), in Labor History 29 (Winter 1988): 94-95.

Review of Ewa Morawska, For Bread With Butter: Life-Worlds of East Europeans in Johnstown, Pennsylvania, 1890-1940 (New York: Cambridge University Press, 1986), in Labor History 28 (Winter 1987): 106-08.

Review of Michael A. Królewski, The Prayer of St. Hyacinth, Detroit, Michigan (Poletown), (Northvale, N.J.: Custombook, Inc., 1984), in Polish American Studies 43 (Autumn 1986): 99-101.

Review of William I. Thomas and Florian Znaniecki, The Polish Peasant in Europe and America, edited and abridged by Eli Zaretsky (Urbana: University of Illinois Press, 1984), in Journal of American Ethnic History 5 (Spring 1986): 99-101.

Review of Frank Renkiewicz, ed., The Polish Presence in Canada and America (Toronto: Multicultural History Society of Ontario, 1982), in Polish American Studies 42 (Autumn 1985): 105-07.

Review of Poletown Lives!, documentary film written and produced by George Corsetti, Jeanie Wylie, and Richard Wieske, distributed by The Information Factory, Detroit, Michigan, in OAH Newsletter 13 (February 1985): 17.

Review of Bohdan P. Procko, Ukrainian Catholics in America: A History (Washington, D.C.: University Press of America, 1982), in Journal of American History 70 (June 1983): 120-21.

Review of Joseph John Parot, Polish Catholics in Chicago, 1850-1920 (DeKalb: Northern Illinois University Press, 1981), in American Historical Review 87 (December 1982): 1479.

Review of Glenn C. Altschuler, Race, Ethnicity, and Class in American Social Thought, 1865-1919 (Arlington Heights, Ill.: Harlan Davidson, Inc., 1982), in Polish American Studies 39 (Autumn 1982): 99-100.

Review of Lawrence D. Orton, Polish Detroit and the Kolasiski Affair (Detroit: Wayne State University Press, 1981), in Journal of American Ethnic History 1 (Spring 1982): 107-09.

Review of Anthony J. Kuzniewski, Faith and Fatherland: The Polish Church War in Wisconsin, 1896-1918 (Notre Dame, Ind.: University of Notre Dame Press, 1980) in Polish American Studies 38 (Spring 1981): 74-77.

Review of Francis X. Blouin, Jr., and Robert M. Warner, eds., Sources for the Study of Migration and Ethnicity: A Guide to Manuscripts in Finland, Ireland, Poland, The Netherlands, and the State of Michigan (Ann Arbor: Bentley Historical Library, University of Michigan, 1979), in Detroit in Perspective: A Journal of Regional History 5 (Spring 1981): 85-87.

Review of Paul Wrobel, Our Way: Family, Parish, and Neighborhood in a Polish-American Community (Notre Dame, Ind.: University of Notre

Dame Press, 1979), in the International Migration Review 14 (Fall 1980): 430-31.

Review of John Bodnar, "The Uprooted, the Transplanted, the Transformed, "Immigration and Industrialization: Ethnicity in an American Mill Town, 1870-1940 (Pittsburgh: University of Pittsburgh Press, 1977), in the International Journal of Oral History 1 (February 1980): 52-55.

2. Magazines/Newspapers

"Polish Americans, From A to Z," review of James Pula, et al., eds., The Polish American Encyclopedia (Jeffereson, N.C., and London: McFarland & Company, Inc., Publishers, 2011), in Polish American Journal (June 2011), 15.

I. Creative Shows/Exhibits

(Note: *The photographs in the exhibitions listed below all come from the Urban Interiors Project (1987-1990), an interdisciplinary collaboration of project director J. Bukowczyk and project photographer Bruce Harkness. Consisting of about 3,500 black-and-white photographs and 4000 pages of oral history interviews, the Urban Interiors Project documents the lives of about fifty inner-city Detroit families in the post-World War Two period.*)

2. Refereed or Judged Local/Regional Competition

"Focus on Michigan Families," exhibition sponsored by the Junior League of Birmingham, The Scarab Club, Detroit, Michigan (October 1992).

"The Home Show: Objects For and About the Home," The Center Galleries, Center for Creative Studies, Detroit, Michigan (June 1992).

Twelfth Annual Michigan Artists Competition, Battle Creek Arts Center, Battle Creek, Michigan (1991).

Heritage '89 Art Exhibit, Bank of Commerce, Warren, Michigan (1990).

Urbanology Exhibition, Sarkis Gallery, Center for Creative Studies, Detroit, Michigan (June 1989).

Urbanology: FY 1988 Creative Artists Support Grant Recipients respond to the urban environment, Michigan Council for the Arts Gallery, Detroit, Michigan (1989).

3. Not Refereed

"The East Side Stills: Portraits of East Side Detroiters, 20 Years Apart," The Yes Farm (artist collective/gallery), Detroit, Michigan (May 8, 2010).

"Urban Interiors: Photographs and Interviews on Detroit's East Side," The City Gallery, Dearborn City Hall, Dearborn, Michigan (July-August 1990).

"Photographs from the Urban Interiors Project," Madonna College, Livonia, Michigan (January 1990).

"Urban Interiors," Wayne State University, Purdy/Kresge Library, Detroit, Michigan (September 6-October 31, 1989)

"Urban Interiors," a community exhibition, Ferry Elementary School, Detroit, Michigan (May 1989).

"Urban Interiors Project: Preliminary Work," City Camera Gallery, Dearborn, Michigan (1988)

K. Instructional Material Formally Published

3. Other Published Materials

"Using Online Digital Resources in Teaching U.S. Immigration and Ethnic History," http://www.iehs.org/educators/archive/Using_Online_Resources.php (Spring 2014).

"Polish Americans in the Greater Detroit Area," Detroit Orientation Institute Resource Book, rev. ed. (1993; Detroit: College of Urban, Labor and Metropolitan Affairs, Wayne State University, 2000).

Editor, Teachers Guide: Reinforcing Community Values, A Middle School Enrichment and Training Program (Flint, Mich.: University of Michigan-Flint, 1995). 40 pp.

Statistical Profile of Metropolitan Detroit Polish-Americans, Detroit Curriculum Project, Report No. 3 (Detroit: Michigan Metropolitan Information Center, Center for Urban Studies, College of Urban, Labor and Metropolitan Affairs, Wayne State University, August 1990) (co-authored with P. Slavcheff)

Editor and project director, Teachers Guide: "The Families of the City--A Project in the Schools" (Detroit: History Department, Wayne State University, 1990). 35 pp.

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

"Europe's Other Heart of Darkness: Race and Nation in the Inner Periphery," Western Slavic & Eurasian Association section/Western Social Science Association Conference, San Diego, California (April 26, 2019).

"PAHA Within the Field of United States Ethnic History--Past, Present, and Future," Keynote Address, 75th Anniversary Conference of the Polish American Historical Association, Loyola University Chicago (September 7, 2018).

"Holy Mary, Other of God: Sacred and Profane Constructions of Polish-American Womanhood," Symposium on "The Polish-American Woman: The `Other' of Both Cultures," Kosciuszko Foundation, New York City (November 7, 2002)

"Ethnic Workers in Post-WWII Urban America--From Polish to (Not Quite?) White: Questioning the Categories of Class, Race, Ethnicity (and Gender)," Symposium on Polish Workers in Europe and America, Skalny Lecture and Artists Series, Center for Polish and Central European Studies, University of Rochester, Rochester, New York (November 15, 1997)

"Urban Interiors--Class, Ethnicity, Race, and Space: Neighborhood and Community Life in the Detroit Inner City," Organization of American Historians Convention, San Francisco, California (April 19, 1997)

"Urban Interiors--Linking Material Culture, Social Relations, Economic Change, and

Urban Space: Interviews and Photographs in a Detroit Neighborhood," International Visual Sociology Association Annual Meeting, Windsor, Ontario (July 7, 1995)

"Scholarly and Cultural Organizations on Eastern Europe in America—Their Role at Home and Abroad: The Polish American Historical Association," Fiftieth Anniversary International Congress, Polish Institute of Arts and Sciences of America, New Haven, Connecticut (June 19, 1992).

"The Polish American Historical Association, Polish American Studies, and Polish-American Scholarship," Polish American Historical Association Meeting at the American Historical Association Convention (December 30, 1991).

"Linking Material Culture, Social Relations, Economic Change, and Urban Space: Interviews and Photographs in the Detroit Inner City," American Historical Association and Polish American Historical Association meetings, joint session, New York City (December 28, 1990).

"Polish Factionalism and the Formation of the Immigrant Middle Class in Brooklyn, 1880-1929," Organization of American Historians Convention, Reno, Nevada (March 25, 1988).

"John Bodnar's The Transplanted: A History of Immigrants in Urban America A Critique," Social Science History Association Meeting, New Orleans, Louisiana (October 30, 1987).

"Quo Vadis Polonia?" American Council of Polish Cultural Clubs National Convention, Eastern Michigan University, Ypsilanti, Michigan (July 31, 1987).

"Men Out of Work: The First Century of Unemployment in Massachusetts by Alex Keyssar: A Critique," Social Science History Association Meeting, St. Louis, Missouri (October 19, 1986).

"Mary the Messiah: Polish Immigrant Heresy and the Malleable Ideology of the Roman Catholic Church, 1880-1930," History Workshop on Religion and Society, Friends' House, London, England (July 7, 1983).

"Decline and Fall of a Neighborhood: Poletown vs. G.M. and the City of Detroit," Francis Lewis Law Center Colloquium, Washington and Lee University, Lexington, Virginia (November 16, 1982).

"The Politics of Parish Formation: Intra-Clerical Rivalry in Brooklyn's Polish Settlements," Organization of American Historians Convention, Philadelphia, Pennsylvania (April 2, 1982).

"Steeples and Smokestacks: Class, Religion and Ideology in the Polish Immigrant Settlements in Greenpoint and Williamsburg, Brooklyn, 1880-1929," American Historical Association Convention, Los Angeles, California (December 28, 1981).

"The Transformation of Ethnicity: Hegemony and Polish-American Politics in Bayonne, N.J., 1915-1929," Social Science History Association Meeting, Nashville, Tennessee (October 23, 1981).

"Polish Rural Culture: The Historical Dimension of Immigrant Working-Class Consciousness," Social Science History Association Meeting, Rochester, New York (November 8, 1980).

"Another Look at the Significance of Immigrant `Cultural Baggage': The Polish Experience," Organization of American Historians Convention, San Francisco, California (April 11, 1980).

"Clerics and Shopkeepers: Political and Economic Tensions in Brooklyn's Polish Settlements, 1880-1929," Polish American Historical Association Meeting at the American Historical Association Convention, New York City, New York (December 29, 1979).

2. Invited and/or Refereed Locally/Regionally

"Borders and Walls: The Nation-State Bound and Unbound," NEH Summer Institute: "Understanding Imm/Migration: Local and Global Perspectives," Bowling Green State University, Bowling Green, Ohio (May 9, 2017).

"Embedding the Midwest in Themes of Transnational Migration, Citizenship, and Nation-State," NEH Summer Institute: "Understanding Imm/Migration: Local and Global Perspectives," Bowling Green State University, Bowling Green, Ohio (May 8, 2017).

"In-Between Ethnics: Personal Biography and Polish-American Identity," American Polish Century Club, Sterling Heights, Michigan (January 18, 2017).

"In-Between Ethnics: Personal Biography and Polish-American Identity," Fiedorczyk Lecture, Polish Studies Program, Central Connecticut State University, New Britain, Connecticut (November 3, 2016).

"Refiguring Disciplinary Paradigms: People(s) in Motion," Humanities Center Fall Symposium on "Immigration: Interdisciplinary Perspectives," Wayne State University, Detroit, Michigan (November 17, 2006)

"Dialogic Encounters--Scholars, Their Publics, and Freedom(s) of Inquiry: Urban Education, the University, and the Liberal Arts, 1999 Faculty Fellows Conference on "The Question of Freedom," Humanities Center, Wayne State University (February 26, 1999).

"Urban Education, Critical Pedagogy, and the Public University," Inaugural Symposium, College of Liberal Arts, Wayne State University (September 16, 1998)

"New Perspectives on Immigration, Ethnicity, and Race in American History," Second Annual Pre-Collegiate Teachers Conference, Wayne State University, Detroit, Michigan (October 10, 1995)

"The Artist's Response," Symposium on "Urbanology: The Illusion of Permanence," Marygrove College, Detroit, Michigan (June 17, 1989).

"Detroit: A Case Study," Symposium on "Urbanology: The Illusion of Permanence," Marygrove College, Detroit, Michigan (June 16, 1989).

M. Invited Seminars or Lectures Presented in Last Five Years

<u>External</u>

"Ethnic and Not Quite White: Poles and Others in Urban America," University of Buffalo-SUNY, Amherst, New York (May 16, 2013)

"Europe's Other Heart of Darkness: Imperialism Before Empire," Poland Between East and West: 2009-2010 Wyatt Exploration Program, University of Michigan-Flint, Flint, Michigan (December 4, 2009)

"What is a Polish-American (or Canadian)?" Poland in the Rockies Summer Program, Canmore, Alberta (July 23, 2008)

"Making Polonia: From Many, One--Or Many (or None?)--The Many Faces and Multiple Immigrations of Polonia," Poland in the Rockies Summer Program, Canmore, Alberta (July 20, 2008)

"Eastern European Migration--Past and Present," Teaching American History II Summer Institute (Migration and Immigration in American History), READ History! Project, University of Delaware, Newark, Delaware (July 20, 2006)

"Migration in the Great Lakes Borderland," Canadian Studies Roundtable, Western Michigan University, Kalamazoo, Michigan (February 2, 2006)

"Finding a Home: First Settlements and the Mass Migration," St. Mary's College Detroit 300 Program, Detroit Historical Museum, Detroit, Michigan (October 14, 2001)

Tenth Anniversary Fiedorczyk Lecture, Polish Studies Program, Central Connecticut State University, New Britain, Connecticut (April 29, 1998).

James Madison College, Michigan State University, East Lansing, Michigan (January 29, 1998)

Faculty Seminar, Michigan State University, East Lansing, Michigan (January 30, 1998)

Integrative Studies in Arts and Humanities Workshop, Michigan State University, East Lansing, Michigan (January 30, 1998)

"Polish Americans and Their History: Community, Culture, and Politics," Friends of Polish Art, Our Saviour Polish National Catholic Church, Dearborn Heights, Michigan (November 22, 1996)

"Who is the Nation?--Community, Diversity, and Nationality in Contemporary Ethnic America," Skalny Lecture and Artists Series, Institute for Polish Studies, St. John Fisher College, Rochester, New York (February 10, 1995).

Workshop on the "Families of the City" Project, ROADS [Renaissance Outreach Alliance for Detroit-Area Schools] Symposium on "Family Dynamics: African, African-American, Hispanic and Middle Eastern Perspectives," sponsored by the Michigan Humanities Council, Rackham Building, Detroit, Michigan (April 25, 1992)

Graduate Colloquium, Department of History, University of Windsor, Windsor, Ontario (November 28, 1989).

Warren Senior Citizens Advisory Council, Warren, Michigan (September 26, 1988).

Center for Creative Studies, Detroit, Michigan (September 21, 1988).

Polish-American Heritage Workshops, St. Mary's College, Orchard Lake, Michigan (June 22, 1982; July 9, 1986).

Annual Workshop, Polish Genealogical Society of Mighigan, St. Mary's College, Orchard Lake, Michigan (September 20, 1986).

Lecture at Photographic Exhibition of Krystyna Wlodarska-Baker, Kosciuszko Foundation, New York City, New York (December 6, 1985).

New York State History Seminar, St. John Fisher College, Rochester, New York (February 22, 1985).

Program in American Culture Lecture Series, University of Michigan, Ann Arbor, Michigan (April 12, 1983).

History Department Colloquium Series, State University of New York at Buffalo, Buffalo, New York (November 6, 1981).

<u>Internal</u>

"On Journal Publishing," History Graduate Student Association, Wayne State University, April 4, 2014.
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 4, 2012).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 17, 2012).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 6, 2011).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 13, 2011).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 7, 2010).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 14, 2010).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 8, 2009).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 15, 2009).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 4, 2008).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 10, 2008).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 6, 2007).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 11, 2007).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 7, 2006).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 12, 2006).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 8, 2005).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 13, 2005).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 9, 2004).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 15, 2004).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 4, 2003).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 14, 2003).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 5, 2002).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 10, 2002).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 6, 2001).

Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 11, 2001).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 7, 2000).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 13, 2000).
Guest Lecture, PSC 2700: Introduction to Canadian Studies, Wayne State University, Detroit, Michigan (November 11, 1999).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 9, 1999).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (January 14, 1999).
Guest Lecture, PSC 2700: Introduction to Canadian Studies, Wayne State University, Detroit, Michigan (September 24, 1998).
Guest Lecture, Slavic 3410: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 10, 1998).
Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 4, 1997).
Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 5, 1996).
Dispute Resolution Study Circle, Mediating Theory and Democratic Systems Program, College of Urban, Labor, and Metropolitan Affairs, Wayne State University, Detroit, Michigan (February 6, 1996).
Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 7, 1995).
Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 20, 1994).
Guest Lecture, CLL 304: General Interdisciplinary Studies, Wayne State University, Detroit, Michigan (December 4, 1993)
Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 9, 1993)
Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience, Wayne State University, Detroit, Michigan (September 14, 1992)
Detroit Orientation Institute for Journalists, College of Urban, Labor, and Metropolitan Affairs, Wayne State University, Detroit, Michigan (April 13, 1992)
Guest Lecture, Slavic 341: New Soil, Old Roots: The Immigrant Experience Wayne State University, Detroit, Michigan (September 11, 1991)
"Defining Urban Space," Academy of Scholars Junior Lecture, Wayne State University, Detroit, Michigan (December 6, 1989).
Urban Interiors Photographic Exhibition, Purdy/Kresge Library, Wayne State University, Detroit, Michigan (September 8, 1989).
Guest lecture, English 567/767: Urban Folklore, Wayne State University, Detroit, Michigan (June 8, 1989).
Bruce L. Harkness Poletown Photographic Exhibition, Purdy/Kresge Library, Wayne State University, Detroit, Michigan (October 3, 1986).

N. Other Scholarly Work

Editor, Journal of American Ethnic History (Fall 2004-Summer 2017)
Editor, "Photos and Notes by Bruce Harkness," http://www.bruceharkness.com (2011)
Project Director and Chair, Conference on "The University and the City: Urban Education and the Liberal Arts," Wayne State University, Detroit, Michigan (March 4-6, 1999)
Poletown: Urban Change in Industrial Detroit: The Making of Detroit's East Side, 1850-1990. Historical monograph prepared for the Community and Economic Development Department, City of Detroit, (March 1991), 367 pp.
"Seeing the City," book exhibit to accompany Urban Interiors Project Exhibition, Purdy/Kresge Library (September - October 1989) (in collaboration with B. Harkness).

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

Director, Canadian Studies Program (August 1998-2010)

C. Committee Assignments in Last Five Years

1. University Committees Chaired

Director, Canadian Studies Committee, WSU (1998-2010)

2. University Committee Membership

Selection Committee for the Distinguished Graduate Faculty Award, Wayne State University (Winter 2002)
Global/Local Connections Focus Group of Global Forum Subgroup, Council of Deans, Wayne State University (Winter 1999)
1999 University Research Award Selection Committee, Wayne State University (Winter 1999)
Distinguished Faculty Fellowship Committee, Wayne State University (Winter 1998)
Sabbatical Leaves Committee, WSU (1995-96)
Humanities and Social Sciences Subcommittee of the 1995 Graduate Research Assistantship (GRA) Award Application Review Committee, Graduate School, WSU (1994-95)
Program Review Committee for University Libraries, Office of the Provost (1991-92)
Faculty Selection Committee for Rumble Fellowships and Graduate Professional Scholarships, Graduate Council/Graduate School (Winter 1990).
Board of Governors Faculty Recognition Awards Selection Advisory Committee (1989).

3. College/Department Committees Chaired

Chair, Peer Review of Teaching Committee, Department of History, Wayne State University (2015-16)
By-Laws Committee, Department of History, Wayne State University (2005-Fall 2007)
Director, Canadian Studies Committee, Wayne State University (1999-2007)
Parliamentarian, Department of History, Wayne State University (Winter 2003)
Chair, Curriculum and Instruction Committee, Department of History, Wayne State University (1996-97, 1998-99)
Co-Chair, African-American History Search Committee, Department of History, Wayne State University (1996-97)
Chair, History 204 Syllabus Committee, Department of History, Wayne State University (Spring 1996)
Chair, History 205 Syllabus Committee, Department of History, Wayne State University (Spring 1996)
Chair, Computer Committee, Department of History (1992-Fall 1993, 1994-96).
Co-Chair, Elections Committee, Department of History (Fall 1993).
Liaison to WSU Public Relations Department, Department of History (1991-92)
Chair, Colloquium Committee, Department of History (1980-83, 1989-90)
Chair, Advisory Committee, "Class, Race, Ethnicity and Gender," Michigan Council for the Humanities workshop for secondary school teachers in southeastern Michigan, Wayne State University (November 19, 1988).
Chair, Research Sub-Committee, Ethnic Studies Institute Planning Committee, Humanities Council, College of Liberal Arts (1986-88).
Acting Chair (Summer, 1986), Chair (1981-83), North American Labor History Conferences.
Chair, Research Sub-Committee, Ethnic Heritage Planning Committee, College of Liberal Arts (1983-86).

4. College/Department Committee Membership

Assessment/Awards Committee (2019-21)
Salary Committee, Department of History, Wayne State University (1983-85, 1989-91, 1992-94, 2001-03, 2006-07, 2010-11, 2018-20)
Personnel Committee, Department of History, Wayne State University (1987-89, 1992-93, 1996-98, 2002-04, 2005-07, 2008-10, 2012-14, 2015-16, 2017-18)
College of Liberal Arts and Sciences Promotion & Tenure Committee, College of Liberal Arts and Sciences, Wayne State University (2011-17)
Executive Committee, Department of History, Wayne State University (2012-16)
Budget Committee, Department of History, Wayne State University (2012-14)
Graduate Committee, Department of History, Wayne State University (1988-90, 1993, 1994-2003, Fall 2006, Fall 2008- Winter 2011, 2012-13)
North American Labor History Conference Committee, Department of History, Wayne State University (1981-90, 1991-Fall 1993, 1994-Winter 2004, Winter 2005-2010,)
Departmental Representative to College of Liberal Arts and Sciences Promotion and

Tenure, Wayne State University Committee (2008-09).
Undergraduate Committee, Department of History, Wayne State University (1982-85, 2005-06, Fall 2007)
Urban Studies Advisory Committee, Wayne State University (2006-07)
African American History Search Committee, Department of History, Wayne State University (2006-07)
Colonial American History Search Committee, Department of History, Wayne State University (2003-04)
Central European Studies Group, Department of German and Slavic Languages, Wayne State University (Winter 2003)
College of Urban, Labor and Metropolitan Affairs/College of Liberal Arts Joint Promotion and Tenure Committee, Wayne State University (2002-03)
European History Search Committee, Department of History, Wayne State University (2002-03)
College Promotion and Tenure Committee, College of Liberal Arts, Wayne State University (2001-03)
Bylaws Committee, Department of History, Wayne State University (Fall 2000, 2001-03)
Part-time Faculty Mentor (History 2050), Department of History, Wayne State University, Wayne State University (1995-97, 2001-03)
Canadian Studies Committee, College of Liberal Arts, Wayne State University (1991-present).
College Salary Committee, College of Liberal Arts, Wayne State University (1988, 1989, 1996, 1997, 2001-03).
Budget Committee, Department of History (1982-84, 2002-03).
Urban Forum Planning Committee, College of Urban, Labor, and Metropolitan Affairs, Wayne State University (Winter 2002)
Planning Committee, Department of History, Wayne State University (1997-2000, 2001-02).
Atlantic Basin/Early American History Search Committee, Department of History, Wayne State University (2000-2001)
Part-time Faculty Mentor (History 2040), Department of History, Wayne State University (1999-2000)
Ad Hoc Planning Committee, Liberal Arts Inaugural Symposium Committee, Wayne State University (Summer 1998)
Curriculum and Instruction Committee, Department of History, Wayne State University (1995-97).
New Faculty Mentor, Department of History, Wayne State University (1994-96)
Departmental Representative to College of Liberal Arts Promotion and Tenure, Wayne State University Committee (1994-95).
Michigan/Detroit History and Politics Search Committee, College of Urban, Labor, and Metropolitan Affairs, Wayne State University (1991-92).
Humanist Grant-in-Aid Selection Committee, College of Liberal Arts, Wayne State University (1989-90).
Labor History Search Committee, Department of History, Wayne State University (1988-90).
Folklore and Mythology Interest Group, Folklore Archive, Wayne State University (1988-89).

Social Committee, Department of History, Wayne State University (Fall 1986, 1988-89).
Special Labor History Selection Committee, Wayne State University (Winter 1988).
Elections Committee, Department of History, Wayne State University (1987-88).
Advisory Board, Folklore Archive, Wayne State University (1987-88).
Honors Council, College of Liberal Arts, Wayne State University (1986-89).
Ethnic Studies Institute Planning Committee, Humanities Council, College of Liberal Arts, Wayne State University (1986-88).
Humanities Council, College of Liberal Arts, Wayne State University (1984-88).
Academic Planning Committee of the Humanities Council, College of Liberal Arts, Wayne State University (1984-88).
Selection Committee, Polish Studies Summer Program Abroad, Wayne State University (1980-85, 1988).
Ethnic Heritage Planning Committee, College of Liberal Arts, Wayne State University (1983-86).
Ad Hoc Committee, Labor History Symposium, Wayne State University (1985).
U.S.-U.S.S.R. Conference Committee, Center for Peace and Conflict Studies, Wayne State University (1984-85).
Selection Committee, NEH Summer Seminar for College Teachers, Wayne State University (Spring 1981).

D. Positions Held in Professional Associations in Last Five Years

Immigration History Society
Editor (Fall 2004-Summer 2017) & Managing Editor (2016-17), Journal of American Ethnic History
Chair (2005, 2007, 2009, 2011, 2013, 2015, 2017); member (1996, 1999), Qualey Award Committee (Best Article in Journal of American Ethnic History)
Executive Board (1988-91, Fall 2005-Summer 2017)
Nominating Committee (1985-87)
Polish American Historical Association
President (1990-92)
Chair, Program Committee (1990, 1991)
First Vice President (1988-90)
Second Vice President (1986)
Advisory Council/Board of Directors (1981-82, 1985, 1994-present)
Nominations Committee (1992-98)
Awards Committee (1983-84, 2001-2002)
Kulczycki Dissertation Prize Committee (2001-2002)
Constitution and Rules Committee (Winter 2004, 1982)
Program Committee (1981)
History Cooperative
Representative for the Journal of American Ethnic History (2007-10)
Urban History Association
Board of Directors (1998-2001)
North American Book Prize Committee (1996)
Labor and Working Class History Association

Elections Committee (Fall 1999, Fall 2000)
Co-Chair, Constitutional Sub-Committee (1997-98)
Steering Committee (1997-99)
Social Science History Association
Nominating Committee (1988)
Kosciuszko Foundation
Scholarship Committee (1986-87)

E. Memberships/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

Contributing Editor, Polish American Journal (December 2011-present)
Council of Directors, Polish American Congress (1990-92).
Member, "Urbanology" conference planning committee, Center for Creative Studies, Detroit, Michigan (1987-89).
Secretary to the Corporation and member of the Board of Directors, Preservation Detroit, citywide historic preservation organization (1984-86).
Advisory Board, University Cultural Center Study-Multiple Resource Historic District Nomination Project, Preservation Wayne, the campus historic preservation organization (Summer 1984, Summer 1985).

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Member, The Kosciuszko Foundation (New York City) (current).
Member, The Polish Museum of America (Chicago) (current)

F. Professional Consultation

1. Public Presentation as an Expert in Discipline

Introduction of Hamtramck Mayor Karen Majewski, awardee, at the Annual Pulaski Day Awards Banquet, Polish-American Central Citizens Committee, Hamtramck, Michigan (October 21, 2007)
Discussant at showing of Poletown Lives documentary film, Hamtramck Public Library, Hamtramck, Michigan, August 18, 2005.
"Canadian Studies at Wayne State University," talk given at inaugural meeting of the Windsor Chapter of the WSU Alumni Association, Windsor, Ontario, May 8, 2002.
30-minute television interview on "Urban Interiors" project on "Neil Shine's Detroit," Channel 56, October 13, 1989.
15-minute radio interview on "Urban Interiors" project on CJAM-FM, Windsor, Ontario, November 30, 1989.
15-minute WOMC/WDET radio interview on Polish-American history and my book, July 17, 1987.
30-minute radio interview on the history of immigration for "A Small World," WCAR radio program aired 2-3 p.m., May 20, 1981.

3. Consulting to Public Agencies, Foundations, Professional Associations

Grant Reviewer, Social Sciences and Humanities Research Council of Canada
Standard Research Grants Program (Winter 2001, Fall 2003)
Grant Reviewer, National Endowment for the Humanities
Division of Research and Education Programs (Fall 1997)
Division of Preservation and Access (Winter 1992, Summer 1992, Fall 1995)
Division of Research Programs (Fall 1982, Winter 1986, Fall 1990, Fall 1991)
Office of Preservation (Winter 1990)
Division of Research Resources Program (Fall 1983)
Division of Public Programs (Fall 1981)
Grant Reviewer, Fund for the Improvement of Post-Secondary Education, U.S. Department of Education (Summer 1993)

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Consultant, "Immigration Syllabus Project," Immigration History Research Century, University of Minnesota (January 2017)

Consultant, "Defining Community, Reexamining Society" Project, Department of History, University of Michigan-Flint (1995-1996)
Consultant, "Reinforcing Community Values" Project, Department of History, University of Michigan-Flint (1994-1995)
Motor City Exhibit Planning Group (for the Detroit Historical Museum), City/University Consortium, Wayne State University (Fall 1991).
Historical Consultant, Central Industrial Park Project, Community and Economic Development Department, City of Detroit, 1983-91.
Advisory Board, Ethnic Music Concerts, WSU Music Department and WDET-FM, 1990-91.
"Yes! Michigan" Center Advisory Subcommittee for the State Park Commission, Lansing, Michigan, 1989-90.
Consultant, Labor Theatre Project, University of Michigan-Flint, 1986-87.
Historical Consultant, Exhibition of original photographs by Krystyna Włodarska-Baker, Kosciuszko Foundation, New York City, Winter 1985.
Consultant, Labor Studies Center, Institute of Labor and Industrial Relations, Wayne State University, 1983.
Consultant, Self-Study Planning Project for Southeast Heritage Outreach Center, Southeast Dearborn (Michigan) Community Council, National Endowment for the Humanities, Spring 1982.
Consultant, Hamtramck (Michigan) Social Studies Curriculum Project, National Endowment for the Humanities, Spring 1981.

G. Journal/Editorial Activity

1. Editorships

Editor (Fall 2004-Summer 2017) & Managing Editor (2016-2017), Journal of American Ethnic History
Editor, Polish and Polish-American Studies Series, Ohio University Press (1999-present).
Editor, "Photos and Notes by Bruce Harkness," http://www.bruceharkness.com (2011).
Guest editor, Canadian Migration in the Great Lakes Region, special issue of Mid-America 80, no. 3 (Fall 1998).
Editor, The History Connection: Newsletter of the Department of History, Wayne State University (Winter 1992, Summer 1998).
Guest editor, The Polish Experience in America, special issue of the Journal of American Ethnic History 16, no. 1 (Fall 1996).
Publisher, WSU Ethnic Studies Newsletter (1986-88)

2. Editorial Board Memberships

Associate Editor/Editorial Board, Polish American Studies (1986-present)
Editorial Board, Journal of American Ethnic History (1997-present)
Contributing Editor, Polish American Journal (December 2011-present)
Editorial Board, Polish-Anglo-Saxon Studies, Adam Mickiewicz University, Poznań, Poland (2012-present)
Editorial Advisory Board, Immigrants and Minorities (2013-present)
Studies in Humanities and Social Sciences, Honam University, Gwangju, Republic of Korea (2015-present)
PAHA Travel Guide Advisory Board, Polish American Historical Association (August 2018-present)

H. Other Professionally Related Service

Chair, "Is There a History of Poland Beyond the Holocaust?" Polish American Historical Association Roundtable, American Historical Association Annual Meeting, New York City (January 4, 2020)
Chair, "Labor Past and Present: China, India, and South Africa," 40th Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 18, 2018)
Chair, "Immigrant and Migrant Workers in Cities," North American Labor History Conference, Wayne State University, Detroit, Michigan (October 20, 2016)
Chair, "Book Talk: Managing Inequality: Northern Racial Liberalism in Interwar Detroit," North American Labor History Conference, Wayne State University, Detroit, Michigan (October 22, 2015)
Chair, "Hold the Line: Enforcement Practices and Border Crossers at the American-Canadian Border, 19102-1950s," Organization of American Historians Convention, Atlanta, Georgia (April 13, 2014)
Chair, Book Session on Wendy Roth's Race Migrations: Latinos and the Cultural Transformation of Race, Social Science History Association Meeting, Vancouver, British Colombia (November 1, 2012)
Moderator, Panel on "Oscar Handlin's Legacy: Immigration and Ethnic History," Organization

of American Historians Convention, Milwaukee, Wisconsin (April 21, 2012).
Panelist, "Retrospective Panel on the Work of Nora Faires: Crossing Borders," Social Science History Association Meeting, Boston, Massachusetts (November 19, 2011)
Chair, Morning Session, Twenty-First Annual Wayne-Windsor Canadian Studies Symposium, University of Windsor, Windsor, Ontario (March 31, 2011)
Panelist, "Who 'Owns' Historic Identity? Who Gets to Teach Historic Identity?" History Graduate Association Program, Wayne State University (October 20, 2010)
Chair, "Housing and Banking Regulation: Lessons from Canada," Twentieth Annual Wayne-Windsor Canadian Studies Symposium, Wayne State University, Detroit, Michigan (March 25, 2010)
"Braci" [Brother/Embers], panel presentation at "Rudolph Vecoli: A Tribute and a Critical Appraisal of His Scholarship," Social Science History Association Meeting, Long Beach, California (November 14, 2009)
Panelist, "Writing Polish American History: The Stressed and the Missed," Polish American Historical Association annual meeting held at the American Historical Association Convention, Washington, D.C. (January 5, 2008)
Panelist, "Getting Your Research Published," Michigan Canadian Studies Roundtable, University of Michigan, Ann Arbor, Michigan (April 15, 2005).
Chair, "Border Issues" Session, Michigan Canadian Studies Roundtable, University of Michigan, Ann Arbor, Michigan (April 15, 2005).
Chair, "Planning the Downtown: Race, Space, and Planning Practice," Society for American City and Regional Planning History Conference, Philadelphia, Pennsylvania (November 3, 2001).
Chair, "East European Immigrants and Ethnics in New England," Polish American Historical Association held at the American Historical Association Convention, Boston, Massachusetts (January 6, 2001)
Chair, "International Labor Migrations," North American Labor History Conference, Wayne State University, Detroit, Michigan (October 20, 2000)
Discussant, "Migration to and From Canada," Association for Canadian Studies in the United States Biennial Conference, Pittsburgh, Pennsylvania (November 19, 1999)
Moderator, "Labor and Commemoration," North American Labor History Conference, Wayne State University, Detroit, Michigan (October 21, 1999)
Chair, "Borders That Divide and Connect: U.S.-Canada Transnational Economic Ties and Their Social and Political Impacts," Organization of American Historians Convention, Toronto, Ontario (April 22, 1999).
Chair, Plenary Discussion: "The Politics and Practice of Urban Education and the Liberal Arts," Conference on "The University and the City: Urban Education and the Liberal Arts," Wayne State University, Detroit, Michigan (March 5, 1999)
Chair, Opening Plenary: "Vox Populi, Vox Civitatis," Conference on "The University and the City: Urban Education and the Liberal Arts," Wayne State University, Detroit, Michigan (March 4, 1999)
Chair/Commentator, "Rethinking Immigration: Diasporas and Transnationalisms in the Twentieth-Century Americas," Social Science History Association Meeting, Chicago, Illinois (November 1998)
Panelist, "'Contadini in Chicago' Revisited," Social Science History Association Meeting, Chicago, Illinois (November 1998)
Panelist, "American Polonia: Successes and Opportunities," American Council for Polish Culture, 50th Anniversary Convention, Troy, Michigan (July 7-12, 1998)

Commentator, "Whither Immigration History?" joint session of the Immigration History Society and the Polish American Historical Association held at the American Historical Association Convention, Seattle, Washington (January 10, 1998)

Facilitator, Labor History Association Planning/Organizational Workshop, Nineteenth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 25, 1997)

Commentator, "Ethnic and Suburban Identity in 20th-Century America," Conference on Defining Community, Reexamining Society," University of Michigan-Flint, September 20, 1996.

Chair, "Polish or Polish-American? Ethnic, Cultural, and Political Conflict in Working-Class Communities in Milwaukee and Detroit, 1930-1950," Seventeenth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 20, 1995)

Chair, Immigration Policy, Legal Status, and Citizenship," Fifteenth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 15, 1993)

Co-chair, "Canadian Migration Patterns: Past and Present," Conference on Canadian Migration to Michigan and the Great Lakes: A Sharing of Cultures," Wayne State University, Detroit, Michigan (November 16, 1991)

Commentator, Panel on "Processes of Acculturation in Europe and North America: A Comparative Perspective," Conference on Continental European Migration and Transcontinental Migration to North America: A Comparative Perspective," co-sponsored by the Deutsches Historisches Institut and the Labor Migration Project of the University of Bremen, Bremerhaven, Germany (August 18, 1991)

Panelist, "Polish American History, Poland, and Polonia in the 1990s," Polish American Historical Association Mid-year Conference, Polish Community Center of Buffalo, Buffalo, New York (June 28, 1991)

Commentator, "Internal, International, and Worldwide Migrations," Organization of American Historians Convention, Washington, D.C. (March 23, 1990).

Panelist, "URBANology: The Future," Symposium on "Urbanology: The Illusion of Permanence," Marygrove College, Detroit, Michigan (June 17, 1989).

Chair, "Ethnicity: Workplace Relations and Union Leadership," Tenth Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 21, 1988).

Commentator, "Echoes of the Homeland," Social Science History Association Meeting, Chicago, Illinois (November 21-24, 1985).

Chair, "Ethnicity and the CIO," Seventh Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 25, 1985).

Commentator, "Minneapolis: The Making of a Scandinavian Cultural Capital, 1885-1985," Organization of American Historians Convention, Minneapolis, Minnesota (April 20, 1985).

Commentator, "Polish Immigrant Workers and the Trade Unions in Europe and America," American Association for the Advancement of Slavic Studies Convention, New York City, New York (November 3, 1984).

Chair, "The `New' Immigration at the Turn of the Century: Case Studies," Social Science History Association Meeting, Toronto, Ontario (October 26, 1984).

Commentator, "Two Films: Poletown Lives! and The Business of America," Sixth Annual North American Labor History Conference, Wayne State University, Detroit,

Michigan (October 18, 1984).

Chair/Commentator, "Marriage and Ethnicity in American Cities," Social Science History Association Meeting, Bloomington, Indiana (November 7, 1982).

Chair, "Labor and Repression, 1900-1920," Third Annual North American Labor History Conference, Wayne State University, Detroit, Michigan (October 9, 1981).

Commentator, "The Transformation of Industries and Neighborhoods, Chicago, 1870-1900," Organization of American Historians Convention, Detroit, Michigan (April 2, 1981).

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Chair, "The (Not So) Great Depression of 2008-2010: Lessons from (for?) Canada (and the U.S.," 20th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (March 25, 2010)

Chair, "Whose Great Lakes? The Politics of Water," 18th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (April 3, 2008)

Chair, "Globalization and Borders in North America's Security Age: The European Roots of Canadian Identity," 16th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (April 6, 2006)

Chair and organizer, "Security, the Border, and the Canada-U.S. Relationship," 14th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (April 1, 2004)

Chair and organizer, "Teaching Canadian Studies," 12th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (February 28, 2002)

Chair and organizer, "U.S./Canada Cross-Border Trade and Business Connections and Issues," 10th Annual Wayne-Windsor Symposium, Wayne State University, Detroit, Michigan (April 7, 2000)

Chair and organizer, 2nd Annual Michigan Canadian Studies Roundtable, Wayne State University, Detroit, Michigan (March 31, 2000)

Project Director and Chair, Conference on "The University and the City: Urban Education and the Liberal Arts," Wayne State University, Detroit, Michigan (March 4-6, 1999)

Session organizer, "Borders That Divide and Connect: U.S.-Canada Transnational Economic Ties and Their Social and Political Impacts," Organization of American Historians Convention, Toronto, Ontario (April 22, 1999).

Session organizer, "Urban Interiors--From Social Documentary to Applied History: Family, Diversity, and Community in Detroit," International Visual Sociology Association 1995 Annual Conference, Windsor, Ontario (July 1995)

Session organizer, "Immigration History and Migration Studies Since Thomas and Znaniecki's <u>The Polish Peasant in Europe and America</u>," American Historical Association and Polish American Historical Association meetings (joint session), Chicago (December 1991).

Program Co-chair and organizer, Conference on Canadian Migration to Michigan and the Great Lakes: A Sharing of Cultures," Wayne State University (1991).

Program Chair, Polish American Historical Association Mid-year Conference, Polish Community Center of Buffalo, Buffalo, New York (1991)

Session organizer, "From Oral History to Public History: Detroit's Urban Interiors Project," American Historical Association and Polish American Historical Association meetings (joint session), New York City (December 1990).

Session organizer, Social Science History Association (1988).

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Reader, University of Illinois Press (Fall 2017)
Reader, University of Illinois Press (Fall 2016)
Reader, Blackwell's (Winter 2007)
Reader, Polity Press (Winter 2007)
Reader, University of Pennsylvania Press (Winter 2001)
Reader, Wayne State University Press (Winter 2000, Summer 1998)
Reader, Altamira Books (Sage) (Summer 1997).
Reader, Northern Illinois University Press (Spring 1996).
Reader, Balch Institute for Ethnic Studies Press (1990, 1989).
Reader, Cornell University Press (1988, Winter 1986).

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Referee, Polish American Studies (Fall 2020, Spring 2020)
Referee, Journal of Social History (Fall 2020, Fall 2019, Winter 2007)
Referee, Polish Review (Spring 2020)
Referee, Immigrants and Minorities (Winter 2020)
Referee, Zutot: Perspectives on Jewish Culture (Brill) (Summer 2019)
Referee, Studies in Humanities and Social Sciences (Winter 2019, Fall 2016)
Referee, Michigan Historical Review (Winter 2017, Winter 2004, Summer 2000, Winter 1993).
Referee, Studies in Ethnicity and Nationalism (Summer 2012)
Referee, Journal of Urban History (Winter 2012)
Referee, Journal of Southern History (Hall 2003)
Referee, Journal of American Ethnic History (Winter 2001, Winter 1998, 1988-93, 1985-86).
Prentice Hall/Pearson Education (chapter) (Fall 2000)
Referee, History of Education Quarterly (Winter 1999).
Referee, Oral History Review (Summer 1997).
Referee, Social Science History (Fall 1996).
Referee, International Migration Review (Winter 1992, Spring 1986).
Referee, Journal of American History (1989, Winter 1990, Summer 1990).

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Promotion/Tenure Referee

Distinguished Professor
Indiana University (Spring 2014)

Appointment with Tenure
Historical and Cultural Studies, University of Toronto, Scarborough (Spring 2014)
Sociology, Case Western Reserve University (Spring 2012)

Promotion
History, University of Alaska Southeast (Summer 2018)
History, University of Illinois (January 2018)

History, James Madison College, Michigan State University (August 2017)
Sociology, Case Western Reserve University (July 2016)
English, University of Iowa (Fall 2014)
History, University of Windsor (Winter 2001)
History, Northern Illinois University (Summer 1998)
History, University of Pittsburgh at Greensburg (April 1997)

Tenure and Promotion

History, University of Nebraska, Omaha (Fall 2018)
History, The Catholic University of America (Fall 2004)
Sociology, University of Michigan-Flint (January 1997)
History, Fairfield University (Connecticut) (November 1996)
History, University of Connecticut at Stamford (September 1995)

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Search Committee (external member), Endowed Assistant Professorship in Polish and Polish American Studies, University of Michigan-Dearborn (2012-13)

* * *

Participated in program review for WSU Folklore Archive (Winter 1988).

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: Jorge Luis Chinea

DATE PREPARED: 10-17-2000
DATE REVISED: 9-5-2020

OFFICE ADDRESS: 3327 F/AB

HOME ADDRESS:

OFFICE PHONE: 313 577-4378

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DEPARTMENT/COLLEGE: Urban, Labor and Metropolitan Affairs (1996-2005); Liberal Arts & Sciences (2005-2015); Division of Academic Affairs (2015-present)

PRESENT RANK & DATE OF RANK: Professor, 2018

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 1996, Assistant Professor
Year Awarded Tenure: 2003
Year Promoted to Associate Professor: 2003
Year Promoted to Professor: 2018
Administrative Leave: August 2020-August 2021

CITIZENSHIP: U.S.A.

EDUCATION:

Baccalaureate: Suny-Binghamton, Binghamton, NY, 1980
Graduate: (M.A.), Suny-Binghamton, Binghamton, NY, 1983
(Ph.D.), University of Minnesota, Minneapolis, MN, 1994
Dissertation: "Racial Politics and Commercial Agriculture: West Indian Immigration in Nineteenth-Century Puerto Rico, 1800-1850."
Thesis Director: Dr. Stuart B. Schwartz

Postgraduate (postdoctoral):

Harvard University, Boston, MA. *International Seminar on the History of the Atlantic World: Caribbean Resources for Atlantic History,* led by Dr. Bernard Bailyn**,** November 6-7, 1999.
Johns Hopkins University, Baltimore, MD, *Slavery and the Atlantic Plantation Complex: 1450-1890*, led by Dr. Philip D. Curtin, Summer 1995.
University of Virginia, Charlottesville, VA. *Global Change – the USA: African American and Latino History and Culture since 1960***,** June 25-29, 1992.

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

Adjunct, University of Toledo, Toledo, OH, 2014
Adjunct, Center for Advanced Studies of Puerto Rico and the Caribbean, San Juan, P.R., 2015-16
Assistant Professor, Minnesota State University, Mankato, MN, 1991-1996 (tenured in 1996)
Assistant Professor, Metropolitan State University, St. Paul, MN, 1989-1991
Visiting Lecturer, Macalester College, St. Paul, MN, 1988-1989
Adjunct, John Jay College of Criminal Justice, NY, NY, Spring 1983

signature: _____ 09/07/21

PROFESSIONAL SOCIETY MEMBERSHIP(Current and Past):

Canadian Association of Latin American and Caribbean Studies
Organization of American Historians
National Association for Chicana and Chicano Studies
Middle Atlantic Council of Latin American Studies
Conference on Latin American History
American Society for Ethnohistory
American Historical Association
Association of Caribbean Historians
Puerto Rican Studies Association (Founding member)
National Association for Ethnic Studies
Southwest Council for Latin American Studies

HONORS/AWARDS:

External:

Education Award, Caribbean Community Services Center, Detroit, MI, 2020.
Excellence in Education Award, Hispanic Business Alliance, Detroit, MI, 2008
Outstanding Alumni Achievement Award, Office of Opportunity Programs, The State University of New York, Albany, N.Y., 2007. *Recognized as one of the 40 most successful alumni out of the 50,000+ who graduated statewide from SUNY during the Equal Opportunity Program's 40-year history, 1967-2007*
Alumni Award of Excellence, Michael V. Boyd Educational Opportunity Program, Binghamton University, Binghamton, NY, 2005
Sigma Xi Honor Society, The Scientific Research Society, 2005
ALSAME Exceptional Service Award, Advocates for Latino Student Advancement in Michigan Education, 2005
Jessamine Allen Doctoral Dissertation Fellowship for Racial Minorities, Graduate School, University of Minnesota, Minneapolis, MN, 1987
Certificate of Recognition, Martin Luther King Program, College of Liberal Arts, University of Minnesota, Minneapolis, MN, 1987
Recipient, National Hispanic Scholar Award, National Hispanic Scholarship Fund, San Diego, CA, 1985, 1986, 1987
Departmental Honors, Latin American & Caribbean Area Studies Program, State University of New York at Binghamton, Binghamton, NY, 1980

Internal:

Board of Governors Faculty Recognition Award, Wayne State University, 2006
President's Award for Excellence in Teaching, Wayne State University, 1999

BIOGRAPHICAL CITATIONS:

"Forward Ever: Scholar, Community Activist Remembers Humble Beginings," Warriors Magazine, Wayne State University, Fall 2020.
"Thought Leaders," Office of Public Relations, Wayne State University, 2019
"Professors Who Do," Office of Public Relations, Wayne State University, 2017
"100 Puerto Ricans Who Have Made a Difference," Center for Puerto Rican Studies, Hunter College, City University of New York, 2014
Who's Who in America (Chicago: A.N. Marquis Co., 2011)

Featured in the story, "Four Latino Ambassadors Get Real with Today's Most Heated Issues," *Ambassador Magazine*, Vol. 2, Issue 2, April 1999, pp. 46-47

Who's Who in the Midwest: (Chicago: A.N. Marquis Co., 1997)

"An Agent of Change," *Binghamton Alumni Journal*, Vol. 8, No. 4, Summer 2000, p. 22

Ramón Bosque-Pérez, compiler, *National Directory of Puerto Rican Professionals Working in Institutions of Higher Education in the United States* (New York: Higher Education Task Force, Centro de Estudios Puertorriqueños, 1992)

I. TEACHING

A. Years at Wayne State: 24

B. Years at Other Colleges/Universities: 10.4

John Jay College of Criminal Justice, NY, NY, 4 months (one academic term)
Macalester College, St. Paul, MN, 2 years
Metropolitan State University, St. Paul, MN, 2 years
Minnesota State University, Mankato, MN, 6 years
University of Toledo, Toledo, OH (adjunct), 1 year
Center for Advanced Studies of Puerto Rico and the Caribbean, San Juan, P.R. (adjunct), 1 year

C. Courses Taught at Wayne Sate in Last Five Years

1. Undergraduate
   - ANT 3110: Detroit Area Minorities
   - LAS/HIS 1910: Latin America from Independence to the Present
   - LAS 2420: History of Puerto Rico & Cuba
   - LAS/HIS 2430: Latinos in the United States
   - LAS 3610: Latino/a Urban Problems
   - LAS 3990: Directed Studies
   - HIS 3995/6000: Modern Latin America
2. Graduate
   - HIS 3995/6000: Modern Latin America
   - HIS 7990: Directed Studies

D. Service in Essays/Theses/Dissertations Committees:

In Progress:

Sherman, Angela Michelle, Ph.D. thesis: "Mexican Muralism on the Silver Screen and its Place in Culturally Sustaining Pedagogy," Department of Classical and Modern Languages, Literatures, and Cultures.

Erik Noren, Ph.D. thesis: "Anglo-Antiguan Identity: Planters from 1750-1840," Department of History.

Diane Behrendt, Ph.D. thesis: "Statewide Dropout Prevention Programs and Their Impact on Major Predictors for Dropping Out: A Collective Data Analysis of Dropout Rates over a Five Year Span," College of Education.

Kimberly K. Steele, Ph.D. thesis: "Bound to Serve: Servants, Slaves, Apprentices, and Debtors under Indenture in the Old Northwest," Department of History.

Completed Doctoral Degrees:

Sofia Aquino González, "The Relationship between Knowledge, Attitudes and Behavior Regarding Eco-Justice Issues among Middle and High School Students in Eco-Schools in Puerto Rico," College of Education, 2018.

Natalie Nagl, "The Narrative of the Outsider: Marginalization in the Works of Maria Luisa Bemberg, Lucrecia Martel and Luisa Puenzo," Department of Classical and Modern Languages, Literatures, and Cultures, 2017.

Dolly Reina Tittle, "Transmodern Literature in the U.S.: A Critical Response to U.S. Interventionism," Department of Classical and Modern Languages, Literatures, and Cultures, 2015.

Sara Escobar-Wiercinski, "The Representation of Power/Knowledge and Bio Power in the Writings of Panamanian authors: Rose Marie Tapia, Mauro Zúñiga Araúz and Roberto Díaz Herrera," Department of Classical and Modern Languages, Literatures, and Cultures, 2014.

Hortensia Groth, "El López Velarde de Fuentes: Subrayados y Variaciones Velardeanas en *Cristóbal Nonato*," Department of Classical and Modern Languages, Literatures, and Cultures, 2008.

Luisa Quintero, "El Nuevo Desorden en la Mirada: Abyección, Alteridad y Agenciamiento en la Obra de Victor Gaviria," Department of Classical and Modern Languages, Literatures, and Cultures, 2007.

José Gómez, "Historia y Ficción: Textos sobre la Violencia en Colombia," Department of Classical and Modern Languages, Literatures, and Cultures, 2006.

Completed master's degrees:

Richard M. Fahoome, "The Transition from Slave Labor to Wage Labor in Cuban Sugar Plantations and the Exploitation of Haitian Sugar Workers," Department of Interdisciplinary Studies, 2007.

Mark Hoffman, "Argentina and the United States: the Peron Years," Department of History, 1999.

Kathryn Beard, "The Ganges has met the Nile: Creole and East Indian Cultural Interaction in Trinidad and British Guiana, 1856-1956," Department of History, 1999.

E. Course or Curriculum Development.

Summer Enrichment Program, 2004
Latino/a Studies Minor, approved Fall 2011
LAS 1420: Introduction to Interdisciplinary Latino/a Studies, Fall 2011
LAS/HIS 1910: Latin America from Independence to the Present, Fall 1997
HIS 3995/6000: Special Topics in History (Modern Latin America)
LAS/AFS 5310: Special Topics (Afro-Latino History and Culture), 2012
(I re-structured it in Winter 2016 as LAS/AFS 2250: Afro-Latino History and Culture)

II. RESEARCH

A. Research in Progress, Not Funded

"'I am a vassal of the King of Spain': Jaime O'Daly y Blake on the Anti-Irish Backlash during the 1797 British Attack against Puerto Rico."

"The Rockefeller Foundation's International Health Board's Efforts to Contain Malaria and Hookworm Diseases in Panama, c. 1910-1930"

B. Funded Research

"Impact of the 1812 Spanish Constitution on the Social, Political and Economic Evolution of the Hispanic Caribbean, 1800-1830," funded by a Spanish Ministry of Economy and Competitiveness grant, 2011-14, $27,000 (see under C below).

"Patterns of Inter-Island Migration in the Hispanic Caribbean: Puerto Rico and Santo Domingo (Dominican Republic), c. 1860-1930. Project funded by the Dominican

Studies Institute, City College-CUNY, 2016-2017, $2,500.

C. Fellowships/Grants/Special Awards

Faculty Teaching Travel Grant, Office of Teaching and Learning, Wayne State University. Presented a paper on Caribbean regional labor migration at the Universidad del Norte, Barranquilla, Colombia, 2015-16, $1,200.

Spanish Ministry of Economy and Competitiveness Grant, Served as co-pi with three colleagues in Puerto Rico, Spain and Colombia who presented papers in various countries and published two books, 2011-2014, $27,000.

Irish Latin American Research Grant, Society for Irish Latin American Studies, Switzerland. Researched Irish immigration in the Hispanic Caribbean at specialized libraries and archives in Ireland and Puerto Rico, Summer 2005, $1,000.

Mellon Foreign Area Fellowship. Appointed Resident Scholar at the U.S. Library of Congress to study the history of fugitive slaves in the Americas, 2000, $15,000.

NEH Award for College Teachers. Completed 6-week seminar on "Slavery and the Atlantic Plantation Complex at Johns Hopkins University," Summer 1995, $3,000.

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored

Raza y Trabajo en el Caribe Hispánico: Los Inmigrantes de las Indias Occidentales en Puerto Rico durante el Ciclo Agro-Exportador, 1800-1850. Sevilla: Escuela de Estudios Hispano-Americanos/Oficina del Historiador Oficial de Puerto Rico/Wayne State University/Asociación Cultural La Otra Andalucía, 2014. (Also available online: https://www.academia.edu

Race and Labor in the Hispanic Caribbean: The West Indian Immigrant Worker Experience in Puerto Rico, 1800-1850. Gainesville, FL: University Press of Florida, 2005.

B. Chapters

Published:

1. Authored

In Books:

"Hydraulic Heritage and the Control of Malaria in the Aragon and Catalonia Canal, Urgell Canal and the Irrigation System of Alto Aragon, Spain" (co-authored with Jesús Raúl Navarro García). In: *Hydraulic Heritage in Ibero-America,* edited by Francisco Costa, António Vieira, José Manuel Lopes Cordeiro y Jesús Raúl Navarro García. Hauppauge, NY: Nova Science Publisher, 2020.

"In the Royal Service of Spain: The *Milicianos Morenos* Manuel and Antonio Pérez during the Napoleonic Invasion, 1808-1812" [bilingual, Spanish and English], *Afro-Latino Voices: Narratives from the Early Modern Ibero -Atlantic World, 1550-1812*, edited by Kathryn J. McKnight and Leo J. Garofalo, 315-325. Indianapolis, IN: Hackett Publishing Co., 2009.

"In the Royal Service of Spain: The *Milicianos Morenos* Manuel and Antonio Pérez during the Napoleonic Invasion, 1808-1812" [reprint, English-language version only], *Afro-Latino Voices (Shorter Edition): Translations of Early Modern Ibero-*

Atlantic Narratives, edited by Kathryn J. McKnight and Leo J. Garofalo, 200-207. Indianapolis, IN: Hackett Publishing Co., 2015.

"Illustrative Episode: Puerto Rican," *Ethnic Variations in Dying, Death and Grief: Diversity in Universality*, edited by Donald P. Irish, Kathleen F. Lundquist, and Vivian Jenkins Nelsen, 67-68. Washington: Taylor & Francis, 1993.

"*Trenzas*: Weaving a Tapestry of Diasporic LatinX Self-Affirmation." Introductory essay appearing in Jorge Dante Hernández Prósperi, *Braids: Immigrant Voices of Resiliency and Hope/Trenzas: Voces de Inmigrantes de Resiliencia y Esperanza.* Bloomington, IN: Authorhouse, 2017, 1-2.

"Medidas legais e extralegais na exploração do trabalho: trabalho, trabalhadores e controle sociorracial em uma colônia espanhola, Porto Rico, c. 1500-1850." In: *Mundos do trabalho e dos trabalhadores: experiências e vivências no Brasil e no Caribe*, coord. by Elaine P. Rocha, Leonardo Rabelo de Matos Silva and Thiago de Souza dos Reis, 15-39. Rio de Janeiro, Brasil: Grupo Multifoco, 2018.

In Biographical Dictionaries:

"Miguel Enríquez," *Dictionary of Caribbean and Afro-Latin American Biography*, vol. II, edited Franklin W. Knight and Henry Louis Gates, Jr., 457-460. New York: Oxford University Press, 2016.

In Foundation Reports:

"Latinos in Southeast Michigan," *Struggles and Triumphs of Peoples of Color in Michigan: A Collection of Personal Essays*, edited by Matt Hoerauf, 18-21. Detroit, MI: W.K. Kellogg Foundation/Michigan Roundtable for Diversity and Inclusion, 2012.

In Encyclopedias:

"The Impact of the Haitian Revolution in the Caribbean" [bilingual Spanish and English essay], *Enciclopedia de Puerto Rico.* San Juan, P.R.: Fundación Puertorriqueña de las Humanidades, 2011 (online publication: https://enciclopediapr.org).

"Boricua," *International Encyclopedia of the Social Sciences*, 2nd ed., vol. 1, edited by William A. Darity, Jr., 355-356. Detroit: Macmillan Reference USA, 2008.

"Puerto Rico," *Oxford Encyclopedia of the Modern World,* vol. 6, edited by Peter N. Stearns, 280-283. New York and Oxford: Oxford University Press, 2008.

"Diasporic Marronage," *Encyclopedia of the African Diaspora: Origins, Experiences, and Culture*, vol. 2, edited by Carole Boyce Davies, 384-387. Santa Barbara and Oxford: ABC-CLIO, 2008.

"Puerto Rico" [co-authored with Jacquelyn Briggs Kent], *Encyclopedia of Latin American History and Culture*, vol. 5, edited by editor-in-chief, Jay Kinsbruner and Erick D. Langer, senior editor, 408-415. Woodbridge, CT & Detroit, MI: Charles Scribner's Sons, 2008.

"Maroons," *Encyclopedia of Emancipation and Abolition in the Transatlantic World,* vol. 2, edited by Junius P. Rodríguez, 363-365. N.Y.: M.E. Sharpe, 2007.

"Ramón Emeterio Betances y Alacán," *Encyclopedia of Emancipation and Abolition in the Transatlantic World,* vol. 1, edited by Junius P. Rodríguez, 70-71. N.Y.: M.E. Sharpe, 2007.

"Latinos," *Encyclopedia of the Midwest*, edited by Richard Sisson, Christian

Zacher, and Andrew Cayton, 262-264. Bloomington and Indianapolis, IN: Indiana University Press, 2007.

"Puerto Rico," *Colonial America: An Encyclopedia of Social, Political, Cultural, and Economic History*, vol. 5, edited by James Ciment, 706-707, N.Y.: M.E. Sharpe, 2006.

"Caribes," *Colonial America: An Encyclopedia of Social, Political, Cultural, and Economic History*, vol. 1, edited by James Ciment, 184-185. N.Y.: M.E. Sharpe, 2006.

"Michigan," *Encyclopedia Latina: History, Culture, Society*, vol. 3, edited by Ilan Stavans, 150-152. Danbury, CT: Grolier/Scholastic Library Publishing, 2005.

"Colonists and Settlers III—Caribbean," *Iberia and the Americas: Culture, Politics, and History*, vol. 1, edited by J. Michael Francis, 274-279. Santa Barbara and Oxford: ABC-CLIO, 2005.

In Bibliographies:

"Puerto Rico." In *Handbook of Latin American Studies*, vol. 62, edited by Katherine McCann, 171-174. Austin: University of Texas Press, 2007. Critical review essay of the major works on Puerto Rican history published in 2007.

"Puerto Rico." In *Handbook of Latin American Studies*, vol. 64, edited by Katherine McCann, 171-172. Austin: University of Texas Press, 2009. Critical review essay of the major works on Puerto Rican history published in 2009.

In Online Sites:

"Puerto Rico Earthquakes Imperils Island's Indigenous Heritage," *The Conversation*, January 28, 2020, https://theconversation.com/puerto-rico-earthquakes-imperil-islands-indigenous-heritage-130045

C. Editorships of Books/Proceedings:

Co-technical editor, *Agua, Estado y Sociedad en América Latina y España*. Julio Contreras Utrera, Jesús Raúl Navarro García and Sergio Rosas Salas, coordinators. Xalapa, Veracruz: Consejo Superior de Investigaciones Científicas/Escuela de Estudios Hispano-Americanos/Asociación Cultural la Otra Andalucía, 2015.

D. Articles Published

1. Refereed Journals:

"Fronteras porosas, destinos compartidos: notas sobre los vínculos históricos entre Puerto Rico y La Española/Santo Domingo desde la época precolonial hasta la consolidación del control colonial español, ca. 1550" (submitted to the *Revista Brasileira do Caribe*, December 28, 2020.

"Los grandes proyectos hidráulicos y las políticas antipalúdicas: un estudio comparativo entre el Plan de Riegos del Alto Aragón y el Canal de Panamá," *Anuario de Estudios Americanos*, 76:2 (2019): 679-713.

"Legal and Extra-Legal Measures of Labor Exploitation: Work, Workers and Socio-Racial Control in Spanish Colonial Puerto Rico, c. 1500-1850," *Revista Brasileira do Caribe*, 19:35 (July-December 2017): 89-110.

"Slavery and Child Trafficking in Puerto Rico at the Closing of the African Slave Trade: The Young Captives of the Slaver *Majesty*, 1859-1865," *Revista Brasileira do Caribe*, 17:32 (January-June 2016): 59-98.

"'Spain is the merciful heavenly body whose influence favors the Irish': Jaime O'Daly y Blake, Enlightened Immigrant, Administrator and Planter in Late

Bourbon-Era Puerto Rico, 1776-1806," *Tiempos Modernos: Revista Electrónica de Historia Moderna*, 7:25 (December 2012): 1-33 (Online journal: http://www.tiemposmodernos.org)

"Confronting the Crisis of the Puerto Rican Plantation System: Bureaucratic Proposals for Agricultural Modernisation, Diversification, and Free Labour in Puerto Rico, 1846-1852," *Journal of Latin American Studies*, 42:1 (February 2010): 121-154.

"Diasporic Marronage: Some Colonial and Intercolonial Repercussions of Overland and Waterborne Slave Flight, with Special Reference to the Caribbean Archipelago," *Revista Brasileira do Caribe*, 10:19 (July-December 2009): 259-284.

"Un Discurso Esclavista de la Ilustración: La Trata Negrera en el Proyecto Plantocrático de Louis Balbes des Berton, Duque de Crillón y Mahón," *Revista Complutense de Historia de América*, 34 (January 2008): 257-268.

"Francophobia and Interimperial Politics in Late Bourbon Puerto Rico: The Duke of Crillón y Mahon's Failed Negotiations with the Spanish Crown, 1776-1796," *New West Indian Guide/Nieuwe West-Indische Gids*, 81:1-2 (December 2008): 37-53.

"Irish Indentured Servants, Papists and Colonists in Spanish Colonial Puerto Rico, ca. 1650-1800," *Irish Migration Studies in Latin America*, 5:3 (November 2007): 171-181.

"The Control of Foreign Immigration in the Spanish American Colonial Periphery: Puerto Rico during its Transition to Commercial Agriculture, c.1765-1800," *Colonial Latin American Historical Review*, 11:1 (Winter 2002): 1-33.

"Fissures in *el Primer Piso:* Racial Politics in Spanish Colonial Puerto Rico during its Pre-Plantation Era, c.1700-1800," *Caribbean Studies*, 30:1(January-June 2002): 169-204.

"Deconstructing the Center, Centering the Margins: Revisiting Eurocreole Narratives on the History of Colonial Latin America," *Revista Mexicana del Caribe*, 6:11 (January 2001): 261-273.

"The Spanish Immigrant Joseph Martín de Fuentes: A Self-Styled Reformer, Imperial Watchdog and Nativist in Puerto Rico at the end of the Eighteenth Century," *Revista Mexicana del Caribe*, 6:12 (July 2001): 85-109.

"A Quest for Freedom: The Immigration of Maritime Maroons into Puerto Rico, 1656-1800," *Journal of Caribbean History*, 31: 1/2 (January 1997): 51-87.

"Race, Colonial Exploitation and West Indian Immigration in Nineteenth-Century Puerto Rico, 1800-50," *The Americas: A Quarterly Journal of Inter-American Cultural History*, 52:4 (April 1996): 495-519.

2. Nonrefereed Journals:

"Ethnic Prejudice and Anti-Immigration Policies in Times of Economic Stress: Mexican Repatriation from the United States, 1929-1939," *East Wind/West Wind* (Winter 1996): 9-13; 16.

3. Nonrefereed Newsletters:

"The Haitian Revolution in the Caribbean Literary Imagination," a news brief of Dr. Victor Figueroa's Black History Month presentation held at the Wayne State University Law School, February 28, 2019, *Zanmi Detroit: Newsletter of the Haitian Network Group of Detroit*, 11:1 (July 2019), p. 11.

"Between the Specter of Race War and Economic Exploitation: Haiti, the Haitian

Revolution and Haitians in Spanish Colonial Puerto Rico, c. 1791-1850," *Zanmi Detroit: Newsletter of the Haitian Network Group of Detroit*, 11:2 (December 2019), pp. 6-7.

E. Book Reviews Published

Published:

1. **Academic Journals:**

Carlos Sanabria, *Puerto Rican Labor History, 1898-1934: Revolutionary Ideals and Reformist Politics* (Lanham-Boulder-New York: Lexington Books, 2018), *Labor: Studies in Working Class History*, 17:4 (December 2020): 145-147.

Adrian Fraser, *The 1935 Riots in St. Vincent: From Riots to Adult Suffrage* (Jamaica/Barbados/Trinidad and Tobago: The University of the West Indies, 2016), *American Historical Review,* 123:4 (October 2018): 1362–1363.

David M. Stark, *Slave Families in the Hato Economy of Puerto Rico* (Gainesville: University Press of Florida, 2015), *The Americas: A Quarterly Journal of Latin American History,* 73:2 (April 2016): 264-265.

Robert Whitney and Graciela Chailloux Laffita, *Subjects or Citizens: British Caribbean Workers in Cuba, 1900-1960* (Gainesville: University Press of Florida, 2013), *American Historical Review*, 119: 4 (October 2014): 1315-1316.

M.C. Mirow, *Florida's First Constitution, the Constitution of Cádiz: Introduction, Translation, and Text* (Durham, North Carolina: Carolina Academic Press, 2012), *Anuario de Estudios Americanos*, 71:1 (January-June 2014): 346-348.

María Teresa Cortés Zavala, *Los Hombres de la Nación. Itinerarios de Progreso Económico y el Desarrollo Intelectual, Puerto Rico en el Siglo XIX* (México: Universidad Michoacana de San Nicolás de Hidalgo/Ediciones Doce Calles, 2012), *Historia Ambiental Latinoamericana y Caribeña*, 3:2 (March-August 2014): 522-525.

Stephan Palmié and Francisco A. Scarano, eds., *The Caribbean: A History of the Region and its People* (Chicago and London: The University of Chicago Press, 2011), *CENTRO: Journal of the Center for Puerto Rican Studies*, 25:1 (Spring 2013): 247-251.

Michele Reid-Vazquez, *The Year of the Lash: Free People of Color in Cuba and the Nineteenth-Century Atlantic World* (Athens and London: The University of Georgia Press, 2011), *New West Indian Guide/Nieuwe West-Indische Gids*, 87:3-4 (2013): 386-388.

Gillian McGillivray, *Blazing Cane, Sugar Communities, Class and State Formation in Cuba, 1868-1959* (Durham & London: Duke University Press, 2009), *Journal of Latin American Studies*, 44:3 (August 2012): 618-620.

Antonio Santamaría García and Consuelo Naranjo Orovio, eds., *Más Allá del Azúcar: Política, Diversificación y Prácticas Económicas en Cuba, 1878-1930* (Madrid: Ediciones Doce Calles, 2009), *Caribbean Studies*, 38:2 (July-December 2010): 220-222.

Manuel Barcia, *Seeds of Insurrection: Domination and Resistance on Western Cuban Plantations, 1808-1848* (Baton Rouge, LA: Louisiana State University Press, 2009), *Journal of Latin American Studies*, 42:2 (August 2010): 660-662.

David Luis-Brown, *Waves of Decolonization: Discourses of Race and Hemispheric*

Citizenship in Cuba, Mexico, and the United States (Durham and London: Duke University Press**,** 2008): *History: Reviews of New Books*, 38:2 (April 2010): 49.

Gervasio Luis García and Emma Dávila Cox, compilers, *Puerto Rico en la Mirada Extranjera: La Correspondencia de los Cónsules Norteamericanos, Franceses e Ingleses, 1869-1900* (Río Piedras: Universidad de Puerto Rico, Centro de Investigaciones Históricas y Decanato de Estudios Graduados y de Investigación, 2005), *Caribbean Studies,* 35:1 (January-June 2007): 280-282.

Luis A. Figueroa, *Sugar, Slavery, and Freedom in Nineteenth-Century Puerto Rico* (Chapel Hill: The University of North Carolina Press, 2005), C*olonial Latin American Historical Review*, 13: 2 (Spring 2004): 191-192.

Steward R. King, *Blue Coat or Powdered Wig: Free People of Color in Pre-Revolutionary Saint Domingue* (Athens: University of Georgia Press, 2001), *The Americas: A Quarterly Journal of Inter-American Cultural History*, 60:1 (July 2003): 125-127.

Birgit Sonesson, *Puerto Rico's Commerce, 1765-1865: From Regional to Worldwide Market Relations* (Los Angeles: UCLA Latin American Center Publications, 2000), *Colonial Latin American Historical Review*, 10: 3 (Summer 2001): 388-390.

Félix V. Matos Rodríguez, *Women and Urban Change in San Juan, Puerto Rico, 1820-1868* (Gainesville, FL: University Press of Florida, 1999), *Journal of Latin American Studies*, 33:4 (November 2001): 890-891.

Christopher Schmidt-Nowara, *Empire and Antislavery: Spain, Cuba, and Puerto Rico, 1833-1874* (University of Pittsburgh Press, 1999), *Mesoamerica*, 40 (December 2000): 217-220.

José Trías Monge, *Puerto Rico: The Trials of the Oldest Colony in the World* (New Haven: Yale University Press, 1997), 228. *The Americas: A Quarterly Journal of Inter-American Cultural History*, 56:1 (July 1999): 140-141.

Luis M. Díaz Soler, *Puerto Rico: Desde sus Orígenes hasta el Cese de la Dominación Española* (Río Piedras: Universidad de Puerto Rico, 1995), *New West Indian Guide/Nieuwe West-Indische Gids*, 71:1/2 (1997): 130-132.

David R. Maciel and Isidro D. Ortiz, eds., *Chicanas/Chicanos at the Crossroads: Social, Economic, and Political Perspectives* (Tucson: The University of Arizona Press, 1996), *The Ethnic Studies Review*, 19: 2/3 (May 1996): 238-340.

2. In Magazines/Newspapers/Online Discussion Groups:

George Andrews Reid, *Afro-Latin America, 1800-2000* (Oxford University Press, 2004), *The Hispanic Outlook in Higher Education*, April 11 (2005): 54.

Joseph C. Dorsey, *Slave Traffic in the Age of Abolition: Puerto Rico, West Africa, and the non-Hispanic Caribbean, 1815-1859* (Gainesville: University Press of Florida, 2003), H-LATAM http://www.h-net.org/~latam/ (accessed 6/2/2017).

F. Papers Presented:

1. Invited and/or Refereed Internationally or Nationally:

"Un corto recorrido por la historia de Toa Alta hasta llegar a la familia Chinea y sus primeros vínculos con las de Cintrón y Chéveres," annual assembly, *Sociedad Puertorriqueña de Genealogía*, San Juan, P.R., October 24, 2020.

"Fronteras porosas, destinos compartidos: una propuesta de investigación sobre las corrientes migratorias entre Borínquen y Quisqueya," Archivo General de la Nación, Santo Domingo, Dominican Republic, March 13, 2018; also presented as

"Porous Borders/Shared Destinies: A Preliminary Exploration of Migratory Currents between Borínquen and Quisqueya, c. 1500-1930," *Canadian Association of Latin American and Caribbean Studies*, Toronto, Canada, May 10, 2019.

"La Plantación Azucarera que se Amarga: Algunos Planteamientos Anti-Esclavistas en el Puerto Rico Pre-Abolicionista, c. 1835-1860," *XX Congreso Internacional de la Asociación Mexicana de Estudios del Caribe*, Veracruz, Mexico, April 13, 2016.

"Preludio a la Globalización: La Migración Regional de Trabajadores en la Cuenca del Caribe durante la Era del Azúcar y la Revolución, 1800-1850," *Cátedra Europa 2016*, Universidad del Norte, Barranquilla, Colombia, March 18, 2016.

"Beyond Slave Labor: Exploring Shifting Sources of Unfree Labor in the Colonial Americas after 1700," *Organization of American Historians*, San Francisco, CA, April 14, 2013.

"Constitucionalismo y Política Colonial: El Imperio Insular y sus Relaciones con la Metrópoli (De la Fidelidad al Conflicto, 1808-1837)," Co-presented with Jesús Raúl Navarro García, *54th Congress of Americanists*, University of Vienna, Vienna, Austria, July 7, 2012.

"From Chicano-Boricua Studies to Latino and Latin American Studies," *National Association for Chicana and Chicano Studies Conference*, Chicago, IL, March 17, 2012.

"Cimarronaje Marítimo en el Caribe: La Ruta Jamaica-Cuba, (1650-1800)," *El Caribe Hispano: Hacia un Campo de Estudio Propio*, Santo Domingo, Dominican Republic, July 26, 2011.

"Confronting the Crisis of the Puerto Rican Slave-Based Plantation System: Bureaucratic Proposals for Agricultural Modernisation, Diversification, and Free Labour, c. 1846-1852." Presented in the panel: "The Long History of Servitude, Labor Control, and Imprisonment in the Ibero-American World: A Tribute to Stuart B. Schwartz, Part 2, *American Historical Association/ Conference on Latin American History*, San Diego, CA, January 9, 2010.

"Diasporic Marronage: Some Colonial and Intercolonial Repercussions of Seaborne Slave Flight, c. 1655-1800, with Special Reference to the Caribbean Archipelago," *53th International Congress of Americanists*, Universidad Ibero-Americana, Mexico City, Mexico, July 21, 2009.

"Jaime O'Daly y Blake: Enlightened Irish Planter-Administrator in late Bourbon Puerto Rico, 1776-1826," *CUNY Institute for Irish-American Studies*, Lehman College, City University of New York, Bronx, NY, March 8, 2006 and at the *Adventurers, Emissaries and Settlers: Ireland and Latin America Conference* sponsored by the Society for Irish Latin American Studies Conference, National University of Ireland, Galway, Ireland, June 27, 2007.

"Race, Slavery, and Immigration in the 19th-Century Caribbean," *The Fourth Biennial Allen Morris Conference on the History of Florida and the Atlantic World*, Florida State University, Tallahassee, FL, February 24, 2006.

"Trans-Caribbean Labor Migration into Puerto Rico, 1750-1850," *Conference on Latin American History*, Philadelphia, PA, January 7, 2006.

"Jamaican Maroons in Eastern Cuba: A Diasporic, Intercolonial Research Agenda," *Associação para o Estudo da Diáspora Africana no Mundo/Association for the Study of the Worldwide African Diaspora*, Rio de Janeiro, Brazil, October 5, 2005.

"Beyond *Siglos en Blanco*: Puerto Rico in the Eighteenth Century," *Conference on*

Latin American History, Chicago, IL, January 3, 2003.

"The Racial Dimension of Spanish Immigration Policy in Puerto Rico: Its Ethnogenesis in the Eighteenth Century," *Middle Atlantic Council of Latin American Studies*, Howard University, Washington, D.C., March 30-31, 2001.

"Maritime Marronage: The Self-Liberation Strategies of Runaway Slaves from Jamaica who fled by Sea to Cuba, c.1650-1800," *International Cultural Encounter in Cuba: History, Culture and Society in the African Diaspora*, La Habana, Cuba, July 23-30, 2000.

"Trans-Caribbean Mobility and the Plantation Complex: The Changing Racial Reception of 'Maritime' Maroons in Puerto Rico, 1700-1838," *49th International Congress of Americanists*, Pontificia Universidad Católica del Ecuador, Quito, Ecuador, July 10, 1997.

"A Legacy of Motion: Freedom and Economic Survival among Non-White Immigrants in Nineteenth-Century Puerto Rico," The *African Diaspora: African Origins and New World Self-Fashioning Conference,* Binghamton University, Binghamton, NY, April 12, 1996.

"Race, Colonial Exploitation and West Indian Immigration in Nineteenth-Century Puerto Rico, 1800-50," *27th. Association of Caribbean Historians*, Georgetown, Guyana, April 3, 1995.

"Chicano/as/Latino/as in Academia: Reflections on Teaching Chicano/Latino Studies in Predominantly White Institutions in Rural Minnesota" (jointly presented with Professor Santos Martínez), *National Association of Chicano Studies, Midwest Regional FOCO Conference*, University of Minnesota, Minneapolis, MN, November 11, 1994.

"Sources and Patterns of West Indian Migration in Puerto Rico, 1750-1850," *22th. Annual Conference of the National Association for Ethnic Studies*, Kansas City, MO, March 17, 1994.

2. Invited and/or Refereed Locally/Regionally:

"Latino, Latina, Hispanic or Latinx: The Continuing Search for Self-Identity," National Hispanic Heritage Month Celebration, University of Toledo, Toledo, OH, October 9, 2020.

"Slavery and Child Trafficking in Puerto Rico in the Age of Abolition: The *Majesty* Incident, c. 1859-1865," *Humanities Center Brown Bag Colloquium Series*, Wayne State University, April 5, 2016.

"'I am a Vassal of the King of Spain, a Landowner and Resident of the Island of Puerto-Rico': Jaime O´Daly y Blake and the Anti-Foreign Backlash during the 1797 British Attack on Puerto Rico," *Humanities Center Brown Bag Colloquium Series*, Wayne State University, October 9, 2014.

"Slavery and Free Labor during Spain´s 'Constitutional' Rule in Puerto Rico, 1812-1838," *Humanities Center Brown Bag Colloquium Series*, Wayne State University, October 8, 2013.

"The Transition from Slave to Free Labor in Mid 19th-Century Puerto Rico," *34th Annual North American Labor History Conference*, Wayne State University, October 19, 2012.

"El Estudio de la Inmigración de Trabajadores Antillanos en el Puerto Rico del Siglo XIX," Departmento de Ciencias Sociales y Artes Liberales, Universidad

Interamericana, San Germán, Puerto Rico, March 16, 2011.

"Cimarronería Cultural en el Caribe: Resistencia Africana, Amerindia y Mestiza frente al Colonialismo" and "Reformas Borbónicas e Historia Etnoracial del Caribe," Instituto de Estudios Filológicos, Centro de Estudios Mayas, Universidad Nacional Autónoma de México, July 27-28, 2009.

"Enlightened Agriculture at the Closing of the African Slave Trade: Puerto Rico, c. 1840-1852," *Humanities Center Brown Bag Colloquium Series*, Wayne State University, February 18, 2009.

"Diasporic Marronage: Some Colonial, Intercolonial and Global Repercussions of Slave Flight," *Cultures in Conflict: Oceanic Encounters, Trade, and Empires 1500-1700*, University of Toledo, Toledo, OH, April 14, 2006.

"Transatlanticism: Re-Historicizing Puerto Rico and Cuba from a Global Perspective," *Humanities Center Brown Bag Colloquium Series*, Wayne State University, February 21, 2006.

"Ethnic Prejudice and Anti-Immigrant Policies in Times of Economic Stress: Mexican Repatriation from the United States, 1929-1939," *Coloquio Mexicanos en Diáspora: Repatriación de los México-Estadounidenses en 1930*, Colegio de San Luis, San Luis Potosí, Mexico, June 14, 2004.

"Between Slavery and Freedom: West Indian Laborers in Puerto Rico, 1800-1850," *23rd. Annual North American Labor History Conference*, Wayne State University, October 18, 2001.

"Sailing for Freedom: Fugitive Slaves from Jamaica who fled to Cuba, 1700-1800," Resident Scholars Forum, Hispanic Division/Office of Scholarly Programs, Library of Congress, Washington, D.C., March 7, 2000.

"The Immigration of Maritime Maroons in Puerto Rico, 1656-1800," *Humanities Center Brown Bag Colloquium Series*, Wayne State University, November 24, 1998.

"From Reformism and Racism: Free Colored Immigrants in Puerto Rico, 1800-1850," *American Society for Ethnohistory*, Kalamazoo, MI, November 3, 1995.

G. Invited Seminars or Lectures Presented in Last Five Years:

"Porous Boundaries, Shared Destinies: A Panoramic Exploration of Migratory Currents between Borínquen and Quisqueya from Iberian Rule to U.S. Imperial Hegemony," *Simposio Internacional: Convergencias TransCulturales del Caribe*, Bowling Green State University, Bowling Green, OH, February 22, 2018.

"El Amargo Futuro de la Plantación Azucarera: Algunas Posturas Anti-Esclavistas en el Puerto Rico Pre-Abolicionista, ca. 1838-1860," *Seminario del Azúcar*, Universidad Michoacana San Nicolás de Hidalgo, Morelia, Mexico, March 17, 2015.

Keynote Address, "Color, Race and Social Control in the Hispanic Caribbean, 1765-1850," *Latin American and Latino/a Studies Student Research Conference*, Bowling Green State University, Bowling Green, OH, April 2, 2014.

"Slave Resistance and the 1812 Constitution in Puerto Rico," *Issues of Citizenship, Ideology, Race, and Class in the Spanish Speaking Caribbean*, Dominican Studies Institute, City College-CUNY, March 3, 2014.

H. Other Scholarly Work:

Moderator, "Youth Activism and the Mapping of Latinx Student Success," *6th Biennial Siglo XXI Conference*, Inter-University Program for Latino Research, University of Texas at San Antonio, May 18, 2017.

Chair, "Latino Labor Leaders Panel," *35th Annual North American Labor History Conference*,

Wayne State University, October 25, 2013.

Discussant/Moderator, "Spanish Caribbean Roundtable," *4th Biennial Siglo XXI Conference*, Inter-University Program for Latino Research, CUNY John Jay College of Criminal Justice, N.Y., N.Y., February 23, 2012.

Panelist, "Reckoning with Empire: A Discussion of [Dionisio Nodín Valdés' book] *Organized Agriculture and the Labor Movement before the UFW: Puerto Rico, Hawaii and California*," *33rd Annual North American Labor History Conference*, Wayne State University, October 21, 2011.

Moderator, "*A Class Apart*: Examining a Landmark Jury Discrimination Case [14th Amendment case, *Hernández v. Texas*] from the Latino Perspective, Wayne State University Law School, Friday, April 3, 2009.

Chair and Commentator, "Coerced Labor, Contested Freedom in the Early Modern Atlantic World," *29th Annual North American Labor History Conference*, Wayne State University, October 19, 2007.

Chair, "Roundtable: Slavery in Caribbean History: Recent Historiography," *Conference on Latin American History*, Atlanta, GA, January 5, 2007.

Panelist, "Building Bridges Among Latino, Latin American, Chicano, Cuban, Dominican and Puerto Rican, Studies" Workshops I & II, *Latin American Studies Association*, San Juan, P.R., March 15, 2006.

Chair and Commentator, "Adaptation and Resistance: Native Responses to Conquest in Latin America," *Cultures in Conflict: New Perspectives on Encounters with Native Peoples of the Americas*, University of Toledo, Toledo, OH, April 9, 2005.

Chair, "New Directions in Caribbean Studies: Cuba and Trans-National History," *Conference on Latin American History*, Seattle, WA, January 7, 2005.

Chair, "Class Dynamics of Maritime Workers," *26th Annual North American Labor History Conference*, Wayne State University, October 22, 2004.

Paper, "Decontaminating Blackness, Whitenizing Labor: The Politics of 'Blanqueamiento' in the Hispanic Caribbean, 1800-1850," *CULMA Research Colloquium*, Wayne State University, October, 10, 2004.

Commentator, "The Haitian Revolution and Caribbean History," Caribbean Studies Committee Panel, *Conference on Latin American History*, Washington, D.C., January 5, 2004.

Chair and Commentator, "Resisting Slavery in the Late Colonial Caribbean," *28th Great Lakes History Conference*, Grand Valley State University, Grand Rapids, MI, November 8, 2003.

Paper, "A Bridge to Freedom or Freedom Abridged?: The Changing Reception of 'Maritime' Maroons (Runaway Slaves) in Puerto Rico, 1700-1838," *Department of History Fall Colloquium Series*, Wayne State University, October 21, 1997.

Paper, "From Open Reception to Exclusionism: The Racial Politics of West Indian Immigration in Nineteenth-Century Puerto Rico, 1800-1850," *Department of Africana Studies Brown Bag Series*, Wayne State University, February 18, 1997.

Panel chair, "Memory as Social Action: Nation, Class and Gender in Social Transformations across Latin America and Africa--Historical and Anthropological Perspectives," *18th Annual North American Labor History Conference*, Wayne State University, October 19, 1996.

I. SERVICE

A. Administrative Appointments at Wayne State University in Last Five Years

Director, Center for Latino/a and Latin American Studies, 2003-present
Membership Administrator, Hispanic Association of Colleges and Universities, 2013-2016.

B. Wayne State University Committee Assignments

1. University Committee Membership & Panels

Panelist, "Seminar in Promotion and Tenure," Office of the Vice-President for Research, February 7, 2019
Panelist, "Mentors, Sponsors and Collaborators: Build a Community to Support your Success," Provost Office and Office of Teaching and Learning, December 8, 2018.
Presidential Search Advisory Committee, 2007-2008
Board of Governors Faculty Recognition Award Selection Committee, Fall 2007.
Selection Committee, KCP Future Faculty Fellowship Program, Winter 1997
Selection Member, Thomas C. Rumble University Graduate Fellowship, Winter 1997
Selection Committee, Graduate Professional Scholarship, Winter 1997

2. College/Department Committee Membership

SURGE (Success for Underrepresented Students in Graduate Education) Committee, Graduate School, 2020
Department of History Personnel Committee, 2018-19
Department of History Executive Committee, 2017-18
CLAS Diversity and Inclusion Council, 2015-present
CLAS Review Advisory Panel, Anthropology Department, Winter-Spring 2014
CLAS Undergraduate Research Advisory Committee, Winter 2013
Faculty Search Committee, College of Education, Wayne State University, 2011
CLAS Review Committee, Center for Excellence and Equity in Mathematics, Fall 2011-Winter 2012

C. Membership/Offices Held in Public or Private Agencies Related to Discipline

Board Member, Civics Café, Detroit, MI, 2015-2016.
Member, Advisory Board, ACLU Michigan, 2013-present
Internal Board, Labor@Wayne, Wayne State University, 2012-present
Board of Directors, Michigan Humanities Council, 2010-2012

D. Professional Consultation

1. Public Presentations

Presenter, A Personal and Professional Experience with College Readiness," *Summer Capstone Experience (SCX) 2020*, Michigan Hispanic Collaborative, Detroit, MI, July 20, 2020.
Presenter, "The Majesty and its Human Cargo: Exposing the Concealment of African Slavery in Puerto Rico," bilingual (Spanish-English) webinar, *Afro Saberes Lecture Series*, Corredor Afro, San Juan, P.R., July 15, 2020.
Presenter, "A Cultural Introduction to the Hispanic Caribbean: Puerto Rico, the Dominican Republic and Cuba," *Intercultural Conversations Forum*, Wayne County Community College District, June 10, 2020.
Keynote Speaker, "Caribbean Nationals in America's Civil Rights Movement," *2020 Black History Month*, Caribbean Community Service Center, Norma G's, Detroit, MI, February 20, 2020
Panelist, "Thru the Repellent Fence," *Native American Heritage Month*, Wayne State University, November 19, 2018.
Presenter, "Puerto Rico: One Year Later," *Hispanic Heritage Month Celebration*,

Oakland University, MI, September 17, 2018.

Presenter, "The Majesty and its Cargo: Tracing its Shackled Victims in the Age of Abolition," *17th Annual Advanced Placement Day*, Wayne State University, April 24, 2018.

Moderator, "Crisis in Puerto Rico and Detroit: Origins and Solutions" panel, Charles H. Wright Museum of African American History, November 8, 2017.

Presenter, "The Plantation Complex and the Emergence of the Early Modern Atlantic World," *16th Annual Advanced Placement Day*, Wayne State University, April 25, 2017.

Panelist, "Alien-Baiting: Moving From Scapegoating Foreigners to Empowering the Illegalized Immigrants," *The Building Bridges Lecture Series*, Henry Ford College, Dearborn, MI, April 12, 2017.

Presenter, "Background to the Current Debt Crisis in Puerto Rico," James Carney Latin American Solidarity Archive (CLASA) and the College of Business Administration, University of Detroit-Mercy, Detroit, MI, March 4, 2016.

Presenter, "Empire of Dreams" episode of the PBS documentary "Latino Americans: 500 Years of History," Henry Ford Centennial Library, Dearborn, MI, September 15, 2015.

Panelist, "Burn: One Year on the Frontlines of the Battle to Save Detroit," *Detroit Docs. Film Series*, Oakland University, Rochester, MI, April 7, 2015.

Panelist, "Race and Policing: 1967 Detroit to 2014 Ferguson: Illuminating our Past to Understand our Present," *First Friday Forum*, Michigan Roundtable for Diversity and Inclusion, Charles H. Wright Museum of African American History, Detroit, MI, September 5, 2014.

Panelist, "Dissertation Committee Selection Workshop," *Annual Michigan Alliance for Graduate School Education and the Professoriate and King-Chavez-Parks Future Faculty Fellows Conference*, Michigan State University, East Lansing, MI, October 7, 2011, October 7, 2012 and October 6, 2013.

Served as expert historian on Spanish explorer Juan Ponce de León, *PBS Genealogy Roadshow*, July 9, 2013. Show aired September 23, 2013.

Panelist, "A Nation of Strangers: The Economics of Immigration and Innovation," *Global Village Week Program*, Lawrence Technological University, Southfield, MI, August 19, 2013.

Keynote Speaker, "Another Chance" 3rd Annual General Education Degree Completion Ceremony, Detroit Hispanic Development Corporation/Department of Africana Studies, Wayne State University, June 20, 2013.

Keynote Speaker, "The Impact of Family Culture in Healthcare Decisions," *Wayne State University County Health and Human Services Inaugural Multicultural Advisory Conference*, University of Michigan, Dearborn, MI, March 5, 2010.

Luncheon Address, "Barriers to the Education of Minorities," *The Urban Minority Alcoholism & Drug Abuse Outreach Program*, Toledo, OH, August 14, 2008.

Presenter, "Latino Identity and Minority Status: Some Sociohistorical Connections," *Summer Institute for Latino Public Policy*, Mauricio Gastón Institute for Latino Community Development and Public Policy/Inter-University Program for Latino Research, George Washington University, Washington, DC, July 19, 2005.

Presenter, "Understanding Cuban History and Culture: Amerindian, European,

African, and Asian Roots," *Cuba from the Inside Looking Out: Art, History, Religion, and Politics Symposium*, Helen L. Deroy Auditorium, Wayne State University, October 2, 2004.

Presenter, "Afro-Latino Diasporic Connections: Reconstructing Black History and Identity in Latin America and the Caribbean" *African American Child Symposium 2004: Revisiting Brown v. Board of Education 50th Anniversary*, Detroit Public Schools, Detroit, MI, June 5, 2004.

Moderator, "Comparative Ethnic Relations," *Racialized Identities in the City: Implications for the Twenty-First Century*, Wayne State University, March 22-23, 2001.

Presenter, "Rediscovering Latin Roots in a U.S. History Classroom," *Achieving Student Success: Resolving the Educational Crisis for Latin Students*, Wayne State University, September 30, 2000.

Commentator, "Redistributive Education: The Burdened and the Privileged," *The University and the City: Urban Education and the Liberal Arts Conference*, Wayne State University, March 5, 1999.

Presenter, "A Culture of Resistance: The Self-Liberation Strategies of Runaway Slaves in Puerto Rico, 1656-1800," *Puerto Rican Week Celebration*, University of Michigan, Ann Arbor, MI, November 15, 1999; and *Hispanic Heritage Month Celebration*, Michigan State University, East Lansing, MI, November 18, 1999.

Presenter, "'Central Station': Culture and Politics in Contemporary Brazilian Cinema," *The Cinematic Arts Council of Detroit*, Detroit Institute of Arts, Detroit, MI, January 24, 1999.

Presenter, "The Puerto Rican Student Movement [in the USA mainland and Puerto Rico] in the 1960's," *First Martin Luther King, Jr.'s Annual Symposium*, Wayne State University, January 22, 1999.

Presenter, "The CBS Experience in the Context of Parental Support Programming for Latinos in Education," *Tenth Annual National Dropout Prevention Network Conference*, Detroit, MI, October 18, 1998.

Presenter, "Maritime Maroons and 'Masterless' Migrants: The Free-Black Experience in Nineteenth-Century Puerto Rico," *4th Annual Conference of the African, African-American, Development, Education and Training Institute (AAADERT)*, Springfield College, Springfield, MA, April 4,1997.

Presenter, "The Colonization and Stereotyping of Chicano Workers," *Teachers of History and Social Studies Conference*, Department of History/College of Education, Wayne State University, October 12, 1996.

Presenter, "Crossing the Color Line: The Racial Reception of Trans-Caribbean Immigrants," *Area Studies 'Atlantic Peoples' Faculty Development Program*, Cabrini College, Radnor, PA, May 21, 1996.

2. Consulting to Public Agencies, Foundations, Professional Associations

Member, Focus Group, "Boom Town: Detroit in the 1920s" exhibit, Detroit Historical Society, Detroit, MI, Winter-Summer, 2019.

Consultant, American Social History Project, Mott Foundation, 2012-2016.

Humanities Scholar, "Youth Research and Create Protect at the Academy of the Americas" Living Arts, Detroit, MI, Fall 2009-Winter 2010.

Planning Consultant, Ford Foundation Curriculum Transformation Project: Hispanic American Women's Institute, 1989.

E. Journal/Editorial Activity

1. Editorships

Contributing editor, *Handbook of Latin American Studies* (Austin: University of Texas Press), 2002-2008. Annotated over 80 articles, chapters and books and wrote two separate historiographical essays on Puerto Rico for vols. 62: 171-172 (2007) and 64 (2009): 171-174.

Associate Editor, *Encyclopedia of Latin American History and Culture*, 6 volumes. Jay Kinsbruner, editor-in-chief; Erick D. Langer, senior editor. Woodbridge, CT & Detroit, MI: Charles Scribner's Sons, 2008.

Guest Editor, Special issue on "The Irish in the Caribbean," *Irish Migration Studies in Latin America*, vol. 5, no. 3 (November 2007), available online at: http://www.irlandeses.org/

2. Editorial Board Memberships

Member, Advisory Council, *Revista Brasileira do Caribe*, 2017-present

Member, Scientific Committee (and manuscript reviewer), *La Presencia Irlandesa durante las Cortes de Cádiz en España y América, 1812: Política, Religión y Guerra = The Irish Presence at the Cortes of Cadiz: Politics, Religion and War*. Edited by Enrique García Hernán and Carmen Lario Oñate. Valencia, Spain: Albatros Ediciones, 2013.

Member, Editorial Committee, *Agua y Territorio* (*Water and Landscape*), a bi-annual journal published by the Universidad de Jaén, Jaén, Spain), 2013-present.

F. Other Professionally Related Service

Peer-reviewed articles for *Caribbean Studies* (2005; 2008; 2009), *Text & Performance Quarterly* (2007), *Colonial Latin American Historical Review* (2004; 2007), *The Americas: A Quarterly Review of Latin American History* (2006); *Social Science History* (2009), *Memorias: Revista digital de Historia y Arqueología desde el Caribe* (2013); *Culture & History Digital Journal* (2015); *Anuario de Estudios Americanos* (2013); *Revista de Indias* (2015); *Revista Umbral* (2016); *Chronica Nova* (2016); *Hispanic Research Journal* (2018); *Identities: Global Studies in Culture and Power* (2019); and *Revista de Humanidades* (2020).

External evaluator for book manuscripts from University of Illinois Press (2011); Oxford University Press (2012); Routledge (2012); Albatros Ediciones, Valencia, Spain (2013); and the Office of Publications and Cultural Heritage, Spain's Ministry of Defense (2013).

External peer reviewer for faculty tenure and promotion committees at Hunter College CUNY, Grand Valley State University, Pennsylvania State University and Wayne State University.

External evaluator for two NEH Summer Stipend Program proposals submitted to the University of Texas at San Antonio's (UTSA) Limited Submission Program, August 5, 2019.

Advisory Board Member, H-LATAM (History, Latin America), H-Net Humanities & Social Sciences Online initiative affiliated with the Conference On Latin American History (CLAH), 2005-2007.

Grant Competition Selection Committee, Society for Irish Latin American Studies, Geneva, Switzerland, 2008.

Chair, Caribbean Studies Committee, Conference on Latin American History, 2005-2006. Secretary, Caribbean Studies Committee, Conference on Latin American History, 2003-2004.

G. Consulted by Media (on diverse Latino/a, Latin American, Caribbean, and ethnic studies themes), including the following)**:**

International
El País (Seville, Spain)
Radio Francia Internacional (French International Radio)
El Nuevo Día (San Juan, P.R.)
Ideal (Grenada, Spain)

National
PBS
Associated Press
The Guardian
Huffington Post
CNN
The Albuquerque Tribune

Local
Macomb Daily
WXYZ TV, Channel 7
La Prensa
El Central Hispanic News
Detroit Free Press
WWJ/AP
910AM Super Station
The Detroit News
Detroit Legal News
CBS Detroit/CW50
Detroit Metro Times
Ambassador Magazine
Michigan Public Radio
The South End
WXYT-AM Radio

H. Miscellaneous Presentations: I have been invited to speak on a number of topics, especially germane to Latin America and the Caribbean, the African Diaspora, Latino/a Studies, and Latin American immigrant communities in the United States by multiple institutions of higher education, public schools, non-profit agencies, civic and cultural organizations, corporations and governmental offices in and around Michigan, including the following:

K-12 Schools
Melvindale-Northern Allen Park School District
César Chávez Academy Elementary School
Amelia Earhart Middle School
Moses Field Center
Charlotte Forten Academy
Flint Community Schools
Detroit Public Schools
Academy of the Americas (K-12 school)
Mayberry Elementary School

Colleges and Universities
University of Toledo
University of Michigan

Henry Ford College
University of Detroit-Mercy
Oakland University
Macomb Community College
Wayne County Community College District
Schoolcraft College University of Michigan
Lawrence Technological University
Central Michigan University
Michigan State University
Grand Valley State University
Ferry State University

Federal, State or Local Government Agencies

The United States Attorney's Office
U.S. Army Corps of Engineers
U.S. Customs and Border Patrol
Wayne County Executive Office
Drug Enforcement Administration

Community Organizations

Caribbean Community Service Center
Grey Panthers of Metro Detroit
Birmingham Unitarian Church
Haitian Network Group of Detroit
Casa de Unidad Cultural Arts & Media Center (Detroit)
New Detroit, Inc.
Community of Latino Educators, Visionaries and Educators (CLAVE)
Advocates for Latino Student Advancement in Michigan Education (ALSAME)
Michigan Roundtable for Diversity and Inclusion
Charles H. Wright Museum of African American History
Focus Hope
Detroit Hispanic Development Corporation
Latin Americans for Social and Economic Development

Corporations

DTE Energy
General Motors Corporation
Ford Motor Company
Comerica Bank

Other Organizations

The Urban Minority Alcoholism & Drug Abuse Outreach Program (Toledo, OH)
Inter-University Program for Latino Research
Charles C. Wright Museum of African American History
Detroit Institute of Arts
Wayne County Health and Human Services
John D. Dingell VA Medical Center
Henry Ford Health System

WAYNE STATE UNIVERSITY
Professional Record

Date Prepared: 01-02-1991
Date Revised: 06-12-2021

NAME: Elizabeth Victoria Faue

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DEPARTMENT/COLLEGE: History/Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK:
Professor of History, 2002
Department Chair, July 1, 2015

WSU APPOINTMENT HISTORY:

Year Appointed/Rank	1990 Assistant Professor
Year Awarded Tenure	1993
Year Promoted to Associate Professor	1993

CITIZEN OF: U.S.A.

EDUCATION:

High School: Patrick Henry High School, Minneapolis, 1974
Baccalaureate: University of Minnesota, Minneapolis, 1979
Graduate: University of Minnesota, Minneapolis, 1987
Postgraduate (postdoctoral): University of Rochester, Rochester, NY, 1988-1990

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Year and Rank):

University of Washington, Center for Labor Studies, Program in Comparative Labor History, Summer 1993, Distinguished Visiting Faculty
University of Rochester, 1988-90, Susan B. Anthony Post-Doctoral Fellow
University of Minnesota, 1986-88, Visiting Lecturer
Macalester College, Fall 1987, Visiting Lecturer
Metropolitan State University, 1985-88, Community Faculty

_____ June 12, 2021
Signature Date

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Historical Association, Labor and Working Class History Association, Organization of American Historians, Social Science History Association, Minnesota Historical Society

HONORS/AWARDS:

Distinguished Graduate Faculty Award, Graduate School, Wayne State University, 2018
Board of Governors Faculty Recognition Award, Wayne State University, 2018
Contributor, *The History of Michigan Law*, eds Paul Finkelman and Martin Hershock, (Ohio University Press, 2006), winner, 2007 Michigan Notable Book
Charles H. Gershenson Distinguished Faculty Fellowship,Wayne State University,2005-6
Labor and Working Class History Association Award, 2004
Outstanding Graduate Mentor Award, Wayne State University, 2000
College of Liberal Arts Teaching Award, Wayne State University, 1998
Board of Governors Faculty Recognition Award, Wayne State University, 1992
Colonial Dames of America, Region II Scholar, 1984
Phi Beta Kappa, 1979
Summa Cum Laude, University of Minnesota, 1979

I. TEACHING

A. Years at Wayne State Fall 1990-present – 30.75 years

B. Years at Other Colleges/Universities

Macalester College 1987 -- 0.5 years
University of Rochester 1988-90 -- 2.0 years

C. Courses Taught at Wayne State University

1. Undergraduate/Graduate

History 1050	American Civilization since 1945
History 2050	United States History since 1877
History 3445	History of the Future
History 5070	United States History since 1945
History 5251	History of Feminism
History 5290	United States Labor History (ECO 5490)
History 5996	Capstone: Majors
Honors 4250	Historical Studies Seminar: The History of the Future

2. Graduate

History 7070	United States History since 1945
History 7251	History of Feminism

History 7290	United States Labor History
History 7830	Methods and Research in History
History 7855	Memory and History
History 8030	Modern American History Seminar
History 8060	North American Labor History Seminar

D. Essays/Theses/Dissertations <u>Directed</u>

1. Students by Name, Level, Title of Project, Year

Amanda Lauren Walter, PhD, "'I've Always Had a Voice, Now I Want to Use It': The Working Women's Movement and Clerical Unionism in Higher Education, 1960-1990," (Summer 2019).

Samuel J. Hogsette, PhD, "The Rise of a Black Panther Politician: Congressman Bobby L. Rush," (Summer 2019).

Joshua J. Morris, PhD, "The Many Worlds of American Communism," (Winter 2019).

Andrew Joseph Hnatow, PhD, "Vestiges of Industry: Deindustrialization and Community in Detroit," (Fall 2018).

Josiah John Rector, PhD, "Accumulating Risk: Race, Environmental Health, and the History of Capitalism in Detroit, 1865-2015," (Winter 2017).

Elizabeth Ryan, PhD, "Transforming Motherhood: The Changing World of Single Mothers, 1970-1989," (Fall 2015).

Angella L. Smith, PhD, "Economic Revolution from Within: The NIRA and the Political Economy of Crisis," (Summer 2015).

Richard Fry, PhD, "Fighting for Survival: Coal Miners and the Struggle over Health and Safety in the United States, 1968-1988," (Winter 2010).

Louis Jones, PhD, "The Rise of Public Sector Unionism in Detroit, 1947-1967," (Winter 2010).

Stephen Freund, PhD, "Keeping the Promises of Repeal: Drinking and Working in California's Post-Prohibition Public Drinking Establishments," (Fall 2006).

Joseph M. Turrini, PhD, "Running for Dollars: The Politics and Economics of Track and Field in the United States, 1945-1990," (Winter 2004)

Robert W. Gordon, III, PhD, "Environmental Blues: The Labor and Environmental Alliance, 1965-1985,"(Spring 2004).

R. David Riddle, PhD, "The Rise of Reagan Democrats: The Case of Warren, Michigan," (Winter 1998).

Sean O'Brien, M.A., "Revisiting Comics History: Creative Labor and Capitalism," (Spring 2019).

James R. McQuaid, M.A., "Pride in the UAW: The UAW's Accommodation and Defense of its LGBTQ Rank and File," (Spring 2018).

David Bergh, M.A., "Working the Law: Maurice Sugar, Ernest Goodman, and the Development of Labor Law Practice," (Summer 2016).

Erica Birth, M.A./M.L.I.S., "Edsel Ford and the Arts," (Winter 2016).

Julia M. Teran, M.A., "Black and White Women in the Student Nonviolent Coordinating Commission: How Different Experiences of Gender in SNCC Contributed to the Absence of an Interracial Feminist Movement," (Winter 2015).

Andrew J. Hnatow, M.A., "Visions of the New Left: Organized Labor, the Port Huron Statement, and the Making of SDS," (Fall 2014).

Jacob Stratton, M.A., "Secularization in Religious Activism: The Case of the Detroit Industrial Mission," (Winter 2014).

Amanda Lauren Walter, M.A., "Becoming a Priority: Unionizing University Clerical Workers through SEIU District 925 (Spring 2013).

Josiah John Rector, M.A., "Environmental Justice at Work: The War on Cancer in the United Auto Workers, 1970-1992," (Spring 2012).

Angelina Meadows (Kreger), M.A., "PBB: Five Years of Frustration, Devastation, and Death," (Winter 2012).

Jaclyn Kinney, MA, "A Sensitive Decision: Maintaining a Mixed Industrial Department in the Detroit YWCA," (Winter 2011).

Melissa R. Luberti, M.A., "'Labor Was Where I Wanted to Be': Mildred Jeffrey and the Struggles of Women Auto Workers," (Winter 2010).

Ray Bottorff, Jr., M.A., "The Skunks of Detroit: The Dramatic Short Life of the West Central Organization," (Winter 2009).

Elizabeth Ryan, M.A., "Southern White Female Migrants: An Examination of Migration to Detroit, 1950-1969," (Winter 2008).

Cassandra Turner, M.A. “Discrimination A Matter of Record: Getting Black Women Hired and Housed at Willow Run,” (Summer 2007).

Christopher W. Wilson, M.A., “The Richmond Hill Experiment: Henry Ford’s Social Engineering Project in Georgia, 1925-1951,” (Spring 2007).

Jacob Hall, M.A., “Law and Labor in Detroit: The Labor Injunction and Local Labor, 1914-1922” (Spring 2005).

Catherine Hoffman, M.A., “Fighting for Gender Equality: Women in the U.A.W., 1940-1970,” (Winter 2005).

Janice M. Unger, M.A., “Tennis, Titles, and Trials: The Progression towards Equality for Women and Sports,” (Winter 2005).

Nicolette Wright, M.A., “Enter the Black Rosie the Riveter: Lillian Hatcher, International Representative to the United Auto Workers,” (Winter 2005).

Wendy Baeckeroot, M.A., “Behind the Front Lines: An Examination of Mary Heaton Vorse, 1914-1919,” (Fall 2004).

Joel Dankoff, M.A., “Inertia in the Name of Progress: The Public Works Administration and the Architecture of Higher Education,” (Spring 2002).

Jennifer Levine, M.A., “‘The Working Mother... Has to Maintain a Household’: The Women’s Auxiliaries of the UAW-CIO and Government-Funded Childcare during World War II,” (Winter 2002).

Theresa Doss, M.A., “Housewives on Parallel Roads: The Detroit Housewives League and UAW-CIO Women’s Auxiliary” (Fall 2000).

Gregory J. Wood, M.A., "Gender and the Making of Detroit's Working-Class: Towards a Rethinking of the 'Preunion' Era," (Fall 1999).

Adolph Mongo, M.A., "Detroit Police Department STRESS Unit: A Catalyst for Change in Detroit, 1971-1974," (Winter 1999).

John Simpson, M.A., "Rural Resort and Real Estate: Park Planning in Detroit, 1865-1890," (Spring 1997).

Kae Halonen, M.A., "Paycheck or Participatory Democracy: Teaching Democracy to Detroit Elementary School Children, 1917-1930," (Winter 1996).

Amy Sara Clark, M.A., "Crossing the Lines: Public Response to Female Soldiers and Spies during the American Civil War," (Fall 1995).

Jennifer Stollman, M.A., "A Study of Michigan Farm Women's Roles during the 19th Century," (Spring/Summer 1994).

Marguerite Brown, M.A., "`Because of My Race': Gender, Race Relations, and Black Women Workers in Detroit during World War II," (Winter 1994).

Joseph M. Turrini, M.A., "'When Is the Time, If It Is Not Now?': The Fight Over Independent Politics in the Wayne County CIO, 1936-1948," (Fall 1993).

Robert Gordon, M.A., "Pesticides and Politics: The United Farm Workers and Chemical Pesticides, 1967-1977," (Winter 1993).

Judith Martin, M.A., "Political Progression: Suffrage and Beyond—Michigan Women through Their Final Success," (Winter 1993).

Sonja A. Gildon, M.A., "Black First: The Effects of Race over Sex on the Types of Jobs Available to African American Women in Detroit during the Depression Years Through World War II," (Winter 1992).

Committee Member (Reader):

Ann Marie Wambeke, PhD, "Republican Feminists and Feminist Republicans: The Search for the Sensible Center in Michigan 1968-1984," (Winter 2017). (Advisor: Gidlow)

Timothy L. Moran, PhD, "'We Send Our News by Lightning…': The Information Explosion of the Nineteenth Century and Adaptation by the Press, 1840-1892," (Summer 2015). (Advisor: Kruman)

Merry Ellen Scofield, PhD, "Assumptions of Authority: Social Washington's Evolution from Republican Court to Self-Rule, 1801-1831," (Summer 2014). (Advisor: Kruman)

Jacob Dean Hall, PhD, "The Myth of the Motor City: Detroit and the Origins of the Urban Crisis, 1870-1938," (Fall 2013), University of Iowa. (Advisor: Stromquist).

Amy Holtman French, PhD "'The Power to Protect Themselves': Gender, Protective Labor Legislation, and Public Policy in Michigan, 1883-1913," (Winter 2013). (Advisor: Van Burkleo)

Michael Murphy, PhD, "Detroit Blues Women," (Spring 2011). (Advisor: Bukowczyk)

Tara J. Hayes, PhD (English), “Jonson and Women; Or, How One Man’s Insistence on His Own Artistic Theory Challenges Dramatic Practices and Views of His Own Gender Representations on the Elizabethan Stage,” (Fall 2010). (Advisor: Jackson)

Hani Bawardi, PhD, “Arab American Political Organizations from 1915-1951: A Reassessment of Transnational Political Consciousness and the Development of Arab American Identity,” (Winter 2009). (Advisor: Bukowczyk)

David DeSilvio, PhD, “The Influence of Foreign Policy on Domestic Politics in the Election of 1940,” (Winter 2008). (Advisor: Small)

Julie Longo, PhD, “‘In the Spirit of ‘76': The American Revolution Bicentennial and Detroit Redevelopment, 1966-1983," (Winter 2003). (Advisor: Bukowczyk)

Karen McDevitt, PhD (Interdisciplinary Studies), “Beyond Feminism: Sex and Gender in My Hometown–An Investigation of American Online Communities,” (Winter 2002). (Advisor: Byars)

Mark McCreary, PhD, “African-American Militancy and the Fight for Representation: Challenging Racial Discrimination Within Organized Labor, 1957-1980,” (Fall 2001). (Advisor: Johnson)

Lee-Anne Monk, PhD, "Artisans of Reason: The Work Culture of Asylum Attendants in Nineteenth-Century Victoria," (Spring 2001), La Trobe University, Bundoora, Victoria, Australia.

Jean-Philippe Faletta, PhD (Political Science), “A Conservative Revolution? U.S. House Behavior and Constituent Ideological Leanings, 1972-1992,” Political Science, (Summer 2000).

Natalie Atkin, PhD, "Protest and Liberation: War, Peace and Women's Empowerment, 1967-1981," (Summer 1999). (Advisor: Small)

Sonja Stokes Gildon, PhD, (Speech Communication), "A Critical Analysis of the Rhetorical Strategies Used by the *Detroit News*and the *Detroit Free Press* in Their Coverage of the 1993 Detroit Mayoral Campaign," (Spring 1999).

Frank Koscielski, PhD, "Divided Loyalties: American Unions and the Vietnam War," (Fall 1997). (Advisor: Small)

David Smith, PhD, "Borders That Divide and Connect: Capital and Labor Movements in the Great Lakes Region from the 1860s to the Early Twentieth Century," (Fall 1997). (Advisor: Bukowczyk)

Virginia Dickie, PhD, (Anthropology), "`I Make What I Make': Petty Commodity Production in Suburban America," (Winter 1996).

Alexandrea Penn, M.A., “The Best Kept Secret in Medicine: Laura Mabel Davis, A Nurse Anesthetist,” (Winter 2019). (Advisor: Richmond).

Cierra Casteel, M.A., “Bodies of Power: A History of Marital Rape Law and Married Women’s Bodies in the United States,” (Winter 2019). (Advisor: Williams).

Laura Kennedy, MAPH, “Using Storyline JS and Timeline JS to Create Digital Public History (Winter 2019). (Advisor: Neumann).

Meghan McGowan, M.A. “Fighting for an Equal Education: Student Protest in Detroit Public Schools, (Winter 2017). (Advisor: Williams)

Alaa A. Taher, M.A., “NOW Downriver: Loretta Moore and Working Class Homemakers, Displaced Homemakers, and Working Mothers’ Fight for Women’s Rights, 1974-1982,” (Winter 2015). (Advisor: Gidlow)

Timothy L. Moran, M.A., “Leading with the News: The American Civil War as a Journalism Change Agent,” (Summer 2011). (Advisor: Kruman)

Paul Garzelloni, M.A., “The Struggle for the American Economy Car, 1960-2008: The Automakers, the UAW, and the Federal Government,” (Fall 2010). (Advisor: Hyde).

Gabriel Kikas, M.A., “Brook Farm and the Practice of Citizenship,” (Fall 2008). (Advisor: Kruman)

Jeffrey Powell, M.A., “American Centennial: The Diminishing of Revolutionary Patriotism and the Origins of Material Patriotism,” (Spring 2004). (Advisor: Kruman)

James De Tizio, M.A. “The Studebaker-Packard Merger and the Closure of the Detroit Packard Plant in 1956,” (Spring 2003). (Advisor: Hyde)

Douglas Likkel, M.A., **“**The Production of the B-24 Liberator Bomber During World War II at Willow Run, Michigan,” (Winter 2000). (Advisor: Johnson)

Wendell Phillips Addington, M.A., "Reds at the Rouge: Communist Party Activism at the Ford Rouge Plant, 1922-1952," (Fall 1997). (Advisor: Johnson)

Margaret Barrett, M.A., "Trifling with the Liberty of Men: Tramps, Vagrants, and Michigan's Disorderly Person's Act, 1865-1903," (Fall 1995). (Advisor: Shapiro).

Richard Weiche, M.A., "Social Democracy's Electoral Dilemma: A Political Interpretation for Bernstein's Kantian Turn," (Summer 1994). (Advisor: Aronson)

Glen Bessemer, M.A., "The Resurfacing of the Antinuclear Movement in the United States: Peace Movement Structures and Strategies after the Vietnam War, 1975-1980," (Winter 1994). (Advisor: Small)

Frank Koscielski, M.A., "The U.A.W. and the Vietnam War," (Fall 1993). (Advisor: Small)

L. Susan Carter, M.A., "Hear Our Voices: Three Models of Women's Access to the Airwaves, 1964-1984," (Summer 1991). (Advisor: Van Burkleo)

Continuing Students:

Advisor, PhD candidate, Elizabeth Fanning Chamberlain, "Sisterhoods of Social Justice: Catholic Dominican Sisters, Faith, Feminism, and Activism, 1970-2015"
Advisor, PhD candidate, Alex Fleet, "An Industrial Republic: Employee Representation Plans and the Evolution of Union Identity, 1919-1935"
Advisor, PhD candidate, James R. McQuaid, "This Union Cause: The Queer History of the United Auto Workers, 1935-2000"
Advisor, PhD candidate, Sean O'Brien
Advisor, PhD, Christian Bozeman
Advisor, PhD, Alexandrea Penn
Advisor, PhD, John Popiel (co-advisor with David Goldberg)
MA advisor, Brian Wilson
PhD thesis committee, Keith Alan Brown (Communications; advisor Vultee)
PhD thesis committee, Christine Cook (History; advisor Gidlow)
PhD exam committee, D'Arcy Cook (History; advisor Ash)
PhD thesis committee, Mitchell Fleischer (History; advisor Neumann)
PhD thesis committee, Tara Forbes (English; advisor Flatley)
PhD thesis committee, Darryl Frazier (Communications; advisor Vultee)
PhD thesis committee, Lillian Wilson (History; advisor Neumann)

E. Course of Curriculum Development

1. MA Program in Public History—with Tracy Neumann. Proposal to create a, interdisciplinary Master's Program in Public History (MAPH) to begin F2016.

2. HIS 7855: Memory and History. New course MAPH curriculum. W2016.

3. Seminars (HIS 8030/8060) created with new thematic focus every two years.

4. HIS 5070/7070 United States since 1945 advanced course (different topics)

5. HIS 5290/7290; ECO 5490 United States Labor History is regularly revised to encompass new topics and scholarly work for history majors, economics majors, education majors, and labor studies majors, and other interested students.

6. HIS 5251/7251; GSW 7200 History of Feminism advanced course that is a transnational course covering the roots and development of feminism globally.

7. HIS 3445 History of the Future (HON 4250). Intermediate course examining historically how humans have imagined the past and the future, the impact of technology on the imagination, and the concept of time.

II. RESEARCH

A. Unfunded Research in the Last Five Years

Pieces of Time: A Midwestern Family History in Seven Documents.

Book proposal in progress; project based in historical and genealogical family research and on the origin and provenance of documents.

B. Funded Research

Work and the Body Politic: Gender, Workplace Risk, and the Health of Democracy. Faculty Graduate Research Assistantship award, 2011-12, 2017-18; semester sabbatical leave, Fall 2012; Humanities Center Faculty Summer Fellowship, 2014-2015. Collaborative project with Josiah Rector (University of Houston), Amanda Lauren Walter (Towson University), and John Popiel (WSU).

Voices in the Commons: Mobilizing Teachers and Nurses for Democracy in Crisis Times. Arts and Humanities Research Enhancement grant, Office of the Vice President for Research, 2020-2022.

"Teachers and the School-to-Prison Pipeline: The AFT, 'Zero Tolerance' Policies, and School Violence, 1970-the Present." Co-author with Joe Rector and Amanda Walter. In preparation for journal submission.

"(Re)Discovering that *Work May Be Dangerous for Your Health*: The Occupational Health Movement in the United States, 1970-2000." In preparation for journal submission.

"Health and Community Activism: Health Disparities, Occupational Risks, and the Radicalization of Nurses and Health Workers in the 1970s." In preparation for journal submission.

C. Fellowships/Grants/Special Awards

Office of the Vice President for Research, *Arts and Humanities Research Enhancement Program Grant*, for *Voices of the* Commons, Wayne State University, 2020-2022.

American Historical Association, *Career Diversity Implementation Grant*, 2018-2020 (Department award, with Tracy Neumann and Eric Ash), funded by Andrew W. Mellon Foundation

Council of Graduate Schools, *Understanding PhD Career Pathways for Program Improvement*, funded by Andrew W. Mellon Foundation and National Science Foundation, 2017 (team member; PI Dean Ambika Mathur).

College of Liberal Arts and Sciences Student Services Fee grant, *History Communications Lab*, 2018, 2019.

American Historical Association, *Career Diversity Faculty Institutes* award, 2017-2018 (Department participation grant)

National Endowment for the Humanities, *Next Generation Humanities PhD* Planning Grant (Project Director), *The Value of the Humanities in the Global City: Rethinking Culture and Opportunity in Detroit*, 2016-2017

Master's in Public History Program, *Master's Program Innovation and Development Grant*, Co-PI with Professor Tracy Neumann, Graduate School, Wayne State University, 2014-2016

Faculty Summer Research Fellowship, Humanities Center, Wayne State University, 2014

Faculty Graduate Research Assistantship Award, Office for Vice President for Research, Wayne State University, 2011-2012, 2017-2018

Charles H. Gershenson Distinguished Faculty Fellowship, Wayne State University, 2005-2006

Scholar in Residence, Humanities Center, Wayne State University, Fall 2002

Research and Inquiry Grant, Wayne State University, Summer 1999

University Research Grant, Wayne State University, Summer 1999

Visiting Scholar, Institute for Research on Women, Rutgers University, Sp 1999

Faculty Sabbatical Leave Grant, Wayne State University, Fall 1993, Winter 1999, Fall 2002, Winter 2006, Fall 2012

Career Development Chair, Wayne State University, 1995-1996

Visiting Scholar, Institute for Research on Women, Rutgers University, 1995-96

Visiting Senior Fellow, Rutgers Center for Historical Analysis, 1994-1995

Werner Reimers Stiftung, Bad Homburg, Frankfurt a.M., *conference grant*, (February 1995), co-organizer with Karen Hagemann, Technical University of Berlin, and Alice Kessler-Harris, Rutgers University

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored

Rethinking the American Labor Movement. New York: Routledge, 2017.

Writing the Wrongs: Eva McDonald Valesh and the Rise of Labor Journalism. Ithaca: Cornell University Press, 2002.

Community of Suffering and Struggle: Women, Men, and the Labor Movement in Minneapolis 1915-1945. Gender and American Culture. Chapel Hill: University of North Carolina Press, 1991.

B. Chapters/Essays Published

1. Authored

a. Peer-Reviewed

"Work and the Politics of the Injured Body: Health, Gender, and Workplace Democracy in the United States," in E. Betti, S. Neunsinger, L. Papastefanaki, M. Tolomelli, S. Zimmermann, eds, Women, Work, and Agency: Organizing and Activism around the World in the Long 20th Century, Work and Labor Transdisciplinary Studies for the 21st Century series (Budapest: Central European University Press, forthcoming).

"Battle for or in the Classroom: Teacher Strikes in the Context of School Violence and Integration," in Strike for the Common Good: Fighting for the Future of Public Education, eds. Rebecca Kolins Givan and Amy Schrager Lang (Ann Arbor: University of Michigan Press, 2020), 36-49.

"Ghost Marks and Rising Spirits in an Industrial Landscape: Communication and Imagination in the Rebirth of Labor," in Labor Rising, Daniel Katz and Richard Greenwald, eds. (New York: New Press, 2012), 227-236.

"Re-imagining Labor: Gender and New Directions in Labor and Working-Class History," in Rethinking U.S. Labor History: Essays in the Working-Class Experience, 1756 - 2009, Donna Haverty-Stacke and Daniel J. Walkowitz, eds, (New York: Continuum Press, 2010), 266-288.

"United States of America," Histories of Labour: National and Transnational Perspectives, edited by Joan Allen, Alan Campbell, John McIlroy, Society for the Study of Labour History, (London: Merlin Press Press, 2010), 164-195.

"Shifting Labor's Loyalties: Redefining Citizenship and Allegiance in the 1940s Left," in Philip Abbott, ed, The Many Faces of Patriotism (Boston: Rowman and Littlefield, 2007), 127-44.

"'Methods of Mysticism' and the Industrial Order: Labor Law in Michigan, 1877-1945," Essays in Michigan Legal History, eds. Paul Finkelman and Martin Hershock (Athens: Ohio University Press, 2006), 214-37.

"Class, Gender, and History," in The New Working Class Studies, eds. John Russo and Sherry Linkon. (Ithaca: Cornell University Press, 2005), 19-31, 237-42.

"Revolutionary Desire: Redefining the Politics of Sexuality among American Radicals, 1919-1945," co-authored with Kathleen A. Brown, in Sexual Borderlands: Constructing an American Sexual Past, eds. Kennedy and Ullman (Columbus: Ohio State University Press, 2003), 273-302.

"Reproducing the Class Struggle: Class, Gender and Social Reproduction in U.S. Labor History," in Amerikanische Arbeitergeschichte Heute, edited by Irmgard Steinisch, *Mitteilungsblatt des Instituts fur soziale Bewegungen* (Bochum: Ruhr Universitaet, 2001), 47-66.

"Outfoxing the Frost: Gender, Community-Based Organization, and the Future of the Labor Movement." Working Paper in Comparative Labor History #4, Center for Labor Studies, University of Washington, (1994).

"Paths of Unionization: Community, Bureaucracy, and Gender in the Minneapolis Labor Movement, 1935-1945," in Ava Baron, ed, Work Engendered: Towards a New History of The American Labor Movement (Ithaca: Cornell University Press, 1991), 296-319; reprinted in 'We Are All Leaders: Essays on Alternative Unionism in the 1930s, in Staughton Lynd, ed., (Urbana: University of Illinois Press, 1996), 172-198; reprinted as "Gender and Community in the Minneapolis Labor Movement," in Colin Gordon, ed., Major Problems in American History, 1920-1945 (Boston: Houghton Mifflin, 1999), 356-63.

"Women, Family and Politics: The Farmer-Labor Women's Federation and Social Policy in the Great Depression," in Women, Politics and Change in Twentieth Century America, eds. Louise Tilly and Patricia Gurin (New York: Russell Sage, 1990), 436-456.

b. Non-Peer Reviewed (Encyclopedia Entries, Anthologies)

"Karen Nussbaum," coauthored with Amanda L.Walter, in The American Middle Class: An Economic Encyclopedia of Progress and Poverty, ed. Robert S. Rycroft. (Santa Barbara, CA: ABC-CLIO/Greenwood, 2017).

"Labor Journalism" and "1934 Minneapolis Truckers' Strike" in Oxford Encyclopedia of American Business, Labor, and Economic History, (New York: Oxford University Press, 2013), vol 1: 429-431, 520.

"Working Class Life and Society," in Oxford Encyclopedia of American Social History, eds. Lynn Dumenil, et al, (New York: Oxford University Press, 2012), 532-538.

"Women's Movement, 1920-1945," in Encyclopedia of U.S. Political History, v. 5, ed. Robert Zieger, (New York: CQ Press, 2010).

"Citizenship: Comparative History," Encyclopedia of Women in World History, B.G. Smith, et al, eds, vol. 1, (New York: Oxford University Press, 2008), 389-392.

"Emily Dickinson," in Encyclopedia of Women in World History, B.G. Smith, et al, eds, vol. 3 (New York: Oxford University Press, 2008), 54-55.

"Service Sector," Encyclopedia of Women in World History, B.G. Smith, et al, eds., vol. 3, (New York: Oxford University Press, 2008), 678-82.

"Veterans Benefits," in Americans at War: Society, Culture and the Homefront, J. P. Resch, et al, eds. (New York: Macmillan, 2005).

"Vera Buch Weisbord," in Susan Ware, ed., Notable American Women-A Biographical Dictionary: Completing the Twentieth Century (Cambridge: Harvard University Press/Belknap, 2005), 674-75.

"Women and Public Life," Women in American History, volume 3, edited by Joanne Goodwin (New York: M.E. Sharpe, 2002).

"Working Class Life and Culture," Oxford Companion to United States History, Boyer, et al, eds (New York: Oxford University Press, 2001), 838-40.

"What the Working Class is About," in Paul Lauter, ed, Class, Culture and Literature. New York: Longman's, 2000. 467-68.

"Eva McDonald Valesh," American National Biography, vol. 22. New York: Oxford University Press, 1999. 141-42.

"Labor and War," Oxford Companion to American Military History, John W. Chambers, II, ed. (New York: Oxford University Press, 1999), 376-78.

"Veterans of Foreign Wars," Oxford Companion to American Military History. John Whiteclay Chambers, II, ed. New York: Oxford University Press, 1999. 754-55.

"Marxist-Feminism," Oxford Companion to Women's Writing in the United States, Cathy N. Davidson and Linda Wagner-Martin, et al, eds. (New York: Oxford University Press, 1995), 349-351.

C. Editorships of Books/Proceedings/Special Issues

The Emergence of Modern America, 1900-1930. Editor. Volume 7. Encyclopedia of American History. General series editor Gary Nash. (New York: Facts on File, 2003). Authored 80 entries. Revised Edition (New York: Facts on File, 2010). Authored 100 entries. 75% of the entries (all named) were authored by WSU doctoral students, who were paid honoraria for their work, which I then edited and revised.

"The Working Classes and Public Space." Special Issue. Social Science History 24:1 (Spring 2000); editor's introduction, 1-6.

"Gender and Labor." Special Issue. Labor History 34:2-3. (Sp/Su1993).

C. Journal Articles Published

1. Refereed Journals

"Responding to the Shadow of Tragedy: Jeanne Stellman and the Women's Occupational Health Resource Center." Coauthor with Amanda Walter. Journal of Women's History (Spring 2022 forthcoming).

"The Precarious Work of Care: OSHA, AIDS, and Women Health Care Workers, 1983-2000." Coauthored with Joe Rector. Labor: Studies in Working Class History of the Americas 17:4 (December 2020), 9-33.

"Fix the Workplace, Not the Worker: Labour Feminism and the Shifting Grounds of Equality in the U.S. Supreme Court, 1991." Coauthored with Joe Rector and Amanda Lauren Walter, *Labour History* (Melbourne), 119, (November 2020), 93-114.

"The Laboring of American Journalism: The 'Other' Labor Beat," Journalism and Communication Monographs 22:1 (March 2020), 81-86.

"Radical Experience and the Surveillance State," Reviews in American History 45:1 (March 2017) 136-144.

"Invisible Power or Lost Opportunity? The Limits of Labor Feminism." Labor: Studies in Working-Class History of the Americas 2:4 (2005), 51-54.

"Labor History on the Line," Reviews in American History 31 (March 2003), 80-86.

"Retooling the Class Factory: The Future of US Labour History after Marx, Montgomery, and Postmodernism," Labour History 82 (Spring 2002), 109-119.

"Social Bonds, Sexual Politics and Political Community on the U.S. Left, 1920s-1940s," coauthored with Kathleen A. Brown, Left History 7:1 (Spring 2001), 7-42.

"Community, Class and Comparison in Labour History and Local History," Labour History 78 (May 2000), 155-62.

"Women's History in the New Millennium: A Conversation among Three Generations" with Anne Firor Scott, Sara Evans, Susan Cahn, Journal of Women's History 11:1 (Spring 1999), 8-30, and 11:2 (Summer 1999), 199-220. Reprinted in part in Hokulani K. Aikau, Karla A. Erickson, and Jennifer L Pierce, eds., Feminist Waves, Feminist Generations: Life Stories from the Academy (Minneapolis: University of Minnesota Press, 2007), 87-108.

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"Class and Cultural Citizenship," Labor History 39:3 (1998): 311-14.

"Riffs on a Politics of Destination" Social Science History22(1998),39-45.

"Anti-Heroes of the Working Class," International Review of Social History 41 (December 1996), 375-88.

"Blurred Subfields: Irving Bernstein and the History of the Worker as United States History" Labor History 37(Winter 1995-96), 77-83.

"Gender and the Reconstruction of Labor History," editor's Introduction. Special Issue on Gender and Labor History. Labor History 34:2-3 (Spring/Summer 1993), 169-77.

"The `Dynamo of Change': Gender and Solidarity in the American Labour Movement of the 1930s," Gender and History. 1:2 (Summer 1989): 138-158.

D. Papers Published in Conference Proceedings

1. Refereed Papers

"Gender and Generational Change in the US during the Great Depression and World War II: A Speculative Essay on How Crisis Breeds Generational Change," in Through Depression and War: the United States and Australia, Peter Bastian and Roger Bell, eds., Fulbright Symposium, Papers, La Trobe University, 2001 (Australian-American Fulbright Commission and the Australian and New Zealand American Studies Association (Anzasa), 2002), 82-92.

"`Amnesiacs in a Ward on Fire': Gender and the Crisis of Labor Viewed from the 1930s," Industrial Relations Research Association Proceedings (Madison: IRRA, 1994), 122-28.

"`Blessed Be the Tie That Binds': Y.W.C.A. Extension Work among Women Wage-Earners, 1900-1920," in The Sex/Gender Division of Labor, Susan N.G. Geiger, ed., (Minneapolis: Center for Advanced Feminist Studies, 1984), 41-51.

F. Public Scholarship

"How Does Documentary Pop the Political Bubble: Retrospective of Julia Reichert's Fifty Years in Film," Sound Board online forum, *Moving Image* Department, Walker Art Center, February 2020.

"Veterans Day and the Debt We Owe" Detroit News, November 11, 2012 online.

"Commentary: The History of Labor Day," Detroit News, August 30, 2012.

"My Dad, Floyd B. Olson, and the 1951 Minneapolis School Janitors' Strike," Minneapolis Labor Review, July 26, 2007, 9-10.

"The 1935 Strutwear Strike: 'The Stories of the Workers are Different,'" Minneapolis Labor Review, May 24, 2007, 22-24.

"Declaring Submission to Wrong is Not Patriotism, Local Telephone Workers Went on Strike in 1918," Minneapolis Labor Review, April 19,2007, 7-8.

"Cowboys on Streetcars? Public Spurned 'Bread Stealers' Who Tried to Run Streetcars during 1889 Strike," Minnesota Union Advocate (Dec 8, 1997).

"Joan of Arc for St. Paul's Working People: Eva McDonald Valesh, Labor Organizer and Journalist," Minnesota Union Advocate (Feb 24, 1997).

G. Book Reviews Published

1. Academic Journals

Book Review. Fred Carroll, Race News: Black Journalists and the Fight for Racial Justice in the Twentieth Century. Labor: Studies in Working Class History of the Americas 16:2 (May 2019), 138-39.

Book Review. Eileen Boris, Dorothea Hoehtker and Susan Zimmermann, eds. Women's ILO: Transnational Networks, Global Labour Standards, and Gender Equity, 1919 to Present. CHOICE 56:4 (2018).

Book Review. Sharon McConnell-Sidorick, Silk Stockings and Socialism: Philadelphia's Radical Hosiery Workers from the Jazz Age to the New Deal. American Historical Review 124 (2019), 277-278.

Book Review. Jessica Ziparo, This Grand Experiment: When Women Entered the Federal Workforce in Civil War-Era Washington (Chapel Hill: University of North Carolina Press, 2017), Business History Review 92:3 (Autumn 2018), 573-575.

Book Review. Marcia Walker-McWilliams, Reverend Addie Wyatt: Faith and the Fight for Labor, Racial and Gender Equality (Urbana: University of Illinois Press, 2016). Labor: Studies in Working Class History of the Americas 15:1(March 2018), 133-34.

Book Review. Holly Allen, Forgotten Men and Fallen Women: The Cultural Politics of New Deal Narratives. Labor: Studies in Working Class History of the Americas 14:1 (2017), 92-94.

Book Review. Sally G. McMillen, Lucy Stone: An Unapologetic Life CHOICE 52:12 (August 2015), 2085.

Book Review. Alan Dericksen, Dangerously Sleepy: Overwork and the Cult of Manly Wakefulness, Social History of Medicine 28:1 (Fall 2014), 209-210.

Book Review. Elizabeth McKillen, Making the World Safe for Workers: Labor, the Left, and Wilsonian Internationalism, Canadian Journal of History 49:3 (Winter 2014), 557-559.

Book Review. Jean-Christian Vinel, The Employee: A Political History, Business History Review 88:4 (Fall 2014) , 849-851.

Book Review. Paul Michael Taillon, Good Reliable White Men: Railroad Brotherhoods, 1877-1917, Journal of Gilded Age and Progressive Era History 11:4 (2012), 621-623.

Book Review. Chad Montrie, Making a Living: Work and Environment in the United States. American Studies 51:3/4 (2010), 206-207.

Book Review. Edward Slavishak, Bodies of Work: Civic Display and Industrial Labor in Pittsburgh, Social History 37:1 (2012), 94-96.

Book Review. Brian Luskey, On the Make and Carole Srole, Transcribing Class and Gender, American Historical Review 116:4 (October 2011), 1125-26.

Book Review. Troy Rondinone, The Great Industrial War: Framing Class Conflict in the Media, 1865-1950. Journal of American History 97:4 (March 2011), 1151-1152.

Book Review. Steven High and David W. Lewis, Corporate Wasteland: The Landscape and Memory of Deindustrialization, Labour History 98 (May 2010), 262-263.

Book Review. Alice Kessler-Harris, Gendering Labor History. Labor History 50:3 (August 2009), 365-367.

Book Review. Joshua Brown, Behind the Lines: Pictorial Reporting, Everyday Life, and the Crisis of Gilded Age America, Labor: Working Class Studies in the Americas 1 (Spring 2004),141-43.

Book Review. Suzanne Mettler, Divided Citizens. American Historical Review 106:2 (April 2001), 591-2.

Book Review. Melinda Chateauvert, Marching Together: Women of the Brotherhood of Sleeping Car Porters. American Historical Review 104:3 (October 1999), 1327-8.

Book Review. John Hoerr, You Can't Eat Prestige. New England Quarterly 71:2 (June 1998), 329-31.

Book Review. Linda Gordon, Pitied But Not Entitled: Single Mothers and the History of Welfare. American Historical Review 102:2 (April 1997), 532-33.

Book Review. Scott Molloy, Trolley Wars. Journal of American History 83:3 (December 1996), 1034-35.

Book Review. Annelise Orleck, Common Sense and a Little Fire, Journal of American History 82:4 (March 1996): 1612.

Book Review. Ardis Cameron, Radicals of the Worst Sort: Laboring Women in Lawrence Massachusetts, 1860-1912. H-Labor Net, Electronic Journal, (October 2, 1995).

Book Review. Susan Lynn, Progressive Women in Conservative Times. Histoire Sociale/Social History 27:54 (November 1994), 490-92.

Book Review. Peter Rachleff, Hard Pressed in the Heartland. Journal of American History 81:2 (September 1994): 830-31.

Book Review. Sonya Rose, Limited Livelihoods: Gender and Class in Nineteenth Century England; Mary McFeely, Lady Inspectors; Arber ad Gilbert, eds., Women and Working Lives. Signs: A Journal of Women in Culture and Society 20:1 (Autumn 1994): 184-88.

Book Review. Arthur Shostak, Robust Unionism. Annals of the American Academy of Political and Social Science 527 (May 1993): 202-203.

Book Review. Elisabet Moutzan-Martinengou, My Story. Modern Greek Studies Yearbook 8 (1992): 517-19.

Book Review. Dorothy Sue Cobble, Dishing It Out: Waitresses and Their Unions. Journal of American History 79:3(December 1992), 1208-9.

Book Review. Claudia Goldin, Understanding the Gender Gap. International Labor and Working Class History 42 (Fall 1992): 148-50.

Book Review. Virginia Scharff, Taking the Wheel: Women and the Coming of the Motor Age. Western Historical Quarterly 23:3 (August 1992): 386-7.

Book Review. Salvatore Salerno, Red November, Black November. Pittsburgh History 73:3 (Fall 1990): 140-41.

Book Review. Richard Valelly, Radicalism in the States: Minnesota's Farmer Labor Party and the American Political Economy. Minnesota History 52:2 (Summer 1990): 79.

Book Review. Hall,et al., Like a Family; Cooper, Once a Cigarmaker; Meyerowitz, Women Adrift. Signs: Journal of Women in Culture and Society 15:2 (Winter 1990): 391-94.

Book Review, Eleni Fourtouni, Greek Women in Resistance. Modern Greek Studies Yearbook 2 (1986): 336-38.

2. **In Magazines/Newspapers/Online Journals**

"Justice or Just-Us: Review of Steve Early, The Civil Wars in U.S. Labor: Birth of a New Workers' Movement or Death Throes of the Old*?*, dissent (online), August 20, 2012; accessed: http://dissentmagazine.org/online.php?id=623

"Bauhaus Wives?" Book Review. Sigrid Wortman Weltge, Women's Work: Textile Art from the Bauhaus. Women's Review of Books. (February 1994).

"A New Deal for Women?" Review Essay. Barbara Melosh, Engendering Culture: Manhood and Womanhood in New Deal Public Art and Theater, and Paula Rabinowitz, Labor and Desire: Women's Revolutionary Fiction in Depression America." Women's Review of Books. (May 1992).

Film Review. Women of Summer. With Colette Hyman. Women Historians of the Midwest Newsletter 15 (Sept 1987), 4-5.

Book Review. Philip Foner, Women and the American Labor Movement. Minnesota Daily (April 21, 1980), 13.

Book Review. Hsaio Hung, The Field of Life and Death and Tales of Hulan River. Minnesota Daily (October 1, 1979), 14.

Book Review. Barbara Evans Clement, Bolshevik Feminist. Minnesota Daily (April 9, 1979), 14.

Book Review. Michael Ignatieff, A Just Measure of Pain. Minnesota Daily (February 19, 1979), 10, 13.

Book Review. Gerda Lerner, The Majority Finds Its Past. Minnesota Daily (January 21, 1979), 10.

Book Review. Sheila M. Rothman, Woman's Proper Place. Minnesota Daily (January 15, 1979), 16.

Book Review. Lynne Reid Banks, Path to the Silent Country. Minnesota Daily (October 30, 1978), 13.

H. Instructional Materials Published

3. Other Published Materials

American History Development Project (http:/micitizenshipcurriculum.org), project Coordinated by the Oakland County Intermediate School District, to develop materials to implement new Michigan state standards for US. History; I worked with a teacher to develop the Cold War lesson plan/unit. The guide has resources and lesson plans. (2009).

J. Papers Presented

1. Invited and/or Refereed Internationally or Nationally in Last 5 Years

"Teamsters in the Turbulent Years: Rethinking Labor and the State in the 1930s," **Social Science History Association**, Chicago, November 23, 2019.

"Understanding Occupational Risk through a Gendered Lens," co-authored with Amanda Walter, **Continuing the Struggle: The International Labor Organization (ILO) Centenary and the Future of Global Worker Rights**, Georgetown University, November 21-22, 2019.

"Work and the Injured Body Politic: Gender, Health, and Workplace Democracy In the United States," **New Perspectives in Feminist Labour History: Work and Activism**, **European Labor History Network,** University of Bologna, January 2019.

"The Endangered Classroom: Teaching, School Violence, and Public Work," **Social Science History Association**, Phoenix, November 2018.

"Archival Activism and the Paths of Labor History in the Work of Peter Rachleff," **Working Toward Freedom—The Making of a Scholar-Activist Tradition: A Symposium in Honor of Peter J. Rachleff**, East Side Freedom Library, St. Paul, MN, June 8, 2018.

"*Rethinking the American Labor Movement*," **Untold Stories Labor History Series,** Friends of the St. Paul Public Library, May 2018.

"Tackling the Issue of Enrollments in History Courses, Part 2: Strategies and Ideas from the Front Lines," **American Historical Association**, Washington, D.C., January 2018.

"Rethinking *Rethinking the American Labor Movement*," **North American Labor History Conference**, Detroit, October 2017.

"Teachers and the School-to-Prison Pipeline: The AFT, 'Zero Tolerance' Policies, and School Violence, 1970-the Present," **Labor and Working Class History Association**, Seattle, June 2017. With Joe Rector.

"Networks of Knowing: Remaking a Labor Movement," **Social Science History Association**, Chicago, November 2016.

L. **Invited Seminars or Lectures Presented in Last Five Years**

"(Re)Discovering the *Work Can be Dangerous to Your Health*: The Occupational Health Movement in the United States, 1970-2000," *Our Daily Work, Our Daily Lives* series, Human Resources and Labor Studies Institute, Michigan State University, March 24, 2021.

"Women and Labor's Democracy: The Growth of Women's Leadership and Transformation of the Labor Movement in the Turbulent Years, 1922-1945," **New Brookwood Labor School**, **East Side Freedom Library**, St. Paul, MN, October 15, 2019.

"Battle for or in the Classroom: Teacher Strikes in the Context of School Violence and Integration," **Humanities Center**, **Wayne State University**, September 25, 2019.

"Labor's Democracy: The Rebirth of Industrial Unionism during the Economic Crisis and the New Deal," **Society for Active Retirees, Wayne State University**, March 28, 2018.

"The Endangered Classroom: Teaching, School Violence, and Public Work," **Humanities Center, Wayne State University**, February 1, 2018.

"Making Jobs Just: The Fair Employment Practices Committee Reshapes the American Workplace," **The 1940s: Through the War and Beyond, Lorenzo Cultural Center,** Macomb Community College, April 2016

N. Other Scholarly Work in Past Five Years

Authors-Meet-Critics Roundtable (Faue, *Rethinking the American Labor Movement*), **Social Science History Association**, Montreal, November 2017.

Comment. "Gender, Work, and the Changing Landscape of Higher Education." **Social Science History Association**, Montreal, November 2017.

IV. SERVICE

A. Administrative Appointments at Wayne State

Chair, Department of History, July 1, 2015- (renewed 2020)

Director of Graduate Studies, Department of History, August 2010-August 2015

Interim Associate Dean, Graduate School, September 2007-August 2009

B. Committee Assignments

1. University Committee Chair

Enrollment Committee, Graduate Council, **Wayne State University,** 2008-2009
Garrett T. Heberlein Excellence in Teaching Award for Graduate Students, **Wayne State University**, 2007-2009
Graduate Council, Executive Committee, **Wayne State University**, 2006-2007
Graduate Teaching Assistant Orientation Committee, Chair/Coordinator, **Wayne State University**, 2007-2009
Master's Advisory Group, Graduate School, **Wayne State University,** 2013-2014
New Programs Committee, **Wayne State University**, 2007-2009
Outstanding Graduate Mentor Award Committee, **Wayne State University**, 2007-2009
Scholarly Communication for Graduate Students, **Wayne State University**, 2007-2009
Women's Studies Program Review, Internal Review Panel, **Wayne State University**, 2009

2. University Committee Membership

Affiliate, Douglas A. Fraser Center for Workplace Issues, **Wayne State University**, 2012-present
Arts and Humanities Presidential Research Award Evaluation Committee, Office of the Vice President for Research, **Wayne State University,** 2015-2021; Social Science Seed Grant, 2015-2016.
Board of Governors Faculty Recognition Award Committee, **Wayne State University**, 1992-1993
College of Education Review Committee, Vice President for Academic Affairs Office, **Wayne State University**, 1997-1998
Educational Development Grant Committee, **Wayne State University**, 2000

Faculty Promotion and Tenure Committee, **Wayne State University**, 2014-2015

Faculty University Research Award Competition Evaluator, **Wayne State University**, 1996-1997

GEOC-Administration Bargaining Committee, **Wayne State University**, 2008-2009

Graduate Council, **Wayne State University**, 2001-2004, 2005-2008 (elected); Winter 2012 (sabbatical replacement), 2012-2014 (appointed); Executive Committee, 2002-2004, 2006-07, 2012-14; Academic Standards Committee Winter 2012; Credentials Committee, 2005-2006; New Program Committee, 2001-2002; Outstanding Graduate Mentor Committee, 2005-2007; Review Committee, Faculty GRA Grants, 2006-2009.

Graduate Council, ex-officio, **Wayne State University**, 2007-2009

Humanities Center Advisory Board, **Wayne State University**, 2011-2013; Subcommittee on Marilyn Williams Distinguished Faculty Award (2011-2012); 2013 Fall Faculty Symposium:Truth (2013)

Humanities Subcommittee, Supplemental Research Equipment Fund Review Committee, **Wayne State University**, 1993-1994

Judge, Graduate and Postdoctoral Research Symposium, Graduate School, **Wayne State University**, March 2018

King-Chavez-Parks Future Faculty Fellowship Committee, Graduate School, **Wayne State University**, 2002

Presidents' Council, **State Universities of Michigan**, Provost's Representative, **Wayne State University**, June 2008

Program Review Committee, Graduate School/Associate Provost Representative, **Wayne State University**, Engineering Tech; History; Philosophy, 2007-2009

Review Committee, Humanities GRA Grants, **Wayne State University**, 2012-2013

Sam Fishman Travel Grant committee, Walter P. Reuther Library, **Wayne State University**, 2011-2020

Scholarship and Fellowship Review Panel, **Wayne State University**, 1992-1994, 1996-97

Search Committee, Dean of the Graduate School, **Wayne State University**, 2013-2014 (elected)

Search Committee, Director, Douglas A. Fraser Center for Workplace Issues, **Wayne State University,** 2007-2008; Labor Historian, Labor@Wayne, 2012-2013

Student Government Election Commission, **Wayne State University**, 2007-2009

UPTF-Administration Bargaining Committee, Provost's Office, **Wayne State University**, 2015-2016; 2019-2020

Women's Faculty Resource Network, Office of the Vice President for Academic Affairs, **Wayne State University**, 1996-1998

Women's Studies Advisory Board, **Wayne State University**, 1990-1999

3. College/Department Committees Chaired

Chair, **Next Generation Humanities PhD, NEH Planning Grant, Committee**, College of Liberal Arts and Sciences, 2015-2018

Chair, **Executive Committee, Department of History**, 2009-2010 (elected)

Chair, **North American Labor History Conference Committee** (1991-2003)
- 2003 *Labor, War, and Imperialism*
- 2002 *Class, Gender, and Ideology in National and International Contexts*
- 2001 *Labor, Migration and the Global Economy*
- 2000 *Labor and the New Millennium: Class, Vision, and Change*
- 1999 *Class and Politics in Historical and Contemporary Perspective*
- 1998 *Labor: Past and Present*
- 1997 *Workers and the City*
- 1996 *Memory and the Re-Telling of Working Class Lives*
- 1995 *Culture and Community in Working Class History*
- 1994 *International and Comparative Labor History*
- 1993 *Labor, Citizenship, and the State*
- 1992 *Remaking the Working Class: Work Force 2000 and the Labor Movement in Historical Perspective*
- 1991 *Men, Women, and Labor: Perspectives on Gender and Labor History*

Chair, **Chair Review Committee,** Political Science, 2017
Chair, **Graduate Committee,** 2010-2015
Chair, **Public History Committee**, 2012-2015
Chair, **Search Committee, Urban History,** 2010-2011
Chair, **Search Committee, African American History**, 2006-2007
Co-Chair, **Search Committee, African History**, 2001-2002

4. College/Department Committee Membership

- Alumni Advisory Board, History, 2017-
- Budget Committee, History, 2014-2015 (elected), 2015- (ex officio)
- Chair Review Committee, History, 2004
- Chair Selection Advisory Committee, History, 1994
- CLAS Committee for Recruitment Fund Allocation / Master's student Scholarships (2014-2015)
- College of Liberal Arts Salary Committee, Department Representative, 2001, 2005 (elected)
- Colloquia Committee, History, Fall 1991
- Computer Committee, History, 1990-1991, 1992-1993
- Curriculum and Instruction Committee, History, Fall 1997
- Department Representative, College Promotion and Tenure Committee, History, 2009-2010

Director Review Committee, College of Liberal Arts and Sciences, Labor@Wayne, 2013-2014
Executive Committee, History, 2009-2010 (chair; elected); 2010- (ex officio as DGS and Chair)
Faculty Council, College of Liberal Arts and Sciences, 2013-16 (elected)
Graduate Committee, History, Winter 1992-2015 (chair, 2010-2015); 2015- (ex-officio)
Mentors Committee, History, Fall 1990
North American Labor History Conference Committee, 1990-
Personnel Committee, History, 1997-1999, 2003-2005, 2006-2008, 2009-2015 (elected); 2015- (chair)
Planning Committee, History, 1997-2002, 2003-2004
Promotion and Tenure Committee, College of Liberal Arts and Sciences, 2006-2009 (elected; ineligible 2007-2009)
Public History Advisory Board, History, 2016-
Public History Committee, History, 2001-2003, 2012-2016 (chair)
Salary Committee, History, 1992-94, 1996-98, 2000-2002, 2004-2005, 2006-2007, 2012-2013 (elected); 2015- (chair)
Search Committees, History, 1994, 1996-97, 2000-2001, 2001-2002, 2002-2003, 2006-2007, 2010-2011
Undergraduate Committee, History 2004-2005, 2010- (ex officio)

D. Positions Held/Service in Professional Associations

Program Committee Co-Chair, **Working for Freedom: The Making of a Scholar Activist Tradition—Symposium in Honor of Peter J. Rachleff**, East Side Freedom Library, St. Paul, MN, June 8-9, 2018
David Montgomery Book Prize for Labor and Working Class History, Committee, **Organization for American Historians** and **Labor and Working Class History Association**, 2017-2018
Program Committee, **Social Science History Association**, Labor Network Representative, 1991, 1995, 2012-2019
Publications Committee, **Social Science History Association**, 2012-15 (elected)
Herbert G. Gutman Outstanding Dissertation in Labor and Working Class History Award, **Labor and Working Class History Association**, 2007-2009
CLR James Book and Article Award Committee, Chair, **Working Class Studies Association**, 2006-2007, 2008-2009
Working Group for the **Working-Class Studies Association**, 2004-2005
Program Co-Chair, **Social Science History Association**, 2003
Board of Directors, **Labor and Working Class History Association**, 1999-2002 (elected)
Joint Committee on the American Historical Association-Canadian Historical Association, **American Historical Association**, 2001-2003; chair 2002
Executive Committee, **Social Science History Association**, 1994-1997 (elected)
Nominating Committee, **Social Science History Association**, 1997, 2010, 2013

Herbert Feis Award Committee, **American Historical Association**, 1995-1998; chair, 1997-1998
U.S. History Standards Focus Committee, **American Historical Association**, 1992-1994
Membership Committee, **Organization of American Historians**, 1995-1998
Executive Board, **Women's Historians of the Midwest**, 1983-1987

G. Journal/Editorial Activity

Contributing Editor, Labor History, 2001-2003.
Contributing Editor, Labor: Working-Class Studies in the Americas, 2003-2006, 2009-2012, 2015-2018.
Editorial Advisory Board, Workers of the World: International Journal of Strikes and Social Conflicts (Brazil), 2012-present.
Faculty Editor, Social Science History, Summer 1996-2001.
Board of Editorial Advisors, Samuel Gompers Papers, 1996-2000.
Consulting Editor, International Labor and Working Class History, 1996-present.
International Advisory Board, Labour History (Australia), 1998-present.
International Editorial Board, Labour History Review (Great Britain), 1996-
Editorial Board, Social Science History, 1991-1994.
News Notes editor, Labor History, 1993-1997.
Women Historians of the Midwest Newsletter, editor, 1983-87; book review editor, 1983-84.

Manuscript Reviews:

D.C. Heath, Duke University Press, Greenwood Press, Macmillan, Minnesota Historical Society Press, New York University Press, Ohio State University Press, Oxford University Press, St. Martin's Press, University of Illinois Press, University of Michigan Press, University of Minnesota Press, University of North Carolina Press, University of Nevada Press, University of North Carolina Press, University of Pennsylvania Press, Wayne State University Press, Yale University Press, Feminist Studies, Gender and Society, Journal of American History, Journal of Ethnic History, Journal of Policy History, Journal of Women's History, Labor: Working Class Studies in the Americas, Labor History, Labour History, Labour History Review, Law and Social Inquiry, Minnesota History, Radical History Review, Social Science History, SECAC Review

H. Consulting

Consultant, *Farmer-Labor Documentary Project* (in progress), project by Randy Croce (University of Minnesota Labor Education Service), Tom O'Connell (Metropolitan State University) and Anna Kurhajec (Metropolitan State University)

External Reviewer (Organizational Review), *Center for Labor and Community Studies, University of Michigan-Dearborn*, Spring 2020

Reviewer, *American Council for Learned Societies*, Fellowship Applications, 2016, 2017

Exhibits for a New Century, Michigan Humanities Council grant, 2015

Detroit Historical Museum, Strategic Planning Focus Group, 2014

Women of Ford project, *Edsel and Eleanor Ford House* and *Honors College*, Consultant and Lecturer, Wayne State University, 2012, 2014

External Reviewer, *Dutch National Science Foundation*, 2012

History Panel, Scholarly Editions and Translations, *National Endowment for the Humanities*, 2012

American History Development Project, *Oakland Public Schools*, 2007-2008

Honors Examiner, Labor and Urban History, *Swarthmore College*, 2004

Consultant, *History Themes Project, Michigan Educational Assessment Program*, Michigan Department of Education and Department of the Treasury, 2001

Consultant, *Those Who Dare: Sky Walkers in the Motor City: Bridge, Structural, Ornamental and Reinforcing Ironworkers Local 25 in Detroit*, 2000-2001

Consultant, *Keys to Change*, Chippewa Falls Museum of Industry and Technology, 1999-2000

Consultant, *The Price of Bread and Rubber: Building Tires in Eau Claire, 1917-1992*, Chippewa Valley Museum, Eau Claire, Wisconsin, 1999

Consultant, KTCA-KTCI Public Television (Minneapolis-St. Paul), documentary film, *Minneapolis Past*, 1993

I. Other: Promotion and Tenure External Evaluator

Baruch College-CUNY, College of William and Mary, Cornell University (2), Dalhousie University, Drew University, Franklin and Marshall University, Hunter College, Macalester College, Michigan State University (2), Northern Illinois University, Pennsylvania State University-Harrisburg, University of Illinois-Urbana (2), University of Minnesota (2), University of Nevada-Las Vegas (2), University of Wisconsin-Green Bay, Pomona College, Texas Tech, University of California-Los Angeles (2), University of Tulsa, Wayne State University, West Virginia University (2), Western Washington University

J. Professional Development

Council of Graduate Schools, **CGS Summer Workshop for Graduate Deans and New Deans Institute**, Vail, Colorado, July 2008; Quebec City, July 2009

Grant Writing Workshop, Office of the Vice President for Research, **Wayne State University**, March 2016

MI-ACE Women's Regional Leadership Forum, Detroit, MI, April 2016

K. Book Postings

1. *Rethinking the American Labor Movement*: Interviews and Q&A

https://www.routledge.com/posts/13453?utm_source=Routledge&utm_medium=cms&utm_campaign=180414621

https://www.lawcha.org/2018/02/08/rethinking-american-labor-movement-liz-faue/

2. *Writing the Wrongs: Eva Valesh and e Rise of Labor Journalism*

http://news.minnesota.publicradio.org/collections/special/1999/mncentury/9906/index.shtml

WAYNE STATE UNIVERSITY
Professional Record
[Three-year window is highlighted]

NAME: Liette Gidlow

Date Prepared: 03/20/07
Date Revised 03/05/21

Office address:
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DEPARTMENT/COLLEGE: Department of History, College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate professor with tenure, 2004
WSU APPOINTMENT HISTORY:
Year Appointed/Rank: 2006, Associate professor with tenure
Year Awarded Tenure:
Year Promoted to Associate Professor:
Year Promoted to Full Professor:

CITIZENSHIP: USA

EDUCATION:
Baccalaureate: A.B., Political Science with honors, University of Chicago, Chicago, IL, 1985
Graduate: M.A., History, Ohio State University, Columbus, OH, 1990
M.A., History, Cornell University, Ithaca, NY 1991
Ph.D., History, Cornell University, Ithaca, NY 1997

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:
Mellon-Schlesinger Fellow, Radcliffe Institute for Advanced Study, Harvard University, 2019-2020
Associate professor, Bowling Green State University, 2004-2006
Assistant professor, Bowling Green State University, 1998-2004
Visiting assistant professor, Hobart and William Smith Colleges, 1996-1998

PROFESSIONAL SOCIETY MEMBERSHIPS:
American Historical Association
Berkshire Conference of Women Historians
Organization of American Historians
Phi Beta Kappa

03/05/2021

Signature: _____ Date: _____

HONORS/AWARDS:

2019-20 Mellon-Schlesinger Fellowship, Radcliffe Institute for Advanced Study, Harvard University
2019 National Humanities Center Residential Fellowship, alternate (withdrawn)
2019 President's Excellence in Undergraduate Teaching Award, Wayne State University
2019 Humanities Center Summer Fellowship, Wayne State University
2019 Professional Development Award, Office of the Provost, Wayne State University
2016 Visiting Scholar, Eisenberg Institute for Historical Studies, University of Michigan
2014 Excellence in Undergraduate Teaching Award, College of Liberal Arts and Sciences, Wayne State University
2013 Undergraduate Research Opportunity Mentor Award, Wayne State University
2012 *Choice* Recommended Title, American Library Association, for *Obama, Clinton, Palin: Making History in 2008*
2007 Michigan State History Award for *The History of Michigan Law*
2007 Michigan Notable Book for *The History of Michigan Law*
2004 Friends of the Library Award for excellence in research, Bowling Green State University
2003 Friends of the Library Award for excellence in research, Bowling Green State University
1999 Berkshire Conference Summer Fellowship, Harvard University
1999 Merrill Award for research in twentieth-century U.S. political history, Organization of American Historians
1999 First alternate, J. Franklin Jameson Fellowship, American Historical Association
1999 Faculty Mentor Award for Undergraduate Research in the Social Sciences
1995-96 Mellon Fellowship, Cornell University
1995 Beatrice Brown Women's Studies Award, Cornell University
1994 Daughters of the American Revolution Research Fellowship, Cornell University
1990-91 Newton C. Farr Fellowship, Cornell University
1989-90 President's Fellowship, Ohio State University

I. TEACHING

A. Years at Wayne State -- 15

B. Years at Other Colleges/Universities

Bowling Green State University, Bowling Green, OH (1998-2006)
Hobart & William Smith Colleges, Geneva, NY (1996-1998)

C. Courses Taught at Wayne State University

1. Undergraduate

Hist 1050, History of the Headlines: The U.S. Since 1945
Hist 1050, History of the Headlines: The U.S. Since 1945 – online version
Hist 2050, U.S. Since 1877
Hist 3998, The History of U.S. Presidential Elections, 1788-present
Hist 5050, Modern America, 1877-1917
Hist 5060, Modern America, 1917-1945
Hist 5200, Gender, Sexuality & Women in America, contact-present
Hist 5996, Capstone for Majors, on "1968" and "Sixties America"
Hist 5996, Capstone for Majors on "Sixties America" – online version

2. Graduate

Hist 6010, The History of U.S. Presidential Elections, 1788-present
Hist 7050, Modern America, 1877-1917
Hist 7060, Modern America, 1917-1945
Hist 7200, Gender, Sexuality & Women in America, contact-present
Hist 7830, Research Methods Seminar
Hist 8005, Seminar, Introduction to U.S. Historiography
His 8150, Seminar, Gender, Sexuality, and Women in the Modern U.S.
Hist 8030, Seminar, Modern U.S. Politics and Policy

D. Completed Essays/Theses/Dissertations

1. Directed

Ann Marie Wambeke, Ph.D., WSU, "Republican Feminists and Feminist Republicans: The Search for the Sensible Center in Michigan, 1968-1984" (2017)

Alaa Taher, M.A., WSU, "Displaced Homemakers and Working-Class Feminism: The Case of Downriver NOW, 1974-1982" (2015)

Sean McConnell, M.A., WSU, "American Intellectuals and the Iranian Revolution" (2014) (archivist, Rosenberg Library, Galveston, TX)

Sakeena Fatima, B.A. with honors, WSU, "African American Standards of Beauty, 1940s-1970s" (2014) (Wayne State University School of Medicine)

Matthew Kapell, M.A., WSU, "'Miscreants, Be They White or Colored': Detroit Press Reactions to the 1942 Sojourner Truth Housing Controversy and the 1943 'Race' Riot" (2009)

Sheila Jones, Ph.D., BGSU, "Not 'Part of the Job': Sexual Harassment Policy in the U.S., the Equal Employment Opportunity Commission, and Women's Economic Citizenship, 1975-1991" (2008) (Dean of Instructional Support, Grand Rapids Community College, MI)

2. Reader or outside member

Father Michael Varlamos, Ph.D., WSU, "A Quest for Human Rights & Civil Rights: Archbishop Iakovos and the Greek Orthodox Church." (2018) (Pastor, Assumption Greek Orthodox Church, St. Clair Shores, MI)

David Hopkins, Ph.D., WSU, "The Freedmen's Bureau Encounters Displaced Whites in the Trans-Mississippi West, 1865-1866" (2015) (Assistant professor, Midland College, TX)

Beth Fowler, Ph.D., WSU, "'Deliver Us from the Days of Old': Civil Rights and Rock and Roll in the 1950s" (2014) (senior lecturer, Honors College, WSU)

Melly Scofield, Ph.D., WSU, "Assumptions of Authority: The White House, the City, and Capital Society, 1801-1831" (2014) (Asst. editor, The Papers of Thomas Jefferson Project, Princeton University Library)

Guolin Yi, Ph.D., WSU, "Reading the Tea Leaves: The Media and Sino-American Rapprochement, 1963-1972" (2013) (asst. prof., Arkansas Tech University)

David R. Haus, Jr., Ph.D., BGSU, "Expertise at War: The National Committee on Education by Radio, the National Association of Broadcasters, the Federal Radio Commission, and the Battle for American Radio" (2006)

Seneca Vaught, Ph.D., BGSU, "Narrow Cells and Lost Keys: The Impact of Jails and Prisons on Black Protest, 1940-1972" (2006) (associate professor of history, Kennesaw State University, GA)

Chizuru Saeki, Ph.D., BGSU, "Selling Democracy: U.S. Cultural Policy Toward Japan, 1945-1960" (2005) (associate professor, University of North Alabama)

Zachery Williams, Ph.D., BGSU, "In Search of the Talented Tenth: Howard University Intellectuals and the Dilemmas of Race in Academia, 1926-1970" (2003) (associate professor, University of Akron)

James Beeby, Ph.D., BGSU, "Revolt of the Tar Heelers: A Socio-Political History of the North Carolina Populist Party, 1892-1901" (1999) (Dean, College of Liberal Arts, University of Southern Indiana)

Michael Lake, M.A.,WSU, "Being American: The George Wallace Way," (2017)

Richard Marcil, M.A., WSU, "Women in the History of Early Ecology" (2015)

Matthew Thick, M.A., WSU, “The Influence of External Events on Native American Representations in the American Media 1803-1812” (2013)

Melissa Luberti, M.A., WSU, "Millie Jeffrey" (2010)

Cathryn Eccleston, M.A., WSU, "A Subtle Revolution: English Recipes, American Ideology, and the Beginnings of a New Cuisine" (2009)

Kendal A. Kissinger, "Resisting Neoliberal Globalization: Coalition Building Between Anti-Globalization Activists in Northwest Ohio" (2005)

Joseph Genetin-Pilawa, M.A., BGSU, "'In the Interests of Harmony and Good Government': Allotment-Era Politics in the Great Lakes Region" (2002) (Ph.D., Michigan State; assoc. prof., George Mason University; co-editor, *Journal of the Gilded Age and Progressive Era*, 2019-)

James J. Buss, M.A., BGSU, "'The Chosen People of God': Squatter Influence on Public Land Policy and the Shaping of American Democracy" (2002) (Ph.D., Purdue; founding dean, Honors College, Northern Kentucky U.)

Shimale L. Robinson, M.A., BGSU, "Awakening of Heroes: Black Activism in Toledo, Ohio, 1920-1954" (2000)

3. Ongoing Graduate Advising

Christine Cook, Ph.D. student (chair; completed comps 12/2018)

Thomas A. Cragg, Ph.D. student (chair; completed comps 2/2019)

Edmund La Clair, Ph.D. student (chair) (assoc. professor w/ tenure, Monroe County Community College, Monroe, MI)

Nate Kuehnl, Ph.D. student (committee member)

Scott Martin, Ph.D. student (committee member)

James McQuaid, Ph.D. student (committee member)

E. Student Publications

Wambeke, Ann Marie. "Republican Feminists Fight for Abortion Rights in Michigan, 1968-1982" in Jon K. Lauck and Catherine McNicol Stock eds., *Conservative Heartland: A Political History of the Postwar American Midwest* (Lawrence: University Press of Kansas, 2020), 115-32 (peer-reviewed)

History Engine (2016)

Students in my HIS 3998/5996 course on the history of presidential elections researched, wrote, and peer-edited historical narratives for History Engine, a digital platform operated by the University of Richmond's Digital Scholarship Lab under the direction of historian Ed Ayers. The following narratives were published (all can be viewed at https://historyengine.richmond.edu/courses/view/163):

Bates, Leon -- "'Let Us Close the Springs of Racial Poison': Lyndon B. Johnson and the Civil Rights Act of 1964"
Casteel, Cierra -- "Her American Dream: Shirley Chisholm for President"
Cohen, Emmanuel -- "J. Saunders Redding Publicizes the G.I. Bill of Rights"
Cook, Christine -- "Supreme Commander Bids for Commander in Chief"
Geller, Kyra -- "Morris Swift Predicts the Rise of Socialism"
Lake, Michael J. -- "George Wallace's Detroit Visit Provokes Police Brutality"
McCann, Jennifer -- "Feminist Reflects on Sexism in the 2008 Election"
Renzi, Ashley -- "A Voter Reacts to the Kennedy-Nixon Debates"

F. Other

Faculty Mentor, Undergraduate Research Opportunities Program (UROP), Wayne State University (2012-2014)

Other awards/recognition won by students whose projects I advised:

Christine Cook:
Heberlein Award for outstanding teaching by a graduate student, Graduate School, WSU, 2020
Summer Dissertation Fellowship, WSU Graduate School, 2020

Leon Bates:
Historical marker installed by the Indiana Historical Commission based on his research on Col. Joseph H. Ward, 2019

Sean McConnell:
Competitive internship at George H.W. Bush Presidential Library, 2014

Sakeena Fatima:
Wayne State Undergraduate Research Award, 2013
Sterne-Lion Research Award, 2013

Jim Buss, Bowling Green State University, Undergraduate Research Award, 1999

II. RESEARCH

A. Research in Progress

The Nineteenth Amendment and the Politics of Race, 1920-1970. This book-length study uses an intersectional lens to uncover connections between the Nineteenth Amendment of 1920 and the Black freedom movements of the 1950s and 1960s, thus bringing into conversation two historical narratives that previously have been treated separately. It argues that after the Nineteenth Amendment was ratified a small but significant number of southern African Americans voted and that their successes, together with unceasing agitation by many who remained disfranchised, transformed not only the Black freedom struggle but political parties, election procedures, and social movements on the right and the left. The manuscript has been invited for submission at W.W. Norton, Basic Books, and University of North Carolina Press.

"Eighteen Million Cracks: Women in TV Campaign Advertisements, from 1952 to Hillary." [10,103 words] *Journal of Women's History*, revise and resubmit.

B. Funded Research

1. External Sources

"The Nineteenth Amendment and the Politics of Race, 1920-1970." Mellon Foundation/Schlesinger Library on the History of Women, Radcliffe Institute, Harvard University, Cambridge, MA, 2019-2020 ($77,500).

"After the 'Century of Struggle': Black Women's Disfranchisement and the Fight for Voting Rights, 1920-1945." National Endowment for the Humanities Summer Stipend, 2014 ($6,000). NEH awarded this grant to 8% of applicants.

"Advertising the American Presidency, 1952-present." Moody Research Travel Grant, LBJ Foundation, Lyndon Baines Johnson Presidential Library, Austin, TX, 2005 ($1950)

"Advertising the American Presidency, 1948-2004." Harry S. Truman Library Institute Travel Grant, Harry S. Truman Presidential Library, Independence, MO, 2005 ($1100)

"Advertising the American Presidency, 1952-2004." Eisenhower Foundation Travel Grant, Dwight D. Eisenhower Presidential Library, Abilene, KS, 2005 ($450)

"The Get-Out-the-Vote Campaigns in 1920s Michigan," Bordin-Gillette Researcher Fellowship, Bentley Historical Library, Ann Arbor, MI, 1994 ($1800)

"The Get-Out-the-Vote Campaigns and the Republican Party," research travel grant, Herbert Hoover Presidential Library, West Branch, IA, 1994 ($2000)

"The Get-Out-the-Vote Campaigns and Business Organizations," research travel grant, Hagley Museum and Library, Wilmington, DE, 1993 ($250)

"The Get-Out-the-Vote Campaigns and the Democratic Party," research travel grant, Franklin Roosevelt Library, Hyde Park, NY, 1993 ($750)

2. Internal sources

"The Nineteenth Amendment and the Politics of Race, 1920-1970." Wayne State University Humanities Center Summer Fellowship, 2019 ($6,000)

"'After the 'Century of Struggle': African American Women and Disfranchisement after the Nineteenth Amendment, 1920-1945." WSU Humanities Center Faculty Fellowship, 2014 ($4500)

"The Struggle for Woman Suffrage After the Nineteenth Amendment: A Study of Social Change and Resistance." WSU President's Research Enhancement Grant, 2012-2013 ($40,375)

Faculty research grant, Office of Sponsored Programs, Bowling Green State University, 1998

C. Other Fellowships/Grants/Special Awards

1. External sources

National Humanities Center Residential Fellowship, alternate, 2019-2020 (withdrawn)

Visiting Scholar, Eisenberg Institute for Historical Research, University of Michigan, 2016

Co-Principal Investigator, Teaching American History grant, U.S. Department of Education, 2004-2007 ($999,874). Academic director: 2004-2005.

2. Internal sources

Faculty Development Fund, Wayne State University Office of the Provost, 2019 ($10,000)

Faculty Teaching Travel Award, Office of Teaching and Learning, Wayne State University, 2017 ($1250)

Wayne State University Humanities Center, Open Competition grant award, 2009 ($4000) (declined)

In-Residence Semester Fellowship, Institute for the Study of Culture and Society, Bowling Green State University, 2005 ($20,000)

Faculty Development Fund travel grant, Bowling Green State University, 2000-2003 ($250 each)

III. PUBLICATIONS

A. Peer-Reviewed Scholarly Books Published

1. Single-authored

Gidlow, Liette. *The Big Vote: Gender, Consumer Culture, and the Politics of Exclusion, 1890s-1920s* (Baltimore: The Johns Hopkins University Press: 2004; paperback, 2007).

2. Edited

Gidlow, Liette, ed., *Obama, Clinton, Palin: Making History in 2008* (Urbana, IL: University of Illinois Press, 2012). Named a *CHOICE* Recommended Title by the American Library Association.

3. Co-Authored

Orfield, Gary, Howard Mitzel, Liette Gidlow et al. *The Chicago Study on Access and Choice in Higher Education.* (Chicago: University of Chicago Committee on Public Policy Studies, 1984). [344 pps.]

B. Peer-Reviewed Chapters Published, Single-Authored

"Woman Suffrage, Women's Votes." Invited essay for *A Companion to U.S. Women's History*, eds. Nancy Hewitt (emerita, Rutgers U.) and Anne Valk (Graduate Center, CUNY), 2e. (New York: Wiley-Blackwell, 2020): 193-208.

"After the 'Century of Struggle': The Nineteenth Amendment, Southern African American Women, and the Problem of Female Disfranchisement After 1920." In *Suffrage at 100: Women in American Politics Since 1920,* Leandra Zarnow (U. Houston) and Stacie Taranto (Ramapo College of New Jersey), eds. (Baltimore: Johns Hopkins University Press, 2020): 75-89.

"Beyond 1920: Legacies of the Woman Suffrage Movement." In *Women Making History: The 19th Amendment: Official U.S. National Park Service Handbook,* ed. Tamara Gaskell (Eastern National; Donning Co., Brookfield, MO, 2020), 156-165.

"Beyond 1920: Legacies of the Woman Suffrage Movement." Invited submission to https://www.nps.gov/articles/beyond-1920-the-legacies-of-woman-suffrage.htm. Other invited contributors include Prof. Ann Gordon (emerita, Rutgers U.); Prof. Robyn Muncy (U. Maryland); Prof. Katherine Marino (UCLA). (Apr. 2019) [3000 words]

"Taking the Long View of Election 2008," in Gidlow, ed., *Obama, Clinton, Palin: Making History in 2008* (Urbana: University of Illinois Press, 2012), 1-15.

"The Michigan Women's Commission and the Struggle Against Sex Discrimination in the 1970s." In *The History of Michigan Law,* eds. Paul Finkelman and Martin Hershock (Athens: Ohio University Press, 2006), 238-255. The book received a Michigan State History Award (2007) and was selected as a 2007 Michigan Notable Book.

C. Journal Articles Published

1. Guest-edited Refereed Journals

Special forum, "What Difference Did the Nineteenth Amendment Make?" *Journal of Women's History* 32 (Spring 2020), 11-61.

This is the journal's commemoration of the centennial of the ratification of the U.S. woman suffrage amendment. *JWH* is the flagship journal in international women's history and is published by Johns Hopkins University Press. At the invitation of the editors, I guest-edited this project, which included proposing a topic and format; soliciting and editing essays from four other contributors; writing an additional original research essay of my own; writing the forum's introduction; and navigating peer review.

2. Refereed Journals, Peer-Reviewed and/or Invited Articles

"Forum: *After the Vote* by Elisabeth Israels Perry—A Roundtable Discussion with Kathryn Kish Sklar (Emerita, Binghamton), Mason Williams (Williams College), Chris Cappozola (MIT), Melanie Gustafson (U.Vermont), Liette Gidlow(Wayne State), Annelise Orleck (Dartmouth), and Kim Warren (U. Kansas)." *Journal of the Gilded Age and Progressive Era* 20 (July 2021).

"More than Double: African American Women and the Rise of a Women's Vote." *Journal of Women's History* 32 (Spring 2020), 52-61.

"Introduction." Special forum on "What Difference Did the Nineteenth Amendment Make?" *Journal of Women's History* 32 (Spring 2020), 11-13.

"Forum: Interchange – Women's Suffrage, the Nineteenth Amendment, and the Right to Vote." *Journal of American History*, 106, no. 3 (Dec. 2019), 662-94. https://doi-org.ezp-prod1.hul.harvard.edu/10.1093/jahist/jaz506

"A Crack in the Edifice of White Supremacy." *Modern American History* 2 (Nov. 2019), 389-92.

"The Sequel: The Fifteenth Amendment, the Nineteenth Amendment, and Southern Black Women's Struggle to Vote, 1900s-1920s." *Journal of the Gilded Age and Progressive Era* 17 (July 2018), 433-49. JGAPE is a Cambridge Journals publication.

"Resistance After Ratification: The Nineteenth Amendment, African American Women, and the Problem of Female Disfranchisement after 1920." *Women and Social Movements in the U.S., 1600-2000* 21 (March 2017). [11,186 words]

"Delegitimizing Democracy: 'Civic Slackers,' the Cultural Turn, and the Possibilities of Politics." *Journal of American History* 89 (December 2002), 922-957. JAH is the flagship journal for historians of the U.S. and has a 2% acceptance rate.

3. Refereed Journals, Co-Authored Articles Researched in Primary Sources

Buhagiar, Leah and Liette Gidlow, "Fannie Cooper Atkinson of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Fleet, Alex and Liette Gidlow, "Minerva C. Babb of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Kingsbury, Colleen and Liette Gidlow. "Cora Adelia Wellhouse Bullard of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Mesto, Maysa and Liette Gidlow. "Lottie Case of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Renzi, Ashley and Liette Gidlow. "Lillie H. Foster of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Salo, Tobi and Liette Gidlow. "Sadie Park Grisham of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Shipman, Gabriela and Liette Gidlow. "Mrs. Edwin A. Knapp of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Tropper, Sarah and Liette Gidlow. "Flora R. Lindsay of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Williams, Jay A. and Liette Gidlow. "Matilda McFarland of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Prange, Genevieve and Liette Gidlow. "Helen Roland Estey of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Harrison, Amber and Liette Gidlow. "Mrs. Charles H. Brooks of Kansas." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (September 2020).

Casteel, Cierra and Liette Gidlow. "Sabina M. West of Michigan." *Women and Social Movements in the U.S, 1600-2000*, vol. 23 (June 2019).

Garlinghouse, Nicholas and Liette Gidlow. "Edna Wright of Michigan." *Women and Social Movements in the U.S, 1600-2000*, vol. 23 (June 2019).

Hercula, Amanda and Liette Gidlow. "Charlotte Berry Sherrard of Michigan." *Women and Social Movements in the U.S, 1600-2000*, vol. 23 (June 2019).

Leedom, Abigail and Liette Gidlow. "Ethel Ridgely Vorce of Michigan." *Women and Social Movements in the U.S, 1600-2000*, vol. 23 (June 2019).

Patton, Ashleigh M. and Liette Gidlow. "May Stocking Knaggs of Michigan." *Women and Social Movements in the U.S, 1600-2000*, vol. 23 (June 2019).

Waters, Lauren M. and Liette Gidlow. "Lucinda Hinsdale Stone of Michigan." *Women and Social Movements in the U.S, 1600-2000*, vol. 23 (June 2019).

Yurgalite, Karren and Liette Gidlow. "Mary McCoy of Michigan." *Women and Social Movements in the U.S., 1600-2000*, vol. 23 (June 2019).

4. Refereed Journals, Co-Authored Articles Researched in Primary Sources, Accepted for Publication

Tropper, Sarah and Liette Gidlow. "Justina L. Wilson of Minnesota." *Women and Social Movements in the U.S, 1600-2000*, vol. 24 (forthcoming, December 2020).

5. Reviews and Review Articles

"The Deeper Meaning of Tupperware: Consumer Culture and the American Home." *Journal of Women's History* 24 (Autumn 2012): 195-203.

Review of *The Cultural Turn in U.S. History: Past, Present, and Future*, James W. Cook, Lawrence B. Glickman, and Michael O'Malley, eds., *American Historical Review* 115 (December 2010): 1443-444.

Review of James J. Lopach, *Jeannette Rankin: A Political Woman. American Historical Review* 113 (Feb. 2008): 197-198.

Review of Meg Jacobs, *Pocketbook Politics: Economic Citizenship in Twentieth-Century America*. *Journal of American History* 92 (March 2006): 1476.

"Remembering Willie Wirehand: Consumer Culture and Consensus in Twentieth-Century America." *Reviews in American History* 30 (December 2002): 646-654.

6. Nonrefereed Articles and Scholarly Reference Works

"The Great Debate: "Kennedy, Nixon, and Television in the 1960 Race for the Presidency." *History Now* (Gilder-Lehrman Institute of American History, New York, NY, ed. Carol Berkin), issue 1, September 2004 [1,194 words].

American Historical Association. *Guide to Historical Literature.* 3rd ed. New York: Oxford University Press, 1995. Entries in the "Theory and Practice in Historical Study" section.

7. Nonrefereed Public Scholarship

"Stacey Abrams Could Have as Much Impact on 2020 as Kamala Harris." Made By History piece that explores the work of African American women to ensure ballot access from 1920 to 2020. *Washington Post*, 13 August 2020.

"3 Strategies Today's Activist Women Share with Their Foremothers." Op-ed that puts the 2017-2018 feminist mobilization in #MeToo and office-seeking in the context of early twentieth century feminist organizing. [1,007 words] Published at TheConversation.com, 26 Jan. 2018 and republished in the *Houston Chronicle* and other news outlets.

"We Must Protect Voting Rights." Op-ed on the connection of today's challenges to the Fourteenth and Fifteenth Amendments to those of the early 1900s. [608 words] Published in the Detroit *News*, 14 Jan. 2018. Republished as "Some People Still Think It Was a Mistake to Give Black People the Right to Vote ," History News Network, 25 Jan. 2018.

D. Published Instructional Materials

"1965: From Women's Suffrage to Women's Liberation." Wrote introduction and curated reading lists in primary and secondary sources for this unit of the collaborative "#SuffrageSyllabus" on U.S. woman suffrage, global women's rights, and human rights for the Long Nineteenth Amendment Project, Schlesinger Library on the History of Women in America, Radcliffe Institute, Harvard University. June 2020.

"Letter from Lucy Burns." Recorded discussion of a primary source regarding woman suffrage as part of the "#Suffrage School" Project, Schlesinger Library on the History of Women in America, Radcliffe Institute, Harvard University. June 2020.

"Key Topics in U.S. History," My History Lab Video Series, Pearson Higher Education, Upper Saddle River, NJ (2013). These video tutorials serve as supplements to Pearson history textbooks. Each video runs about five minutes long. Pearson MyLab products have been viewed by more than 42 million students. Link to index here.

"The Dawes Act"
"The Gold Rush"
"The Transcontinental Railroad"
"The Knights of Labor"
"The Populist Party"
"The Progressive Era"
"Theodore Roosevelt"
"Industrial Workers of the World"
"The Nineteenth Amendment"
"The Twenties"
"Women's Rights"
"The Scopes Trial"
"The New Power of Advertising"
"The Great Depression and the Promise of the New Deal"
"The Great Depression"
"The President Takes on the Depression"
"The New Deal"
"Post-Cold War America"
"The Los Angeles Riots"
"The Clinton Years"
"The 2000 Election"

"The Crisis of Capitalism and Responses, 1920s-1930s." Michigan Citizenship Curriculum, https://oaklandk12ublic.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?BackLink=978566&strkeys=crisis+of+capitalism&UnitID=13522&YearID=2017&CurriculumMapID=98&SourceSiteID=2599 (2009). Coordinated by the Oakland County Intermediate School district, I worked with half a dozen other faculty and fifteen teachers to develop teacher training materials to help teachers implement new State of Michigan curriculum standards for U.S. history. I developed the material for Unit 5 of the new 9th grade curriculum, "The Crisis of Capitalism and Responses," on the 1920s and 1930s. The guide is composed of lesson plans, bibliographies, and scholarly articles.

E. Papers Presented

1. Invited or Refereed Internationally or Nationally

"What is the 'Long Nineteenth Amendment?'" Organization of American Historians meeting, Chicago, April 2021.

"A Century of Suffrage and Voter Suppression, 1920-2020." Women Writing Women's Lives, City University of New York Graduate Center, Nov. 2020 (invited)

"On Account of Race (1965)." Conference on Voting Matters: Gender, Citizenship, and the Long 19th Amendment. Radcliffe Institute for Advanced Studies, Harvard University, Oct. 2020 (invited)

"This is What Democracy Looked Like: A Visual History of the Printed Ballot. A book talk with Alicia Cheng in conversation with Liette Gidlow." Boston Atheneum, Boston, MA, Oct. 2020 (invited)

"Race, Sex, and the Nineteenth Amendment: Cautionary Tales and Models." Piedmont (VA) Community College, Charlottesville, VA, Oct. 2020 (invited)

"Suffrage at 100: Women's Rights, Civil Rights, and Voting Rights from 1920 to COVID-19." , James Neal Primm Lecture, University of Missouri-St. Louis and the Missouri Historical Society, St. Louis, MO, September 2020 (invited)

"Meet the Author: Liette Gidlow and *The Big Vote*." University of Missouri-St. Louis and the Missouri Historical Society, St. Louis, MO, September 2020 (invited)

"Race and Gender in Politics: The Last 100 Years." The John W. Kluge Center, U.S. Library of Congress, the U.S. Capitol Historical Society, and the U.S. Suffrage Centennial Commission. "Symposium: 100 Years of Women Voting." Washington, DC, August 2020 (invited)

"Race, Democracy, and the Long Nineteenth Amendment." Radcliffe Institute for Advanced Study, Harvard University, Cambridge, MA, June 2020 (invited)

"Race, Democracy, and the Long Nineteenth Amendment." Radcliffe Institute for Advanced Study and the Schlesinger Library of American Women's History, Harvard University, Cambridge, MA, April 2020 (canceled due to COVID-19) (invited)

"Good Trouble." Presidential plenary session on "The Trouble with Voting," Organization of American Historians annual meeting, Washington, DC, April 2020 (invited) (canceled due to COVID-19)

"The Long Nineteenth Amendment Project," Organization of American Historians annual meeting, Washington, DC, April 2020 (invited) (rescheduled for OAH 2021due to COVID-19)

"1920-2020: A Century of Suffrage and Voter Suppression," History Colorado/The Colorado State Historical Society, Denver, CO, Mar. 2020 (invited)

"1920-2020: A Century of Suffrage and Voter Suppression," History Colorado/The Colorado State Historical Society, Pueblo, CO, Mar. 2020 (invited)

"Addie Hunton, Undercover: Race and Resistance in the Post-Nineteenth Amendment South." Gerda Lerner Lecture in Women's History Sarah Lawrence College, Bronxville, NY, Mar. 2020 (invited)

"The Difference the Nineteenth Amendment Made: Southern Black Women Voters and Political Change After 1920." Boston Seminar on Modern American Society & Culture, Massachusetts Historical Society, Boston, MA, Feb. 2020 (invited)

"1920-2020: A Century of Suffrage and Voter Suppression," Gary C. and Eleanor G. Simons Lecture in American History, University of Florida, Gainesville, FL, Feb. 2020 (invited)

"Woman Suffrage, Race, and Class," at Symposium, "'How Long Must Women Wait For Liberty?' Woman Suffrage and Women's Citizenship in the Long History of the 19th Amendment." Université de Lille and Université Paris-Est Marne-la-Vallée, Lille and Paris, France, January 2020 (invited).

"Not Our Problem: White Suffragists and Black Disfranchisement After Ratification." American Historical Association annual meeting, New York, Jan. 2020.

"Connecting Contemporary U.S. Elections with Histories of Working-Class Women's Political Mobilization." Organization of American Historians annual meeting, Philadelphia, April 2019.

"Suffrage at 100." Gilder Lehrman Institute of American History, December 2018 (invited)

Organizer and presenter, "The Year of the Woman, Past and Present," Policy History Conference, Arizona State University, May 2018.

"Hastening the Homecoming: Women as Workers, Consumers, and Homemakers in World War II." National Endowment for the Humanities Summer Institute, "American Women at War." New York Historical Society, 31 July 2017 (invited)

Organizer and presenter, "The Nineteenth Amendment: Setting the Agenda for the 2020 Centennial." Berkshire Conference, Hofstra University, NY, June 2017.

"Resistance After Ratification: Female Disfranchisement after the Nineteenth Amendment." Berkshire Conference, Hofstra University, NY, June 2017.

"Disfranchisement in Historical Perspective." Organization of American Historians annual meeting, New Orleans, April 2017.

"The Long Nineteenth Century and the Nineteenth Amendment: African American Women and Black Disfranchisement, 1890s-1920s." Symposium on "Emancipations, Reconstructions, and Revolutions: African American Politics in the Long 19th Century," McNeil Center for Early American Studies, University of Pennsylvania, February 2017.

"Bridging Political Constituencies." Symposium on "Beyond Left and Right: What is 'Women's Politics'?" Agnes Scott College, Decatur, GA, Sept. 2016 (invited)

"'We're Not Going to be Bothered with a Lot of Colored Women': African American Women and the Fight for Voting Rights, 1920-1945." Policy History Conference, Vanderbilt University, Nashville, TN, June 2016.

"Eighteen Million Cracks: Women in TV Campaign Advertisements, from 1952 to Hillary." Eisenberg Institute for Historical Research, University of Michigan, 23 Feb. 2016 (invited).

"Women of Color and the Fight for Voting Rights in the U.S. after 1920." *Freedom, Rights, and Power: Recasting Women's Struggles in the Americas after 1900*, St. Mary's University College, London, UK, April 2013.

"Revisiting the Nineteenth Amendment: Female Disfranchisement after 1920." *Liberty's Daughters and Sons: Celebrating the Legacy of Mary Beth Norton*, Cornell University, Ithaca, NY, Sept. 2012 (invited)

"'It's Time for a Change': Representing Female Citizenship on Television, 1952-2008." Organization of American Historians, Milwaukee, WI, April 2012.

"Civil Rights in the Early 1990s." Featured lecturer on C-SPAN "Lectures in History" series. Episode aired in July, 2011.

"Teaching Policy History Under the Radar," Policy History Conference, Columbus, OH, June 2010.

"Brunch with Barry Goldwater: Women's Citizenship in Presidential Campaign Advertisements, 1952-2008." Great Lakes American Studies Association, University of Notre Dame, March 2009.

Organizer, chair, and panelist, "Obama and Clinton: Historians Reflect on Historic Candidacies." Berkshire Conference on the History of Women, University of Minnesota, Minneapolis, June 2008.

Chair, "Making Women Work: Labor Training Programs and the Production of Good Citizens in Indian Schools, "Idiot Asylums," and Reformatories in the U.S., 1878-1957." Berkshire Conference on the History of Women, University of Minnesota, Minneapolis, June 2008.

Chair, "The Politics of Exclusion and U.S. Women's Struggle for Inclusion: Historical Perspectives." Policy History Conference, St. Louis, MO, May-June 2008.

Chair and discussant, "Crashing the Party: The Development of Female Partisanship Across Time and Space." Social Science History Association, Minneapolis, MN, November 2006.

Chair and discussant, "Personhood and Political, Social, and Cultural Standing," American Historical Association, Philadelphia, PA, January 2006.

Chair, organizer, and panelist, "Roundtable Discussion: Election 2004." Social Science History Association, Chicago, IL, November 2004.

Chair and organizer, book panel on *Women and the Republican Party, 1854-1924* by Melanie Gustafson, Social Science History Association, Baltimore, MD, November 2003.

Panelist, "Judging the Elders: Young Political Historians and *Contesting Democracy*, ed. Byron E. Shafer and Anthony J. Badger." Social Science History Association, St. Louis, MO, October 2002.

Commentator, "Morals, Money, and Memory: Politics and Interest Groups." Social Science History Association, Chicago, IL, November, 2001.

"Pushy Shoppers and 'Stay-at-Homes': The Contest Over Women's Citizenship in the Years After Suffrage." Mid-America Conference on History, Oklahoma State University, September 2001.

Organizer and discussant, "The Official Story in Black and White: Race and Dominance in Civic Narrative in the Twentieth-Century U.S." American Historical Association, Boston, MA, January 2001.

Chair, "Lincoln." "The American Presidency on Film: A National Conference," sponsored by Film and History, Los Angeles, CA, November 2000.

"Looking Ahead: Citizenship and the Possibilities of U.S. Political History." Social Science History Association, Pittsburgh, PA, October 2000.

"Civic Follies: Metaphor and Constructions of Civic Hierarchy in the Early Twentieth-Century U.S." 32nd Modern Literature Conference, Michigan State University, Oct. 1999.

"U.S. Political History and the Cultural Turn: Thoughts on the Possibilities." Bunting Institute for Research on the Study of Women, Harvard University, August, 1999.

"Retail Politics: Gender, Citizenship, and Consumer Culture in the Early 20th-Century U.S." American Historical Association, Atlanta, GA, 1996.

2. Invited or Refereed Locally/Regionally

"Woman Suffrage, Women's Votes." Kutsche Office of Local History, Grand Valley State University, March 2021 (invited)

"1920-2020: A Century of Suffrage and Voter Suppression." Harvard Institute for Learning in Retirement, Cambridge, MA, Dec. 2020 (invited)

"Addie Hunton, Undercover: Race and Resistance in the Post-Nineteenth Amendment South." Humanities Center at Wayne State University, September 2020.

"Suffrage at 100: Women's Rights and Civil Rights Since 1920." Osher Lifelong Learning Institute at University of Michigan, June 2020 (invited)

"The Nineteenth Amendment and the Politics of Race, 1920-1970." WSU Humanities Center Symposium, April 2020 (canceled due to COVID-19)

"Deconstructing White Supremacy?" WSU Center for Peace and Conflict Studies and the Damon J. Keith Center for Civil Rights, February 2017.

"Women, Gender, and Politics in Historical Perspective." Wayne State University President's Commission on the Status of Women, 23 March 2016.

"Women and War." Wayne State University Program in Gender, Sexuality, and Women's Studies, 13 April 2015.

"After the *Century of Struggle*: African American Women and the Fight for Voting Rights, 1920-1945," Wayne State University Humanities Conference, March 2015.

Keynote address, "American Conservatism: From New Deal Foes to the Tea Party Today." Great Lakes/Michigan Social Studies Conference, Michigan Council for Social Studies, Lansing, MI, Oct. 2013.

"After Ratification: Female Disfranchisement in the U.S. after the Nineteenth Amendment." Tenth Annual Conference, Center for the Study of Citizenship, Wayne State University, March 2013.

"The 2012 Presidential Election in Historical Perspective." Wayne State University Humanities Center, October 2012.

"Consumer Culture and American Society," The Henry Ford, Dearborn, MI, May 2012 (invited)

"The 2012 U.S. Presidential Election," Ninth Annual Conference in Citizenship Studies, Center for the Study of Citizenship, Wayne State University, March 2012.

Moderator, "Citizenship and the United States' Education System," Eighth Annual Conference in Citizenship Studies, Center for the Study of Citizenship, Wayne State University, April 2011.

"Civility in a Fractured Society." Discussant for lecture by National Endowment for the Humanities Chair James Leach, Wayne State University School of Law, February 2010.

Chair and discussant, "Recovering Narratives of Intersectionality and Reading Race Through Gender." 4th Annual Conference in Citizenship Studies, Center for the Study of Citizenship, Wayne State University, March 2007.

"'Repeating for a Chesterfield': Voting/Buying, Citizenship, and Consumer Culture in the 1920s U.S." New Scholars' Conference, Center for the Study of Citizenship, Wayne State University, Detroit, MI, February 2004.

Chair and commentator, "The State and Religious Transformations." National Conference on Policy History, Bowling Green, OH, June 2000.

IV. SERVICE

A. Committee Assignments

1. College Committee Chaired
   a. CLAS merit/salary evaluation cmte. for the social sciences, 2013
2. College Committee Membership
   a. Faculty Council, F2018
   b. Merit/salary evaluation committee, 2019-2020, 2011-2013
   c. Teaching Award Selection Committee, 2014-2015
3. Department Committee Chaired
   a. History Dept. Executive Committee, 2017-2018
4. Department Committee Membership:
   a. Awards/assessment committee, 2016-2019
   b. Budget committee, 2016-2017
   c. Elections committee, 2018-2019
   d. Graduate committee, 2006-2015, 2020-21
   e. Area studies coordinator, autumn 2015
   f. Salary committee, 2014-2015, 2016-2017
   g. Executive committee, 2006-2010, 2014
   h. Personnel committee, 2010-2012, 2013-2014, 2017-2019, 2020-2021
   i. Mentor for junior faculty, 2007-2016
   j.

B. Other University Service

Elected member, Educational Development Grant Committee (Title XXX committee), 2019-2021

Member, Faculty Advisory Board, Center for Citizenship Studies, 2006-2013

C. At Bowling Green State University

Member, chair search committee, History Department, 2005
Member, University Women's Studies Steering Committee, 1998-2006
Director, department internship program (program to place graduate students in internships in state government, policy think tanks, and related positions), 1998-2006
Member, Policy History committee, 2000-2006
Member, Executive Committee (departmental steering committee), 1998-2001, 2003-2005
Member, Graduate Education Committee, 1998-2001
Member, departmental faculty search committees, 1999-2001
Member, program committee for the 2000 National Conference in Policy History, 1999-2000
Member, faculty advisory committee (1998-2004) and search committee for new director for the University's Center for Policy Analysis and Public Service, 1998-1999
Member, faculty advisory committee, Women's Studies Committee, 1998-1999, 2002-2003
Member, University "Teaching Triad" (program in which senior faculty, junior faculty, and undergraduates work cooperatively to improve pedagogical practices), 1998-1999
Representative of the Graduate College for doctoral examinations, 2001-2004
Teacher, History Professional Day, a seminar for high school social science teachers, 1999

D. Professional Consultation

Invited panel participant, "Women Empowering Women," sponsored by Detroit *Ambassador* Magazine, Cranbrook Institute of Science, 11 August 2014.

Consultant, Pearson Higher Education, Upper Saddle River, NJ (2012)
Provided expert historical commentary for use as video tutorials in Pearson's "Key Topics in U.S. History" series, an online textbook supplement.

Consultant, "When Liberty Awakes: When Women Won the Vote," Washtenaw County Historical Society, Ann Arbor, MI, 2010-2011. Consulted on exhibit themes and provided exhibit material. Podcast of an interview, "After the Vote," available at http://lwvannarbor.org/people.html.

E. Journal/Editorial Activity

Member, Board of Editors, *Journal of Women's History* (February 2020 -)

Manuscript referee for University of North Carolina Press, Oxford University Press, Routledge Press, Wayne State University Press, *Journal of African American History*, *Gender and History*, *Social Science History*, the *Journal of Women's History*, the *Journal of Religion and Popular Culture*, the *National Women's Studies Association Journal*, and Harcourt School Publishers,

F. Other Professional Service

Invited member, Scholarly Advisory Board, Gilder-Lehrman Institute of American History, New York, NY, 11/2020-.

Member, #SuffrageSyllabus project (2019-2020). This collaboration, funded by a grant from the Mellon Foundation and organized by the Arthur and Elizabeth Schlesinger Library on the History of Women in America, Radcliffe Institute, Harvard University, developed a syllabus for an undergraduate course on U.S. woman suffrage, global women's rights, and human rights. Online publication expected in 2020.

Member, steering committee, The Long Nineteenth Amendment Project, Schlesinger Library, Radcliffe Institute, Harvard University, 2019-2020.

Panelist, "Post-Tenure/ESS Success," Office of the Provost, February 2019.

Referee for undergraduate research proposals, WSU Undergraduate Research Opportunity Program (UROP), Office of the Provost, 2014-2017

Presenter, "Research Enhancement Grants," Office of the Vice President for Research seminar for WSU Department of Modern and Classical Languages, Literatures, and Cultures, January 2016.

Organizer, campus visit of Prof. Luke A. Nichter (Texas A&M University). Arranged Humanities Center talk and Alt-Ac Careers talk for graduate students, October 2014.

Award selection committee, Bowling Green Prize for Best Book in Global Policy History, 2012

Presentation, "The One-Room Schoolhouse: Teaching Undergraduates and Graduate Students Together." History Department Colloquium, Wayne State University, 9 November 2006.

G. Press Notices/Media Interviews

"Ballot Box Radio." WVOX (New York, NY), 17 March 2021.

Flowers, Brittany. "GVSU Highlights the Role of Local Women in History." 2 Mar. 2021. WOOD-TV8 (NBC affiliate, Grand Rapids, MI).

Moysan, Eva. "Douglas Emhoff Derrière Kamala Harris: Un Couple à Haute Valeur Symbolique." *Liberation* (Paris), 21 Jan 2021.

Boersma, Laura and Granfalloon Productions. "She's History: Suffrage at 100." Podcast scheduled for release in Dec. 2020.

Johns Hopkins University Press. "What Difference Did the Nineteenth Amendment Make?" JHUPress Blog, 30 Sep. 2020.

Berry, Marie E. and Milli Lake. "When Quotas Come Up Short." *Boston Review*, 14 Sep. 2020.

Farsighted Creative. "Waiting for Liberty Podcast: Stories of the Women's Suffrage Movement."Aug/Sep 2020.

Poe, Ryan and Isabel Lohman. "The 19th Amendment was Ratified 100 Years Ago — These 10 Women Changed Politics Since." *USA Today*, 27 August 2020.

Kirby, Jen. How the Radical British Suffragettes Influenced America's Campaign for the Women's Vote." Vox.com, 19 August 2020.

Adamy, Janet. "Trump Pardons Susan B. Anthony as Nation Marks 19th Amendment's Centennial." *Wall Street Journal*, 18 Aug. 2020.

Rainone, Cathy and Noreen O'Donnell. "'For the Future Benefit of My Whole Race': How Black Women Fought for the Vote Before and After 19th Amendment." NBC/Universal, 17 August 2020.

Hesse, Monica. "Viewpoints: What Changed When Women Got the Vote." (Everett, WA) Herald, 16 August 2020.

Michelson, Joan. "Can Kamala Harris Heal a Century-Old Conflict Between Black and White Women – Elevating Both?" *Forbes*, 12 August 2020.

Jarvis, Jacob. "Obama Is Trashing Trump, Reigniting an Old Feud. Will it Backfire on Biden?" *Newsweek*, 5 August 2020.

Hesse, Monica. "Women's Suffrage Was a Giant Leap for Democracy. We Haven't Stuck the Landing Yet." *Washington Post*, 3 August 2020.

Adamy, Janet. "Black Women's Long Struggle for Voting Rights." *Wall Street Journal*, 31 July 2020.

Gosselin, Janie. "Une Femme Pour la Vice-Présidence, Une Idée Qui Ne Date Pas d'Hier."*La Press* (Montreal, Quebec, Canada), 24 June 2020.

Mulcahy, Ryan. "Health of Democracy Faces a Daunting Test." Radcliffe Institute, *In the News*, 14 May 2020. https://www.radcliffe.harvard.edu/news/in-news/health-democracy-faces-daunting-test

Newman, Louise. "Voting – A Right or a Privilege?" *Gainesville Sun*, 6 Feb. 2020. https://www.gainesville.com/opinion/20200206/louise-newman-voting-right-or-privilege

Green, Emma. "The Epic Political Battle Over the Legacy of the Suffragettes." *The Atlantic*, 4 June 2019. https://www.theatlantic.com/politics/archive/2019/06/abortion-debate-and-legacy-womens-suffrage/590422/

Hamlin, Kimberly. "How Racism Almost Killed Women's Right to Vote." *Washington Post*, 4 June 2019. https://www.washingtonpost.com/outlook/2019/06/04/how-racism-almost-killed-womens-right-vote/?tid=ss_mail&utm_term=.6c7631b593db

Staples, Brent. "When the Suffrage Movement Sold Out to White Supremacy," *New York Times*, 2 Feb. 2019. https://www.nytimes.com/2019/02/02/opinion/sunday/women-voting-19th-amendment-white-supremacy.html

The Frank Beckman Show, Detroit WJR Radio 760, interview on the anniversary of President John F. Kennedy's assassination, 22 Nov. 2017.

Kovanis, Georgea. "This Valentine's Day, Women Need More than Roses and Reservations," *Detroit Free Press*, 12 Feb. 2017. http://www.freep.com/story/life/shopping/georgea-kovanis/2017/02/12/the-best-valentines-day-gift/97422556/

"Election Day, Back in the Day." C and G Newspapers (Metro Detroit), 2 Nov. 2016. http://www.candgnews.com/news/election-day-back-day-97151

"Female Leaders in Mich. Discuss Tough Journey to the Top." Detroit *News*, 28 July 2016. http://www.detroitnews.com/story/news/politics/2016/07/27/female-leaders-mich-discuss-tough-journey-top/87647760/

"The Intersection: The Politics of Jobs and Poverty," interview on "Detroit Today," WDET, 16 June 2016. http://wdet.org/posts/2016/06/16/83299-the-intersection-the-politics-of-jobs-and-poverty-charts/

"Obama to Visit Flint Today Amid Calls for Swifter Action." Detroit *Free Press*, 4 May 2016, p. 1. http://www.freep.com/story/news/local/michigan/flint-water-crisis/2016/05/03/snyder-attend-briefing-obama-flint/83873086/

Al-Jazeera America News, television interview on Republican presidential race in Michigan, 15 Feb. 2016, https://ajam.app.boxcn.net/s/m2tn590hhron4amz9gduymorme1kdbth.

"Michigan and the Presidency," segment on "Detroit Today," WDET, 15 Feb. 2016.

"A Good Argument," segment on *Something Understood*, broadcast on BBC, 6 September 2015.

"What Qualities are Important for Our Next President?" Live broadcast interview and call-in show with Stephen Henderson on "Detroit Today," WDET, 5 May 2015. http://wdet.org/posts/2015/05/05/80394-what-qualities-are-important-for-our-next-president/

Inside Higher Ed, review of *Obama, Clinton, Palin: Making History in Election 2008* by Scott McLemee, 12 February 2012. Review is archived at http://www.insidehighered.com/views/2012/02/02/review-liette-gidlow-obama-clinton-palin.

"Civil Rights in the Early 1990s." Featured lecturer on C-SPAN "Lectures in History" series. Episode aired in July, 2011. Lecture is archived at http://www.c-spanvideo.org/event/192838.

Interview by the Ann Arbor League of Women Voters and Washtenaw County Historical Society, "After the Vote," August 2010. Available as a podcast at "After the Vote" at http://lwvannarbor.org/people.html.

Associated Press, interview on youth voter turnout, published in *Charlotte (NC) News and Observer* and elsewhere, 2 March 2006.

Cleveland Plain Dealer, interview on Ohio politics, 21 August 2005

Michigan Public Radio, interview on woman suffrage in Michigan, 22 March 2005

Cox Newspapers, interview on voter turnout issues, 2 November 2004

(New York) Newsday, interview on voter turnout issues, 2 November 2004
Minneapolis Star-Tribune, review of *The Big Vote*, 18 October 2004
ABC News radio, interview on campaign politics, 1 October 2004
MSNBC/*Newsweek on Air*, interview on voter turnout issues, 26 September 2004
Columbus (OH) Dispatch, interview on the presidency and illness, 15 September 2004
Television interviews on Toledo's CBS, ABC, NBC, and PBS affiliates, 2000-2006

H. Related Work Experience

Political campaign work, including campaign strategy, press relations, fund raising, event coordination, and voter contact in state-level races in Ohio and California (1987-1994).
Chief of Staff to Sen. Neal F. Zimmers, Jr. (D-Dayton), Ohio Senate, Columbus, OH (1987-89).
Legislative Assistant to Representative Julian C. Dixon (D-CA), Washington, DC (1985-1987).
Fellow, Office of Senator Paul Simon (D-IL), Washington, DC (1985).

Wayne State University

Professional Record
Faculty

NAME: Jennifer Anne Hart

OFFICE ADDRESS: 3119 FAB

OFFICE PHONE: (313) 577-2525

DATE PREPARED: November 2011
DATE REVISED: March 2021

HOME ADDRESS: 1367 Nicolet Pl
Detroit, MI 48207

DEPARTMENT/COLLEGE: History/CLAS
PRESENT RANK & DATE OF RANK: Associate Professor/August 2017
WSU APPOINTMENT HISTORY:
Year Appointed/Rank: 2011/Assistant Professor
Year Awarded Tenure: 2017
Year Promoted to Associate Professor: 2017
CITIZEN OF: United States of America

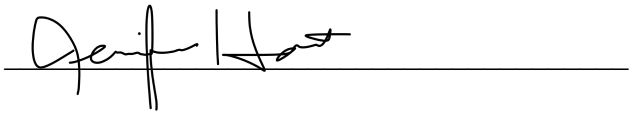
EDUCATION:
Baccalaureate: Denison University, Granville, OH – 2005
Graduate: Indiana University, Bloomington, IN – 2007 (MA)
Indiana University, Bloomington, IN – 2011 (PhD)

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

2010-2011, Visiting Assistant Professor, Goshen College

PROFESSIONAL SOCIETY MEMBERSHIPS:

- American Historical Association
- African Studies Association
- Ghana Studies Association
- Urban History Association
- International Society for the Scholarship on Teaching and Learning
- International Society for the Scholarship on Teaching and Learning in History
- Society for Social Studies of Science
- Society for the History of Technology

Signature  3/3/21

I. TEACHING
   a. Years at Wayne State: 9.5
   b. Years at other Colleges/University: 1.0
      Goshen College, 2010-2011
   c. Courses Taught at Wayne State in Last Five Years
      i. Undergraduate
         - HIS 1600: Africa to 1800
         - HIS 1610: Africa since 1800
         - HIS 5720/HON 4260: African Cities
         - HIS 5710: Everyday Africa
         - HONS 4260: African Democracy Project (Tanzania) (www.neoliberalujamaa.wordpress.com)
         - HONS 4260: African Democracy Project (Ghana) (www.ghanaofthepeople.wordpress.com)
         - HIS/ANTH 4993: History Communication
         - HIS 4994: Digital History Seminar
         - HIS 3000: Historian's Craft (Slavery in Africa)
         - HONS 4250: Technology Cultures
         - HIS/ENG 2435: Intro to Digital Humanities
      ii. Graduate
         - HIS 7720: African Cities
         - HIS 7710: Everyday Africa
         - HIS 8310: World History Seminar
         - HIS/ANTH 7993: History Communication
         - HIS 7994: Digital History Seminar
      iii. Study Abroad
         - HON 4260: African Democracy Project (Tanzania)
         - HON 4260: African Democracy Project (Ghana)
         - HON 4260: African Cities (Ghana)
   d. Course or Curriculum Development
      i. Course Development
         - HIS 3345: Christianity in Africa
         - HIS 3996/6000: African States
         - HIS 3000: Historian's Craft (Slavery in Africa)
         - HIS 3996/6000: Colonial Encounters
         - HIS 3996/6000: Ethnographic History
         - HIS 3996/6000: Gender and Sexuality in Africa
         - HIS 4250/6000: Technology Cultures (Honors)
         - HIS/ANTH 4994/7994: Digital History Seminar
         - HIS/ANTH 4993/7993: History Communication
         - HIS/ENG 2435: Introduction to Digital Humanities
         - HIS 1001: Introduction to History
         - HON 4260: African Democracy Project (Tanzania and Ghana)
         - HON 4260/HIS 5720/HIS 7720: African Cities (Ghana)

ii. Curriculum Development
- Digital Humanities Minor
- Entrepreurship and Innovation Minor
- Peace Corps Prep Program

e. Course Materials (Unpublished)
- History Methods Infographics (Course website: https://ghanaonthego.com/2020/08/17/history-methods/)
- HistComm WSU (www.histcommwsu.wordpress.com)
- Course website: Digital History WSU (www.digitalhistorywsu.wordpress.com)
- Course website: African Cities: Accra (www.africancitiesaccra.wordpress.com)
- Essay Rubric and Peer-Editing Packet
- Thesis Worksheet
- Plagiarism & Citation Guide
- Class Participation Rubric
- Evidence Worksheet
- Film Guides—Keita, Adanggaman, The Boy Kumasenu, Tsotsi, West Africa Calling Reading Importance Exercise
- Writing Hints
- How to Write an Academic Book Review

II. RESEARCH

a. Research in Progress, Not Funded

Book Manuscript
- *Making an African City: Spatial Politics and Local Development in 20th Century Accra*

Digital Humanities Project
- *Accra Wala*: An interactive online map of the trotro (public transport) system in Accra, Ghana

Documentary Film
- *Mottonyms*: A digital video and photographic archive, which documents the popular slogans present on motor vehicles in Ghana, with accompanying short documentary film in which residents describe what the slogans mean to them; in collaboration with Joseph Oduro-Frimpong and Nana Osei Kwadwo

Public Exhibit
- *This Trotro Life*: A mobile/street museum exhibit on the history of trotros and motor transportation in Ghana, including interactive activities and public engagement

Journal Articles

- "Fruity Smells, City Streets, and the Politics of Sanitation in Colonial Accra", for special issue of *Urban Forum*.
- "Decolonizing the African Studies Review", with Victoria Okoye and Joseph Oduro-Frimpong. Commissioned by the *African Studies Review*.
- "Implementing General Education Reform: Lessons from a Year of Listening", with Thomas Fischer, Monica Brockmeyer, and Darin Ellis. For submission to the *Journal of General Education*
- "Precarious Histories: Entrepreneurialism, Insecurity, and Mobility in 20th Century Ghana", drafted and under revision, solicited by the editor of the *American Historical Review*
- "Piracy, Planning, and the Politics of Space: Using History to Understand Transport Plans in Accra, Ghana", co-written with Carolyn Loh for submission to *The Journal of Planning History*
- "Sanitation, Segregation, and the Infrastructure of Colonialism in Accra, Ghana" for submission to the *Journal of Urban History*.

b. Funded Research in Last Five Years
   - "Accra Mobile: Motor Transportation, Sensation, and New Media", 2015 Humanities Center Faculty Fellowship; Research Enhancement Program (Humanities), Office of the Vice President for Research.
   - "Of Pirates and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra", 2012 Humanities Center Faculty Fellowship.

c. Fellowships/Grants/Special Awards in Last Five Years
   - Boahen-Wilks Prize for Best Journal Article, Ghana Studies Association, 2020
   - Profiles in Warrior Strong, Fall 2020
   - Career Development Chair, 2020-2021
   - Assessment Planning Fellow, General Education Oversight Committee, 2019-2020
   - Academic Leadership Academy, 2019-present
   - Academy of Teachers, 2019-present
   - History Department Distinguished Service Award, 2019
   - Humanities Center Fellowship for Working Group – "Detroit, Reimagined" (with Nicole Trujillo-Pagan, Kevin Deegan-Krause, Tracy Neumann), 2019-2020
   - Humanities Center Fellowship for Working Group – "Historical Consciousness in Journalism" (with Michael Fuhlhage, Fred Vultee, Stine Eckert, and Jose Cuello), 2019-2020
   - Assessment Grant, Office of the Provost, Wayne State University, 2018
   - Board of Governors Faculty Recognition Award, Wayne State University, 2018
   - Finalist, African Studies Association Herskovits Award (Best book in any field published on Africa in the last year), 2017 (*Ghana on the Go: African Mobility in the Age of Motor Transportation*)

- Humanities Center Fellowship for Working Group—"Digital Humanities" (with Lisa Maruca), 2015-2016, 2016-2017
- Online Teaching Fellowship, OTL, Wayne State University, summer 2016
- Research Enhancement Project (Humanities), 2015-2016
- Humanities Center Faculty Fellowship, summer 2015
- University Research Grant, Wayne State University, summer 2015
- Eisenberg Institute for Historical Studies, Residency Fellow, University of Michigan, 2012-2013
- Humanities Center Faculty Fellowship, Wayne State University, summer 2012
- Humanities Center Fellowship for Working Group—"Politics Culture and the City" (with Tracy Neumann, Andrew Newman, and Krysta Ryzewski), 2011-2012, 2012-2013
- Fulbright-Hays Dissertation Grant, 2008-2009
- Fulbright IIE Dissertation Grant, 2008-2009 (declined)
- Foreign Language and Area Studies Fellowship, summer 2007
- Foreign Language and Area Studies Fellowship, academic year 2006-2007

III. PUBLICATIONS

a. Scholarly Books Published

- *Ghana on the Go: African Mobility in the Age of Motor Transportation* (Bloomington, IN: Indiana University Press), 2016.

b. Journal Articles Published

- Jennifer A. Hart. "'One Man, No Chop': Licit Wealth, Good Citizens, and the Criminalization of Drivers in Postcolonial Ghana", *International Journal of African Historical Studies*, 46:3 (December 2013), 373-396.
- Jennifer A. Hart, "Motor Transportation, Trade Unionism, and the Culture of Work in Colonial Ghana" (Special Issue: "Labor in Transport: Histories from the Global South [Africa, Asia, and Latin America] 1700 to 2000"), *International Review of Social History* 59 (2014), 185-209. Reprinted in *Labor in Transport: Histories from the Global South, c. 1750-1950*, Stefano Bellucci, Larissa Rosa Correa, Jan-George Deutsch, and Chitra Joshi, eds (Cambridge: Cambridge University Press), 2014.
- Jennifer Hart, "'Nifa Nifa': Technopolitics, Mobile Workers, and the Ambivalence of Decline in Acheampong's Ghana", *African Economic History* 44 (October 2016): 181- 201.
- Peter Cole and Jennifer Hart, "Trade, Transport, and Services", *Handbook: Global History of Work*, Karin Hofmeester and Marcel van der Linden, eds (Munich: Walter de Gruyter Publishers), 2018.
- Jennifer A. Hart, "Of Pirate Drivers and Honking Horns: Mobility, Authority, and Urban Planning in Late-Colonial Accra", *Technology and Culture*, 61(2) (April 2020).
- Jennifer Hart, "Informality, Urban Transport Infrastructure, and the Lessons of History in Accra, Ghana". In *Routledge Handbook of Urban*

Planning in Africa. Carlos Nunes Silva (ed.) (London/New York: Routledge), January 2020.

- Jennifer Hart, "Histories of Transportation and Mobility in Africa." In *The Oxford Research Encyclopedia of African History*. (Oxford University Press), February 2020, doi:10.1093/acrefore/9780190277734.013.ORE_AFH-00444.R1
- Jennifer Hart, "Digital History in African Studies", *History in Africa* (47) (June 2020): 269-274.

c. Digital Projects (Peer-reviewed)

- "African Automobility: Mammy Trucks in 20th Century Ghana", *People-Works: The Labor of Transport*, Mobility in History Blog (T2M: Transport, Traffic, and Mobility), 2018 https://t2m.org/publications/mobility-in-history-blog/

d. Publications Under Review

- "Place Making, Regulatory Politics, and the Roots of Informality in Colonial Accra", *Routledge Handbook of Africa and Urban Anthropology*, ed. Suzanne Scheld and Deborah Pellow (under contract with Routledge)
- "'Accra we Dey': Precarious Histories, Creative Place-Making, and Reimagined Futures in Urban Ghana", *DIY Urbanism in African Cities*, ed. Stephen Marr and Patience Mususa (under contract with Zed Books)

e. Encyclopedia Articles

- "Motor Transport" (2500 words), *Africa and the World: The Continent in Global History,* Omolade Adunbi (ed) (ABC-CLIO), 2019.
- "Trotro", *Global Encyclopedia of Informality*, 2018. http://www.informality.com/wiki/index.php?title=Trotro_(Ghana)
- Jennifer A. Hart. "El Anatsui." In *Dictionary of African Biography*. Edited by Henry Louis Gates, Jr. and Emmanuel Akyeampong. New York and Oxford: Oxford University Press, 2011.
- Jennifer A. Hart. "Glover, Emmanuel Ablade." In *Dictionary of African Biography*. Edited by Henry Louis Gates, Jr. and Emmanuel Akyeampong. New York and Oxford: Oxford University Press, 2011.

f. Book Reviews Published

- Casper Andersen, *British Engineers and Africa, 1875-1914*. Journal of British Studies, 51(4): October 2012, 1036-1037.
- Emily Lynn Osborn, *Our New Husbands Are Here: Households, Gender, and Politics in a West African State from the Slave Trade to Colonial Rule*. International Journal of African Historical Studies, 46(1): February 2013.
- Raymond Dumett, *Imperialism, Economic Development, and Social Change in West Africa*. International Journal of African Historical Studies, 47(3): 2014.
- Ato Quayson, *Oxford Street, Accra: City Life and the Itineraries of Transnationalism*. International Journal of African Historical Studies, 48(1): 2015.

- Clapperton Chakanetsa Mavhunga, *Transient Workspaces: Technologies of Everyday Innovation in Zimbabwe*. ICON: Journal of the International Committee for the History of Technology, 21: 2015, 197-199.
- Jonathan T. Reynolds, *Sovereignty and Struggle: Africa and Africans in the Era of the Cold War, 1945-1994*. The Middle Ground Journal, 12: Spring 2016.
- Marcus Filipello, *The Nature of the Path: Reading a West African Road*. Journal of African History, 59 (3) (2018).
- Matteo Rizzo, *Taken for a Ride: Grounding Neoliberalism, Precarious Labor, and Public Transport in an African Metropolis*, Journal of Modern African Studies, 56 (3) (September 2018).
- Kenda Mutongi, *Matatu: A History of Popular Transportation in Nairobi*, American Historical Review (February 2019).
- Lindsey Green-Simms, *Postcolonial Automobility: Car Culture in West Africa*, Africa: The Journal of the International Africa Institute, 89 (2) (February 2019).
- Hopkins, A. G. *An Economic History of West Africa,* 2nd Edition, H-Diplo Roundtable XXI-46, June 15, 2020. https://issforum.org/roundtables/PDF/Roundtable-XXI-46.pdf

g. Papers Presented

i. Invited and/or Refereed Internationally/Nationally

- "Shifting How History Is Taught—A Dialogue to Inspire Instructional Innovation in Secondary and Higher Education", Virtual AHA, February 9, 2021 https://www.youtube.com/watch?v=8VNP8GMkWlI&feature=youtu.be
- "Making an African City: Place-Making, Regulatory Politics, and the Roots of Informality in Colonial Accra", Council on African Studies, Yale University, October 21, 2020
- "A Model for Scholar-Journalist Collaboration", American Journalism History Association, October 3, 2020
- "Making an African City: Place-Making, Regulatory Politics, and the Roots of Informality in Colonial Accra", African Studies Program, Indiana University, November 6, 2020
- "Mobility Lessons: Rethinking Development in Accra and Detroit", Infrastructure Keynote, Sustainable Infrastructures in Times of Scarcity: Improvements in Planning by Learning from the Global South Workshop, Malmö University, October 23, 2020
- "Mobility Justice in Rapidly Changing Cities: Grassroots Models in Accra and Detroit", African Studies Association Annual Meeting, November 19, 2020
- Author Meets Critic – *Atomic Junction*, African Studies Association Annual Meeting, November 20, 2020
- "Architecting a New Normal: Past Pandemics and the Medicine of Urban Planning" (with Tony Yeboah and Nate Plageman), African Studies Association Annual Meeting, November 21, 2020

- Roundtable – “The Politics of the Archive: From the Print Era to the Digital Age”, African Studies Association Annual Meeting, November 2020
- “Imagining Informality at the Center in Ghana”, Evoke the Critical Discourse Speaker Series, Nubuke Foundation, November 20, 2020
- "'Fruity' Smells, Sacred Spaces, and the Politics of Waste in Colonial Accra", Sustainability in the Era of Climate Change Workshop, Lilongwe, Malawi, October 2019
- “Engaging the Public in the History Classroom”, Indiana University Historical Teaching and Practice Seminar, Bloomington, IN, October 2019
- "'Fruity' Smells, Sacred Spaces, and the Politics of Waste in Colonial Accra", American Society for Environmental History Conference, Columbus, OH, April 2019
- "Rethinking Research with Digital Tools: Embodying Mobility in Accra", European Conference on African Studies, June 2019
- "Place-Making, Regulatory Politics, and the Roots of Informality in Colonial Accra", Ghana Studies Association Conference, July 2019
- "Critical Cosmopolitanism and the Politics of Managing and Making in Accra: Osu beyond Oxford Street", African Studies Association Annual Meeting, Atlanta, GA, November 2018
- "Building the City You Deserve: DIY Urbanism in Colonial Africa", Urban History Association Conference, Columbia, SC, October 2018
- “'Accra We Dey': Precarious Histories, Creative Place-Making, and Reimagined Futures in Urban Ghana", University of Basel (Basel, Switzerland), Critical Urbanisms Research Colloquium, March 2018.
- “Of Pirate Drivers and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra”, Humboldt University (Berlin, Germany), Re:Work International Research Center, March 2018
- “Accra Wala: Representing Mobility and Urban Life in Accra, Ghana”, ACC International Urban Conference, Cape Town, South Africa, February 2018.
- “A New Accra for a Better Ghana: New Urbanism, Precarity, and Youth in Ghana”, ACC International Urban Conference, Cape Town, South Africa, February 2018.
- "What is the ‘new Accra’?”, DIY Urbanism Workshop, Abuja, Nigeria, December 2017.
- “African Cities on the Move” (Panel discussant), African Studies Association Annual Meeting, Chicago, IL, November 2017.
- Roundtable: “Being in the Market: Celebrating the Work of Gracia Clark”, African Studies Association Annual Meeting, Chicago, IL, November 2017
- Roundtable: “Practices and Politics of DIY Urbanism in African Cities”, African Studies Association Annual Meeting, Chicago, IL, November 2017.

- Roundtable: "Engaging Students in African History – New Pedagogical Approaches", Africa Network Conference, St. Olaf College, September 29- October 1, 2017.
- "Informality, Urban Transport Infrastructure, and the Lessons of History in Accra, Ghana", II International Conference on African Urban Planning, Lisbon, Portugal, September 2017.
- "A New Accra for a Better Ghana: New Urbanism, Precarity, and Youth in Ghana", European Conference on African Studies, Basel, Switzerland, July 2017.
- "A New Accra for a Better Ghana?: Lessons on the Limits of 'Global' Narratives." Indiana State University, Terre Haute, IN. April 3, 2017.
- Roundtable: "Pedagogical Tools for African History: From High School to Graduate School", African Studies Association Annual Meeting, Washington, DC, December 3, 2016.
- "Accra: A Plan for the Town—Urban Politics, Planning, and Citizenship in Nkrumah's Ghana", African Studies Association Annual Meeting, San Diego, CA, November 2015.
- "Automobility, Technopolitics, and African Histories of Technology-in-Use in Twentieth Century Ghana", Society for the History of Technology, Albuquerque, NM, October 2015.
- "Accra Mobile: Motor Transportation, Imagination, and New Media", HASTAC, East Lansing, MI, May 2015.
- "Of Mammy Trucks and Men: African Automobility and the Politics of Development in Colonial Ghana", Africanizing Technology Conference, Wesleyan University, March 2015.
- "'No Rest for the Trotro Driver': Ambivalence and Automobility in 21st Century Ghana", American Anthropological Association Annual Meeting, Washington, D.C. December 2014.
- "'Nifa, Nifa': Technopolitics, Regionalism, and Authoritarianism in Acheampong's Ghana", African Studies Association Annual Meeting, Indianapolis, IN. October 2014.
- "Precarious Histories: Automobility, Entrepreneurialism, and Insecurity in 20th Century Ghana", From Proletariat to Precariat: Changing Labor Relations in the Twentieth and Twenty-first Centuries, Indiana University, Bloomington, IN. September 2014.
- "Of Pirate Drivers and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra", Mobility and Authority in Africa, Rice University and Texas Southern University, Houston, TX. March 2014.
- "Motor Transport and the Politics of Everyday Life in the Era of Ghanaian Decolonization" Working on Globalization: Work and Transport in Global History after 1945, Humboldt University, Berlin, Germany. October 2013.
- "Of Pirates and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra", African Studies Seminar, School of

Oriental and African Studies, University of London, October 2013.

- "Labor Unions, Entrepreneurs, and the Politics of Driving in Twentieth Century Ghana", African Studies Association Annual Meeting, Philadelphia, PA. December 2012.
- "Labor Unions, Entrepreneurs, and the Politics of Driving in Twentieth Century Ghana", North American Labor History Conference, Detroit, MI. October 2012.
- "Occupational Histories and Life on the Road in the Gold Coast/Ghana", Canadian Association of African Studies, Quebec City, Canada, May 2012
- "'No Respect': Status, Security, and the Ambivalence of Decline in the Life of Drivers, 1960s-1980s", African Studies Association Annual Meeting, Washington, D.C. November 2011
- "'Fear Not': Public Danger, Public Safety, and the Culture of Driving in Late- Colonial Ghana", *ECAS 2011: The 4th European Conference on African Studies*, Uppsala, Sweden, June 15-18, 2011
- "'Heaven's Gate, No Bribe': Development, Citizenship and Motor Transportation in Postcolonial Ghana", *Sites of Citizenship Conference*, King's College, London, June 10, 2011
- **"**Cocoa, Markets and Mammy Trucks: Indigenous Enterprise and the Emergence of Motor Transport in Colonial Ghana", American Historical Association Annual Meeting, Boston, MA, January 2011
- "Steering the Fortunes of the Ga Shifimo Kpee: Drivers, Nationalism and the Writing of History", African Studies Association Annual Meeting, San Francisco, November 2010
- "Mobility, Trade and Autonomy: Indigenous Entrepreneurship and the Politics of Motor Transportation in Colonial Ghana", Conference in Honor of Terence Ranger, University of Illinois (Urbana-Champaign), October 14-16, 2010.

ii. Invited and/or Refereed Locally/Regionally

- "Classroom Management", Office of Teaching and Learning, Wayne State University, January 2020.
- "Intro to History Courses", Pre-Conference Workshop, American Historical Association Annual Meeting, January 2020.
- Discussant, "Infrastructure in Health and Sustainability," STEM-V Innovation and Appropriate Technology in Africa Conference, University of Michigan, October 2019
- "Social Media Engagement Seminar", Wayne State University, February 2019
- Book Talk – *Ghana on the Go: African Mobility in the Age of Motor Transportation*, Great Lakes History Conference, Grand Rapids, MI, October 2018.
- "Digital Research, Study Abroad, and African Studies", Network Detroit, Wayne State University, September 30, 2016.
- "Accra Mobile: Motor Transportation, Imagination, and New Media",

Network Detroit, Lawrence Tech University, September 2015.

- "Of Pirate Drivers and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra", African History and Anthropology Workshop, University of Michigan, April 2013.
- "Of Pirates and Honking Horns: Mobility, Authority, and Urban Planning in Interwar Accra", Humanities Center Brown Bag, Wayne State University, December 2012
- "Occupational Histories and Life on the Road in the Gold Coast/Ghana", Workshop on Methodology in African History, University of Michigan, April 2012
- "'Pirate Passenger Lorries', Overloading, and the Preference for Speed: Motor Transportation and the Construction of British Colonial Authority in the Gold Coast", Midwest Conference on British Studies, Terre Haute, IN. November 2011

iii. Invited Seminars or Lectures Presented in the Last Five Years

- "Historical Approaches to Urban Research: Accra, Ghana", University of Miami, February 23, 2021
- "Making an African City: Place-Making, Regulatory Politics, and the Roots of Informality in Colonial Accra", Council on African Studies, Yale University, October 21, 2020
- "Making an African City: Place-Making, Regulatory Politics, and the Roots of Informality in Colonial Accra", African Studies Program, Indiana University, November 6, 2020
- "Mobility Lessons: Rethinking Development in Accra and Detroit", Infrastructure Keynote, Sustainable Infrastructures in Times of Scarcity: Improvements in Planning by Learning from the Global South Workshop, University of Malmö, Malmö, Sweden, October 23, 2020
- "Imagining Informality at the Center in Ghana", Evoke the Critical Discourse Speaker Series, Nubuke Foundation, Accra, Ghana, November 20, 2020
- "Intro to History" Workshop (with Trevor Getz, Natalie Mendoza, and David Pace), American Historical Association Annual Meeting, January 2020.
- "Celebrating *Claiming Civic Virtue*", Goshen College, December 2019
- "'Fruity' Smells, Sacred Spaces, and the Politics of Waste in Colonial Accra," Sustainability in the Era of Climate Change Workshop (Lilongwe, Malawi), October 2019.
- "Engaging the Public in the History Classroom," The Indiana University Historical Teaching and Practice Seminar, Indiana University, October 2019.
- "Public Scholarship - History Communication, Digital Humanities, and the Possibilities for Global Collaborative Scholarship in the Digital Age", Eisenberg Institute for Historical Studies, University of Michigan, February 2019.
- "Making an African City: Infrastructure, Space, and the Politics of Urban

Life in Accra, Ghana", Urban and Regional Planning Seminar Series, University of Michigan, November 2018.

- "Informality, Urban Transport Infrastructure, and the Lessons of History in Accra, Ghana: Historicizing Bus Rapid Transit," University of Virginia, African Urbanism Humanities Lab, October 4-6, 2018.
- "Historicizing Precarity and DIY Urbanism in Accra Ghana", DIY Urbanism Workshop, University of Abuja, Abuja, Nigeria, December 2017.
- "A New Accra For a Better Ghana?", Ghana@60: Transitions Within Globalization, Department of African American Studies, Wayne State University, February 7, 2017.
- "Communicating with Broader Audiences", NEH Next Generation Humanities PhD Project Workshop, with Jack Lessenberry, John Corvino, and Saeed Khan, Wayne State University, February 8, 2017.
- "Accra Wala: Mapping Sensation Using Digital Technologies, Meltwater Entrepreneurial School of Technology, Accra, Ghana, October 26, 2016.
- "Learning from Africa's Technology Stories", Presidential Roundtable, Society for the History of Technology, Albuquerque, New Mexico, October 10, 2015.
- "Precarity in the Postcolony?: The Risks of the Road and the History of Automobility in Ghana", University of Florida, Baraza Lecture, September 11, 2015.
- "'Modern Men': Gender, Mobility, and the Culture of Driving, 1930s-1960s", Kellogg Institute for International Studies, University of Notre Dame, South Bend, IN. April 2014.
- "Citizenship and Development in Ghanaian History", African Democracy Project Seminar, Wayne State University, September 24, 2012.
- "Finding Timbuktu: Ancient African Kingdoms and the World", Birmingham Public Library, January 20, 2012

h. Other Scholarly Work

i. Public-Facing Writing

- "Automobility, Technopolitics, and African Histories of Technology-in-Use in Twentieth Century Ghana", *Technology's Stories*. Society for the History of Technology. < http://www.technologystories.org> October 5, 2015.
- "Inequality and Automobility", *Ghana on the Go: African Mobility in the Age of Motor Transportation* < http://ghanaonthego.com/2015/05/08/inequality-and- automobility/> May 8, 2015.
- "Innocence, Aspiration, and Global Automobility", *Ghana on the Go: African Mobility in the Age of Motor Transportation* < http://ghanaonthego.com/2015/05/14/innocence-aspiration-and-global-automobility/> May 14, 2015.
- "Accra Mobile: Motor Transportation, Sensation, and New Media", *Ghana on the Go: African Mobility in the Age of Motor Transportation* <

http://ghanaonthego.com/2015/07/05/accra-mobile-motor-transportation-sensation-and-new-media/> July 5, 2015.

- "Two Accras?: Income Inequality and the Meaning of Development", *Ghana on the Go: African Mobility in the Age of Motor Transportation* < http://ghanaonthego.com/2015/07/19/two-accras-income-inequality-and-the- meaning-of-development/> July 19, 2015.
- "Dumsor Struggles: Light-off and Petrol Shortages in West Africa's Newest Oil Capital", *Ghana on the Go: African Mobility in the Age of Motor Transportation* http://ghanaonthego.com/2015/10/07/dumsor-struggles-light-off-and-petrol- shortages-in-west-africas-newest-oil-capital/> October 7, 2015.
- "Daladala, 'African' Technologies, and the Political Culture of Modern Mobility", *Ghana on the Go: African Mobility in the Age of Motor Transportation* http://ghanaonthego.com/2016/01/03/daladala-african-technologies-and-the- political-culture-of-modern-mobility/> January 3, 2016.
- "Made in Ghana?: Defining 'Local' in the Age of Globalization", *Ghana on the Go: African Mobility in the Age of Motor Transportation* < http://ghanaonthego.com/2016/01/22/made-in-ghana-defining-local-in-the-age-of- globalization/> January 22, 2016.
- "Death on the Road", *Ghana on the Go: African Mobility in the Age of Motor Transportation*. < http://ghanaonthego.com/2016/03/03/death-on-the-road/>. March 3, 2016.
- "Fear Women, Save Your Life", *Ghana on the Go: African Mobility in the Age of Motor Transportation*. http://ghanaonthego.com/2016/03/08/fear_women_save_your_life/. March 8,2016.
- "Reimaging Technology and Mobility", *Ghana on the Go: African Mobility in the Age of Motor Transportation.* https://ghanaonthego.com/2016/03/30/reimagining- technology-and-mobility/. March 30, 2016.
- "Driving Myself: Experiencing Space, Autonomy, and Mobility in the 'New Accra'", *Ghana on the Go: African Mobility in the Age of Motor Transportation*. https://ghanaonthego.com/2016/07/11/driving-myself-experiencing-space- autonomy-and-mobility-in-the-new-accra/. July 11, 2016.
- "Uber Accra: Global Solutions to Local Movement?", *Ghana on the Go: African Mobility in the Age of Motor Transportation.* https://ghanaonthego.com/2016/07/12/uber-accra-global-solutions-to-local- movement/. July 12, 2016.
- "Regional Transit, Infrastructure, Colonialism, and the Meaning of Automobility in Accra and Detroit", *Ghana on the Go: African Mobility in the Age of Motor Transportation*. https://ghanaonthego.com/2016/07/30/regional-transit- infrastructure-colonialism-and-the-meaning-of-automobility-in-accra-and-detroit/. July 30, 2016.

- "Interviewing Miss Taxi Ghana: Gender, Entrepreneurialism, and Social Media", *Ghana on the Go: African Mobility in the Age of Motor Transportation*. https://ghanaonthego.com/2016/08/05/interviewing-miss-taxi-ghana-gender- entrepreneurialism-and-social-media/. August 5, 2016.
- "City Life and Automobility in Twentieth Century Ghana", Global Urban History. https://globalurbanhistory.com/2016/12/01/forward-ever-backward- nevercosmopolitanism-city-life-and-the-creation-of-a-mobile-society-in- twentieth-centuryghana/. December 1, 2016.
- "Student Research and Study Abroad in Ghana". Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2017/01/07/studentresearch-and-study-abroad-in-ghana/. January 7, 2017.
- "Populism, Discontent, and the Failure of Global Elite Imaginations." Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2017/01/14/populism-discontent-and-the-failure-ofglobal-elite-imaginations/. January 14, 2017.
- "A New Accra for a Better Ghana?" Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2017/02/06/a-new-accra-for-abetter-ghana/. February 6, 2017.
- "Accra Wala: Digital History, Community Partnerships, and Work in Progress". Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2017/02/20/accra-wala-digital-history-communitypartnerships-and-work-in-progress/. February 20, 2017.
- Organizer of "Religion, Violence, and Inequality: Reflecting on the 1967 Uprising", a public roundtable of religious leaders from metropolitan Detroit, Partners: Detroit Historical Society, FOCIS, the Cathedral Church of St. Paul, and Wayne State University Religious Studies, April 2017.
- "Driving in the Postcolony: Jennifer Hart on Automobiles and Infrastructure in Ghana", Interview by Ilana Gershon. *Platypus: The CASTAC Blog*. http://blog.castac.org/2017/04/driving-postcolony/ April 18, 2017.
- "Technology in Africa: A Review of Historiography and Recent Research." Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2017/06/10/technology-in-africa-a-review-of- historiography-and-recent-research/. June 10, 2017.
- "Tourism, Colonialism, Monuments, and Memory." Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2017/09/13/tourism-colonialism-monuments-and- memory/. September 13, 2017.
- "The Crown Goes to Ghana?: Media Representation, Global Politics, and African Histories." Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2017/12/14/the-crown-

goes-to-ghana- media-representation-global-politics-and-african-histories/. December 14, 2017.

- "History Communication Syllabus." Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2018/01/04/history- communication-syllabus/. January 4, 2018.
- "History Methods." Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2020/08/17/history-methods/. August 17, 2020.
- "'Making an African City' – Instagram Preview." Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2020/08/17/making-an-african-city-instagram-preview/. August 17, 2020.
- "Disciplinary Histories." Ghana on the Go: African Mobility in the Age of Motor Transportation. https://ghanaonthego.com/2020/09/04/disciplinary-histories/. September 4, 2020.
- "What We Know About Trump's Policy Aims in Africa." *Africa is a Country*. http://africasacountry.com/2018/02/trump-in-africa/. February 13, 2018.
- Contributor, @Thistrotrolife, Collaborative Instagram project with Nana Osei Kwadwo and Nii Odzenma.
- "Teaching History Communication: Early Results." (with Kathryn Brownell, Marla Miller, and Jason Steinhauer). *History@Work*. National Council on Public History. April 16, 2019. https://ncph.org/history-at-work/teaching-history- communication/.
- "The Complicated Political Legacy of Jerry Rawlings," *Africa is a Country*. https://africasacountry.com/2019/05/the-complicated-political-legacy-of-jerry- rawlings. May 5, 2019.
- Guest editorial, "What's "New" in Accra?: On Models, Modernism, and the Promise of Grassroots Innovation," *The Architect's Project: TAP Narratives*, October 2019.
- "Becoming a Twitterstorian: Social Media, Scholarly Communication, and Professional Practice", *Clio and the Contemporary*, October 2019.
- "Colonial Governance, Modernization, and the Process of Informalization in Accra", *The Metropole: The Official Blog of the Urban History Association*. https://themetropole.blog/2019/11/26/colonial-governance-modernization-and-the-process-of-informalization-in-accra/. November 26, 2019.
- "Digital Summer School: Accra Wala, Transit Spanning Continents", *The Metropole: The Official Blog of the Urban History Association*. https://themetropole.blog/2019/08/14/digital-summer-school-accra-wala-transit-spanning-continents/ August 14, 2019

- Instagram Takeover. The Architect's Project. https://www.instagram.com/p/CD367wXpx9V/?utm_source=ig_embed. August 14-16, 2020.
- "Architecting a New Normal?: Past Pandemics and the Medicine of Urban Planning." With Tony Yeboah and Nate Plageman. https://nursingclio.org/2020/08/18/architecting-a-new-normal-past-pandemics-and-the-medicine-of-urban-planning/, August 18, 2020.
- "Urban planning needs to look back first: three cities in Ghana show why." With Tony Yeboah and Nate Plageman. https://theconversation.com/urban-planning-needs-to-look-back-first-three-cities-in-ghana-show-why-144913. September 14, 2020.
- "Workers at the economic margins bear covid-19's costs globally." *Washington Post*. https://www.washingtonpost.com/outlook/2020/07/15/workers-economic-margins-bear-covid-19s-costs-globally/. July 15, 2020.
- "Flexibility, Generosity, and Community in the Time of COVID, January 25, 2021. http://sigla.georgetown.domains/digitalfieldwork/flexibility-generosity-and-community-in-the-time-of-covid/
- (w/ Carolyn Loh) "Demolish I-375 and Replace it with Opportunity", *The Detroit News*, February 24, 2021. https://www.detroitnews.com/restricted/?return=https%3A%2F%2Fwww.detroitnews.com%2Fstory%2Fopinion%2F2021%2F02%2F23%2Fletter-demolish-375-and-replace-opportunity%2F4560932001%2F

IV. SERVICE

a. Committee Assignments in Last Five Years:

i. University Committee Membership

- BOG Warrior Strong Award Committee (2021-present)
- WSU Mobility Research Group Steering Committee (2020-present)
- General Education Oversight Committee (2020-present)
- General Education Oversight Assessment Subcommittee (2020-present)
- Academy of Teachers (2019-present)
- Innovation and Entrepreneurship Steering Committee (2017-present)
- STEAM Challenge Project Planning Committee (2019-present)
- Assessment Grant Committee (2019, 2020)
- Public Humanities Working Group (2018-present)
- Anti-bullying Awareness and Training for New and Continuing Chairs Working Group (2018-2019)
- Women in Higher Ed Speaker Series (2018-2019)
- Board of Governor's Faculty Recognition Award Committee (2019 present)
- Citizenship Center Conference Committee (2018-2019)
- Women's Faculty Caucus (2018-present)
- Innovation and Entrepreneurship Steering Committee (2017-present)

- Effective Partnerships Sub-Committee, I&E Steering Committee (2017-2018)
- Academic Affairs Committee, Board of Governors (2016-2017)
- General Education Reform Committee (2016-2017)
- Breadth Sub-Committee, GERC (2016-2017)
- Academic Senate (2015-2018)
- Curriculum and Instruction Committee, Academic Senate (2015-2017) DHatWayne (2015-present)
- Fulbright Review Committee (2013)
- Faculty Liaison, Swimming and Diving (2015-2017)

ii. University Committees Chaired

- General Education Oversight Committee (co-chair) (2020-present)
- Digital Humanities Advisory Council (2019-present)
- Innovation and Entrepreneurship Steering Committee (co-chair) (2018-2020)
- Breadth Sub-Committee, General Education Review Committee (2016-2017)
- Curriculum and Instruction Committee, Academic Senate (2016-2017)
- DHatWayne (2015-2017)

iii. Department Committees Chaired

- Colloquium Committee (2011-2014)

iv. College/Department Committee Membership

- History Department Social Media and Communications Committee (2017-present)
- MAPH Steering Committee (2016-present)
- History Department Budget Committee (2015-2016)
- History Department Executive Committee (2015-2016, 2018-2019) Religious Studies Advisory Board (2015-2016)
- Global Studies Advisory Board (2015-2017, 2018-2019)
- Global Studies Search Committee (Program Director) (2016)
- History Department Search Committee (Colonial North America) (2014)
- History Department Graduate Committee (2013-2014)
- History Department Salary Committee (2013-2014)
- History Department Website Committee (2012-2013)
- History Department Undergraduate Committee (2011-2013, 2015-2016, 2017, 2018-present)

v. Positions Held in Professional Associations

- North American President, International Society for the Scholarship on Teaching and Learning in History (2019-2020)
- History Communication Committee (Library of Congress) (2016-2017)
- Conference Coordinator, Network Detroit (2015-2017)
- North American Labor History Conference Organizing Committee (2011-2018)

- Phi Beta Kappa, New Member Review Committee (2015-present)
- Midwest Conference on British Studies, Local Arrangements Committee (2015)
- Ghana Studies Association, Conference Organizing Committee (2013)

b. Other Professionally Related Service

i. Additional Service Assignments

- Office of International Programs (summer 2021): Leadership Coordinator, Young African Leaders Institute, Mandela Fellowship, IREX
- Office of International Programs (Fall 2020): Fulbright MENA PDO - Designed and Chaired a Roundtable for Fulbright Teaching alums assigned to the Middle East and North Africa
- Office of International Programs (summer 2018): mapping international research, teaching, and other forms of partnership and engagement across the Wayne State campus; creating and analyzing a survey to collect data on international programs; meeting with faculty and administrators to craft new policies and procedures to facilitate international research and teaching.
- Office of International Programs (winter 2018): survey of international programs on the Wayne State campus

ii. Faculty Development/Program Assessment/Program Development

- General Education Assessment Workshops: Co-facilitated 11 (and counting) workshops to assist instructors in completing general education assessment
- GEOC Planning Fellow: Coordinating the development and deployment of assessment instruments, supporting instructors in collecting and interpreting assessment data, creating communications and web support for assessment
  - https://youtu.be/JcjBLFaJ3f0
  - https://youtu.be/GJQE19oWMFQ
  - https://youtu.be/dmhYC9jctag
  - https://youtu.be/m_b_BRWT3eE
  - https://youtu.be/rI2OqHoId6Q
  - https://youtu.be/i4IspvVL0MA
  - https://youtu.be/eupOoCeqZYI
  - https://youtu.be/DkXNSxa7yeA
  - https://youtu.be/xNc2mXReYxY
- GEOC co-chair: facilitate the review of courses for general education designation, support the development and clarification of policy related to the university's General Education Program, present at O2 and "Lunch w/ WSU" (with co-chair Darin Ellis), facilitate the development and review of the General Education Teaching Award and website, revision of the Gen Ed webpages on the Academic Affairs website, edit the Undergraduate Bulletin
  - O2 session:

https://www.youtube.com/watch?v=nLp0ZBL69Iw&feature=youtu.be
    - Gen Ed webpages: https://provost.wayne.edu/gen-ed-oversight-committee
    - General Education Teaching Award: https://provost.wayne.edu/gened-teaching-award
- Intro to History Workshop: Facilitated a departmental workshop with Dr. David Pace and History Department faculty, utilizing the "Decoding the Disciplines" approach to identify bottlenecks in student learning and support the development of a new course (HIS 1001: Intro to History) and assessment structure (Fall 2018)
- Remote Teaching webinars: panel member for webinars on assessment and EdTech (social annotation) for the Office of Teaching and Learning (Winter 2020, Fall 2020)
- Pedagogy of Kindness: facilitating webinars for the Office of Teaching and Learning on how to create courses rooted in the pedagogy of kindness (Fall 2020, Winter 2021)
- DEI in the Teaching Award Process: co-organized a workshop to support Black and Latinx instructors in applying for university and college teaching awards, sponsored by the Academy of Teachers
- Faculty representative on the Presidential Town Hall, October 21, 2020: https://www.youtube.com/watch?v=H3uiJHM1pt0
- Social Media Workshops
    - "Curating a Professional Twitter Network", April 8, 2020 (Faculty Development and Faculty Success
    - "Curating Your Department's Twitter Presence", April 22, 2020 (Faculty Development and Faculty Success)
    - Mortuary Science, April 15, 2020
- Fulbright Gateway Orientation: Facilitated 13 discussion sessions with Fulbright grantees in June and December 2020 (Office of International Programs/IREX)

iii. Internal Program Review
- African American Studies, Wayne State University (March 2018)

iv. College Review
- College of Engineering, Wayne State University (2020-2021)

v. Editorial Board Member
- Politics in Urban Africa Series (Zed Books) (2018-2020)
- Journal of Transport History (2018-present)
- Wayne State University Press (2018-present)
- Africa Today (2020-present)

vi. Theme Chair
- Human Mobilities: Migration, Transportation, and Globalization. African Studies Association Annual Meeting 2018.

vii. Prize Committee
- John Scholes Transport History Research Essay Competition (The

Journal of Transport History), 2018
- Lee and Mary Clare McHugh Sanders Endowed Professorship in History (DePaul University), 2020

viii. Research Groups
- DIY Urbanism (Stephen Marr [University of Malmo], Patience Mususa [Nordic Africa Institute], Martin Murray [University of Michigan], Jennifer Hart [Wayne State University], Jonathan Makuwire [Malawi University of Science and Technology])
- Technology Users (Yovana Pineda [University of Central Florida], Christiane Berth [University of Costa Rica])
- Research Group – Detroit Water Stories (Rahul Mitra, Elena Past, Cheryl Ball, Kelly Donelan, Joshua Neds-Fox [Wayne State University])

ix. (Co)Coordinator
- Science and Technology Showcase (Provost's Office)
- Public Humanities Project (CLAS/CFPCA)
- History Communication Lab (History Department)
- African Urban Dynamics Collaborative Research Group, AEGIS: African Studies in Europe (2019-present)

x. Intern Supervision
- Erik Noren (History PhD), Humanities Clinic, Summer 2019
- Sean O'Brien (History PhD), Humanities Clinic, Summer 2019
- Julia Lasak (Art and Art History BA), *Accra Wala*, Fall 2019
- Olubukola Akintoroye, Razi Khanom (Computer Science BA), *Accra Wala*, AY 2018-2019

xi. External Advisor
- Shajnin Dristy, University of Detroit Mercy, School of Architecture

xii. Jury Panel
- Master's Projects, University of Detroit Mercy School of Architecture

xiii. Reviewer for University Press
- Indiana University Press, *A Dam for Africa* (Stephan Miescher), 2019
- Ohio University Press, *Imagine Lagos* (Ademide Adelusi-Adeluyi), 2019
- Zed Books, *Embracing Urban Elsewhere* (Astride Wood), 2019
- Routledge, *Urban Regeneration in Ghana* (Sam Ofori), 2020

xiv. Reviewer for Journal Articles:
- International Journal of African Historical Studies (2012, 2015, 2017, 2020)
- African Studies Review (2012, 2013)
- Africa Today (2012, 2015, 2016, 2017, 2018)
- International Labor and Working Class History (2014)
- International Review of Social History (IISG) (2015, 2020)
- Journal of Rural Studies (2017)
- Central European History (2017)
- Ghana Studies Journal (2017)

- Africa Spectrum (2018)
- Cultural Anthropology (2018)
- Social Anthropology (2018)
- Urban Studies (2019)
- Digital Scholarship in the Humanities (2019)
- Religions (2020)
- Business History (2020)
- Journal of African History (2020)
- African Cultural Studies (2020)
- Urban Planning Forum (2020)

xv. Book Endorsements
- Alice Wiemers, *Village Work: Development and Rural Statecraft in Twentieth Century Ghana* (Athens, OH: Ohio University Press), 2021

xvi. Conference Organizing
- The Association for Computers and the Humanities, Detroit Bid Committee, 2019
- Urban History Association Local Arrangements Committee, 2019-2020
- Network Detroit Conference Coordinating Committee, 2019-present
- Network Detroit Conference Coordinator, 2016-present
- Midwest Conference on British Studies Local Arrangements Committee, 2014

xvii. Organizer of Sessions at Professional Society Meetings
- Environmental Design Research Association Annual Meeting 2021
- Urban Studies Association Meeting 2020 (rescheduled for 2021)
- African Studies Association Annual Meeting 2020
- American Historical Association Annual Meeting 2020
- African Studies Association Annual Meeting 2018
- Urban Studies Association Meeting 2018
- African Studies Association Annual Meeting 2013
- North American Labor History Conference 2013
- African Studies Association Annual Meeting 2012
- North American Labor History Conference 2012
- Canadian African Studies Association Annual Meeting 2012
- American Historical Association Annual Meeting 2011
- European Conference on African Studies Biannual Meeting 2011
- African Studies Association Annual Meeting 2010

xviii. Grant Reviewing
- Mandela Washington Fellowship for Young African Leaders, US Department of State (November 2015)
- National Endowment for the Humanities Summer Stipend (November 2015)
- National Endowment for the Humanities Fellowships – African, Middle Eastern, and Asian Studies (July 2020)

xix. Consulting

- Unpaid Consultant for, "Waithood: The Passage to Adulthood in Ghana", *The Compass* (BBC World Service, November 1, 2015) http://www.bbc.co.uk/programmes/p035w9bs
- Unpaid marketing consultant for Kashi "Teff Thins", February 17, 2016.

xx. Development

- Bold Moves Proposals (authored or co-authored) - Center for Just Cities, Center for Technology and Society, Center for Public Scholarship, WSU Mobility

V. PROFESSIONAL DEVELOPMENT

- HERS Leadership Institute, Denver, CO (2021)
- Academic Leadership Academy, Wayne State University (2019-2020)
- HIGHER Leadership Summit (Wisr), University of Michigan (2019)
- Higher Ed Admin 101, The Center for Higher Education Leadership (2019)

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Hans Hummer

DATE PREPARED: 10-12-1999
DATE REVISED: 03-03-2021

OFFICE ADDRESS: FAB 3067

HOME ADDRESS: 935 Berkshire Road, Grosse Pointe Park, MI 48230

OFFICE PHONE: 313-577-2525

HOME PHONE: 313-822-2758

DEPARTMENT/COLLEGE: History, College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Professor, 2018

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: Assistant Professor, 1999
Year Awarded Tenure: 2005
Year Promoted to Associate Professor: 2005
Year Promoted to Full Professor: 2018

CITIZEN OF: USA

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: BS, Kansas State University, Manhattan, Kansas, 1987

Graduate: MA, University of Florida, Gainesville, Florida, 1992
PhD, University of California at Los Angeles, 1997

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Medieval Academy of America

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signature: Hans Hummer 03/03/21

HONORS/AWARDS:

- Member, School of Historical Studies, Institute for Advanced Study, Princeton, N. J., 2018-19
- Board of Governors, Wayne State University, Distinguished Faculty Award, 2019
- President's Award for Excellence in Teaching, 2015
- David Pinkney Prize: Most Distinguished Book in French History Published by a North American Scholar, Society for French Historical Studies, 2007
- Board of Governors, Wayne State University, Distinguished Faculty Award, 2007
- Career Development Chair, Wayne State University, 2006-2007
- Max Planck Institut für Geschichte, Göttingen, Germany, funded fellowship, summer 2006.
- Academy of Scholars' Junior Faculty Award, Wayne State University, 2005
- College of Liberal Arts and Sciences Teaching Award, Wayne State University, 2004-2005
- Barber Fund Grant for Interdisciplinary Legal Research, Center for Legal Studies, Wayne State University, 2000-2002
- University Research Grant, Wayne State University, 2000

I. TEACHING

A. Years at Wayne State: 21

B. Years at Other Colleges/Universities (please list): 2

- University of California at Los Angeles (1997-99)
- California Institute of Technology (1998-99)

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

- History 1000 – World Civilization to 1500
- History 3000 – Historian's Craft
- History 3250: The Family in History
- History 5360: The Early Middle Ages
- History 5370: The Later Middle Ages
- History 5385: History of Christianity to 1500
- History 5386: History of Christianity from the Reformation to the Present
- History 5996: The Capstone

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2. Graduate

- History 6000: Readings, the Family in History
- History 7360: Readings, Early Middle Ages
- History 7370: Readings, The Later Middle Ages
- History 7385: Readings, History of Christianity to 1500
- History 7386: Reading, History of Christianity the Reformation to the Present
- History 7790: Directed Study

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

- David Dobbins, MA, 2017: "First Among Equals: Bohemond of Taranto and the Success of the First Crusade, 1097-1099"
- David Feldbush, MA 2015: "The English during Domesday: The Power and Presence of the Native English Landholders in 1086"
- Joshua Wright, MA, 2013: "Julian of Norwich as Lay Mystic"
- George Zedan, MA, 2012: "Popular Agitation for Local Control of Government and Individual Choice in Religion in Thirteenth and Fourteenth Century Languedoc"
- Kimberly Dyer, MA, 2010: "Monegund: The Vita of a Unique Saint"
- Natalie Kohout, MA, 2010: "Leprosy in the Latin East"
- Sarah Vanneste, MA, 2010: "The Black Death and the Future of Medicine"
- William Lawrence Sr., MA, 2007: "Techniques of Conversion Used by Early Saints"
- Kevin Bragg, MA, 2006: "The Most Illustrious Part of the Earth: The Visigoths as a Desirable Ally in Sixth Century Gaul"
- Debbie Zuccarini, MA, 2003: "The 'Prologo' to the Lapidario: Window to the World of Alfonso X: A Study in Context"

E. Undergraduate Research

- Bill Weis, Sterne-Lion Undergraduate Research Award, 2018, 2019:
- Matthew Reesman, Sterne-Lion Undergraduate Research Award, 2016: "Material Culture and Identity within the Hunnic Empire"

F. Course or Curriculum Development

- History 1000: World Civilization to 1500 (2004)
- History 3000: The Historian's Craft (2016)
- History 5386: History of Christianity from the Reformation to the Present (2015)

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- History 7386: Readings History of Christianity, Reformation to the Present (2015)
- History 5385: History of Christianity to 1500 (2011)
- History 7385: Readings History of Christianity to 1500 (2011)

II. RESEARCH

A. Research in Progress

- Genealogy in Antiquity and the Middle Ages

III. PUBLICATION

A. Scholarly Books Published

1. Authored

- *Visions of Kinship in Medieval Europe*, Oxford Studies in Medieval European History (Oxford: Oxford University Press, 2018)

- *Politics and Power in Early Medieval Europe: Alsace and the Frankish Realm, 600-1000*, Cambridge Studies in Medieval Life and Thought: Fourth Series, 65 (Cambridge: Cambridge University Press, 2005)

B. Chapters Published

1. Authored

- "The production and preservation of documents in Francia: the evidence of cartularies," in Warren Brown, Marios Costambeys, Matthew Innes, and Adam Kosto, eds, *Documentary Culture and the Laity in the Early Middle Ages*, (Cambridge: Cambridge University Press, 2013), pp. 189-230

- "Early Medieval Foundations: 4. Politics and Power," *Blackwell Companion to the Medieval World*, ed. Edward English and Carol Lansing (Maldon, Mass.: Wiley, 2009), pp. 36-66

- "The Reorganization of the Diocese of Strasbourg in the Late Tenth and Early Eleventh Centuries," in *Adel und Königtum im mittelalterlichen Schwaben. Festschrift für Thomas Zotz zum 65. Geburtstag*, ed. Andreas Bihrer, Mathias Kälble and Heinz Krieg, Veröffentlichungen der Kommission für geschichtliche Landeskunde in Baden-Württemberg, Reihe B: Forschungen, vol. 175 (Stuttgart: Kohlhammer, 2009), pp. 145-154

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- "A Family Cartulary of Hrabanus Maurus? Hessisches Staatsarchiv, Marburg, Ms. K 424, folios 75-82v," in *Nomen et fraternitas: Festschrift für Dieter Geuenich zum 65. Geburtstag*, Reallexikon der germanischen Altertumskunde, Ergänzungsbände 62, ed. Uwe Ludwig and Thomas Schilp (Berlin, New York: De Gruyter, 2008), pp. 645-664

- "Reform and Lordship in Alsace at the Turn of the Millennium," in Warren Brown and Piotr Gorecki eds, *Conflict in Medieval Europe* (Aldershot: Ashgate, 2003), pp 69-84

- "Franks and Alemanni: a Discontinuous Ethnogenesis," in Ian Wood ed., *Franks and Alamanni in the Merovingian Period: An Ethnographic Perspective*, Studies in Historical Archaeoethnology 3 (Woodbridge, UK; Rochester, NY: Boydell, 1998), pp. 9-21

C. Journal Articles Published

1. Refereed Journals

- "Weird Science: Incest and History," Brian Connolly, Hans Hummer, and Sara McDougall, American Historical Association Perspectives 58, 5 (May, 2020)

- "The Identity of Ludouicus piissimus Augustus in the Præfatio in librum antiquum lingua Saxonica conscriptum," *Francia* 31, 1 (2004), 1-16

- "Die Herkunft der Vita Sadalbergae," *Deutsches Archiv* 59 (2003), 1-35

- "The Fluidity of Barbarian Identity: the Ethnogenesis of Alemanni and Suebi, A.D. 200-500," *Early Medieval Europe* 7, 1 (1998): 1-27

- "B-Endorphin alters the course of central nervous system disease induced by a temperature-sensitive vesicular stomatits virus in reconsituted nude mice," Hans J. Hummer, William J. Coons, Sharlene A. Watts and Terry C. Johnson, *Journal of Neuroimmunology*, 28 (1990) 73-82

2. Invited review articles

- *H-France Forum* 8, 1 (2013), no. 1, pp. 1-5: *The Politics of Memory and Identity in Carolingian Royal Diplomas: The West Frankish Kingdom* (840-987) by Geoffrey Koziol, Utrecht Studies in Medieval Literacy 19 (Turnhout: Brepols, 2012)

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- *Historical Methods* 43, 4 (2010): pp. 165-170: “Were the Lords Really All That Bad?” by Thomas Bisson (Princeton: Princeton University Press, 2009)

D. Translations of Other Authors Published

1. Articles or Creative Works

- Introductions (6) to the Freisinger Handschriften (2008): (http://www.bayerische-landesbibliothek-online.de/hsta/freisingertraditionen/index.html?pcontent=startseite): Codex Commutationum, Cozroh Codex, Codex Traditionum ecclesiae Frisingensis a tempore Tassilonis usque ad annum 1651, Traditionen und Statuten der Kirche zu Freising, Liber Censualium, Codex of Conrad Sacristan

- Translator, with Professor Carol Lansing, "Heresy in Toulouse in 1198: Excerpt from a Letter of Henry, Abbot of Clairvaux," a supplementary document to the reprint of Joseph Strayer's *The Albigensian Crusades* (Ann Arbor: University of Michigan, 1993), pp. 251-261

E. Encyclopedia or Dictionary Entries

- *Oxford Dictionary of Late Antiquity* (Oxford: Oxford University Press, 2018), eight entries: Abbo, Alsace, Antenor, Charibert II, Dagobert I, Eudo, Maurontus, Sadalberga

- *Oxford Dictionary of the Middle Ages* (Oxford: Oxford University Press, 2010), eleven entries: Counts of Ardennes, Arenga, Feme, Leihezwang, Naumberg, Urbar, Verden, Weissenberg, Westfalia, Württemberg, Zürich

- “The Frankish Realm,” in *Historical Atlas: A Comprehensive History of the World*, ed. Geoffrey Wawro (Elanora Heights, Australia: Millennium House, 2008), pp. 110-111

F. Book Reviews Published

1. Academic Journals

- *Speculum* 94, 3 (2019), pp. 880-882: *Owen M. Phelan, The Formation of Christian Europe: The Carolingians, Baptism, and the “Imperium Christianum”* (Oxford: Oxford University Press, 2014)

- *German History* 36, 2 (2018): *Ottonian Queenship* by Simon Maclean (Oxford: Oxford University Press, 2018)

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- *German History* 34, 2 (2016), pp. 321-322, *Charlemagne's Practice of Empire* by Jennifer R. Davis (Cambridge: Cambridge University Press, 2015)

- *The Medieval Review* (Nov. 8, 2016) *The Resources of the Past in Early Medieval Europe* by Clemens Gantner, Rosamond McKitterick, and Sven Meeder, eds (Cambridge: Cambridge University Press, 2015)

- *Central European History* 49 (2016), pp. 476-7: *History, Frankish Identity, and the Framing of Western Ethnicity, 550–850* by Helmut Reimitz, Cambridge Studies in Medieval Life and Thought, Fourth Series, 101 (Cambridge: Cambridge University Press, 2015)

- *Comparative Studies in Society and History* 57, 4 (2015), pp. 1089-90: *The Destruction of the Medieval Chinese Aristocracy* by Nicholas Tackett (Cambridge, Mass.: Harvard University Press, 2014)

- *Speculum* 89, 4 (2014), pp. 1156-7: *Die Urkunden der Arnulfinger* by Ingrid Heidrich (Hannover: Hahnsche Buchhandlung, 2011)

- *German Studies Review* 35, 2 (2012), pp. 385-6: *Women and Aristocratic Culture in the Carolingian World* by Valerie Garver (Ithaca: Cornell University Press, 2009)

- *H-Net Review* (January, 2013): *The Carolingian World* by Marios Costambeys, Matthew Innes, Simon MacLean (Cambridge: Cambridge University Press, 2011)

- *Speculum* 85, 4 (2010), pp. 980-981: *The Penitential State: Authority and Atonement in the Age of Louis the Pious, 814-840* by Mayke de Jong (Cambridge: Cambridge University Press, 2009)

- *Early Medieval Europe* 18, 2 (2010), pp. 225-226: *The Earls of Mercia: Lordship and Power in Late Anglo-Saxon England* by Stephen Baxter (Oxford: Oxford University Press, 2007)

- *Journal of Interdisciplinary History* 41, 1 (2010), pp. 131-132; *Charlemagne: The Formation of a European Identity* by Rosamond McKitterick (Cambridge: Cambridge University Press, 2008)

- *Early Medieval Europe* 16, 3 (2008), pp. 391-396: *The Proprietary Church in the Medieval West* by Susan Wood (Oxford: Oxford University Press, 2006)

- *Central European History* 40, 4 (December 2007), pp 721-722: *Reading in Medieval St. Gall* by Anna Grotans (Cambridge: Cambridge University Press, 2006)

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- *Speculum* 81 (January, 2006), pp. 231-232: *Kingship and Politics in the Late Ninth Century: Charles the Fat and the End of the Carolingian Empire* by Simon MacLean, (Cambridge: Cambridge University Press, 2004)

- *Central European History* 39, 2 (2006), pp. 199-203: Combined review: *History and Memory in the Carolingian World*, by Rosamond McKitterick (Cambridge: Cambridge University Press, 2004) and *The Reform of the Frankish Church: Chrodegang of Metz and the Regula canonicorum in the Eighth Century*, by M. A. Claussen, Cambridge Studies in Medieval Life and Thought, Fourth Series, 61 (Cambridge: Cambridge University Press, 2005)

- *H-Net Review* (August 2006): *Charlemagne* by Matthias Becher, trans. David S. Bachrach (New Haven: Yale University Press, 2005)

- *H-France*, vol. 5 (May 2005): *Charlemagne: Father of a Continent* by Alessandro Barbero, trans. Allan Cameron (Berkeley: University of California Press, 2004)

- *Speculum* 80, 2 (April 2005), pp. 584-586: Combined review: *Ludwig der Deutsche* by Wilfried Hartmann (Darmstadt: Primus, 2002); and *Ludwig der Deutsche und die Reichskirche im Ostfränkischen Reich* (826-876) by Boris Bigott, Historische Studien 470 (Husum: Matthiesen, Germany, 2002)

- *The Medieval On-line Review* (Nov. 11, 2004): *Political Assemblies in the Earlier Middle Ages*, Barnwell, P.S., and Marco Mostert eds., Studies in the Early Middle Ages, v. 7 (Turnhout: Brepols, 2003)

- *Speculum* 78, 1 (January, 2003), p. 163: *Der althochdeutsche Klerikereid. Bischöfliche Diözesangewalt,kirchliches Benefizialwesen und volkssprachliche Rechtpraxis im frühmittelalterlichen Baiern* by Stefan Esders and Heike Johann Mierau, Monumenta Germania Historica Studien und Texte 28 (Hannover: Hahnsche Buchhandlung, 2000)

- *Speculum* 77, 2 (July, 2002), pp. 944-945: *Transalpine Beziehungen der Karolingerzeit imSpiegel der Memorialüberlieferung* by Uwe Ludwig, Monumenta Germania Historica Studien und Texte 25 (Hannover: Hahnsche Buchhandlung, 1999)

- *Early Medieval Europe* 11, 2 (2002), pp. 180-181: *Die Germanen* by W. Pohl, Enzyklopädie deutscher Geschichte 57 (Munich: De Gruyter, 2000)

- *The Historian* 64, 3-4 (2002), pp. 826-827: *The Invasion of Europe by the Barbarians* by J. B. Bury (1967; reprint, Norton: New York, 2000)

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- *Speculum* 76, 4 (October, 2001), pp. 1085-1086: *Der Einfluss der Sarmaten auf die Germanen*, by Urs Muller (Bern: Peter Lang, 1998)

- *The Historian* 63 (2001), pp. 885-887: *The Salian Century: Main Currents in an Age of Transition*, by Stefan Weinfurter (Philadelphia: Univ. of Pennsylvania Press, 1992)

G. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

- "The Generation and Regeneration of Medieval Kinship," Medieval Academy of America Annual Meeting, University of California at Berkeley, Berkeley, California, March 26-28, 2020 (Cancelled due to COVID)

- "Genealogies and Lists of Kings," Medieval Seminar, Institute for Advanced Study, Princeton, NJ, April 23, 2019

- "Kinship and Inheritance in Early Medieval Europe," Visions of Medieval Studies in North America, University of California at Los Angeles, April 14, 2019

- "Modelling Kinship," Re-envisioning Kinship in Late Antiquity and the Middle Ages: a Workshop Provoked by Hans Hummer's book, *Visions of Kinship*, Princeton University, April 7, 2019

- Great Expectations: Genealogy, Eschatology, and History in the European Middle Ages," School of Historical Studies Colloquia Series, Institute for Advanced Study, Princeton, N. J., November 15th, 2018

- "What Role did Kinship Play in the Inheritance of Property in Early Medieval Europe?," Families in Law Symposium: Social Contexts 200-1200, Manchester, UK, July 9, 2017

- "Social Dynamics and Politics of Identity," Transformation of the Carolingian World, Institute for Advanced Studies, Princeton, NJ, May 10-11, 2016

- "Anianian Reform of Monastic Property? The Puzzle of Early Medieval Cartularies," 50th International Congress on Medieval Studies, Kalamazoo, Michigan, May 14-17, 2015

- "Carolingian Cartularies in Context," 47th International Congress on Medieval Studies, Kalamazoo, Michigan, May 10–13, 2012

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- "Family Continuity and Christian Monasticism in Late Antique Gaul," 46th International Congress on Medieval Studies, Kalamazoo, Michigan, May 12–15, 2011

- "Institutionalizing Kinship: Monasteries and Families in Early Medieval Europe," 8th European Social Science History Conference, Gent, Belgium, April 13-16, 2010

- "Archiving Power: Monasteries and Lordship in Medieval Europe," Monasteries and Secular Authorities in the pre-Millenial Medieval World, University of St. Andrews, St. Andrews, Scotland, July 8-10, 2009

- "The Production and Preservation of Documents in Frankish Europe: The Evidence of Cartularies," International Working Group on Lay Literacy in Late Antiquity and the Early Middle Ages V, Trinity College, Cambridge University, Cambridge, England, November 21-22, 2008

- "The Cartulary Evidence," Lay People, Institutions and Documents in the Early Middle Ages: A Roundtable, Annual Meeting of the Medieval Academy of America, Vancouver, British Columbia, April 3-6, 2008

- "The Alemanni: From Gentes to Ducatus II," Friends, Enemies, Neighbours: Romans and Alamanni in Late Antique Germany, University of Tennessee, Knoxville, 15-16 May, 2007

- "The Uses and Preservation of the Written Word in Early Medieval Europe: the Evidence of the Cartularies," International Working Group on Lay Literacy in Late Antiquity and the Early Middle Ages IV, University of Canterbury, Canterbury, England, November 17-18, 2006

- "The Alemanni: From Gens to Ducatus," International Medieval Congress, Leeds, England, July 10-13, 2006,

- "Merovingian Charters in Alsace," International Working Group on Lay Literacy in Late Antiquity and the Early Middle Ages III, Institut für Mittelalterforschung, Österreichische Akademie der Wissenschaften, Vienna, Austria, November 17-19, 2005

- "Kinship and Record-Keeping Institutions," International Working Group on Lay Literacy in Late Antiquity and the Early Middle Ages II, Huntington Library, Pasadena, California, November 19-20, 2004

- "Power in the Ink: Monks, Patron Families and Notaries at Weissenburg, 660 860," International Working Group on Lay Literacy in Late Antiquity and the

Early Middle Ages I, University of London, London, England, November 21 22, 2003

- "The Transformation of Lordship and Kinship in the Eleventh Century," International Conference on Kinship in Europe: The Long Run, 1300-1900, Ascona, Switzerland, September 15-20, 2002

- "The Conflict of Monastic Reform and Family Rights in the Transformation of the Aristocracy," Conference on Conflict in Medieval Europe at the Huntington Library, Pasadena, California, April 6-7, 2001

- "Monastic Property and the Construction of East Frankish Lordship in Alsace," 34th International Congress on Medieval Studies, Kalamazoo, Michigan, May 6-9, 1999

- "Family Rights and Monastic Reform in Tenth-Century Burgundy," American Society for Legal History Meeting, Seattle, Washington, October 24, 1998

- "Family Structure and Family Memory: The Rodoins and the Saargau Section of the Cartulary of Weissenburg," American Historical Association Meeting, Seattle, Washington, January 9, 1998

- "Back to the Future for a Precarial Kin-Group? The Rodoins and the Saargau Section of the Cartulary of Weissenburg," University of California Medieval Seminar, Los Angeles, California, November 16, 1996

- "The History of Franks and Alemanni: A Discontinuous Ethnogenesis," symposium on the Franks and Alamans from the Migration to the Eighth Century, Republic of San Marino, sponsored by The Center for Interdisciplinary Research on Social Stress, September 2-6, 1995

- "The Constitutional Transformation of the Alemanni and Suebi," 29th International Congress on Medieval Studies, Kalamazoo, Michigan., May 5-9, 1994

2. Invited and/or Refereed Locally/Regionally

- Roundtable: "Reforming Societies between Religion and State," Five Hundred Years of Reformation, Dept. of Classical and Modern Languages, Literatures, and Cultures, Wayne State University, September 6, 2017

- "Known Knowns, Known Unknowns, and Unknown Unknowns: The Uses and Preservation of the Written Word in Early Medieval Europe," Rackham

Interdisciplinary Workshop: "Boundary Crossing and Cultural Exchange," University of Michigan, Ann Arbor, April 9, 2007

H. Other Conference Participation

- Moderator, "Material Cultures and Texts from the Ancients to the Early Modern World," Undergraduate Research Conference, Wayne State University, Nov. 11, 2016

- Moderator, "Early Medieval Europe III: Systems of Knowledge," 51st International Congress on Medieval Studies, Kalamzoo, Michigan, May 12-15, 2016

- Co-organizer of two panels, "Monastic Normativities," and "Monks Going Wild," at the 49th International Congress on Medieval Studies, Kalamazoo, Michigan, May 8–11, 2014

- Organizer of two panels, "Breaking Down Enclosures: Monks and Society in Early Medieval Europe I and II," at the 48th International Congress on Medieval Studies, Kalamazoo, Michigan, May 9–12, 2013,

IV. SERVICE

A. Committee Assignments in Last Five Years

1. University Committee Chaired

- Curriculum and Instruction Committee of the Academic Senate (2007-2009)
- Social and Behavioral Sciences Law Group, University Research Award (2010)

2. University Committee Membership

- AP Day Planning Committee (2015-2018)
- Academic Senate (2006-2009)
- Curriculum and Instruction Committee of the Academic Senate (2006-2009)

3. Other University Service

- Midtown Detroit Inc: tree survey and lighting survey (2020-2021)

4. College/Department Committee Chaired

- Executive Committee, Dept. of History (2019, 2015-2016; 2011-2012)
- Budget Advisory Committee (2019-2020)
- Director of Undergraduate Studies (2013-14, 2003-06)

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- College Salary Committee (2011)
- Director of Graduate Studies, Dept. of History (2006-2010)
- China Search Committee, Dept. of History (2006-2007)

5. College/Department Committee Membership

- Alumni Advisory Board (2016-2018)
- Budget Advisory Committee (2019-2021)
- Contributor, Department of History Newsletter (2019)
- Search Committee for Director of the Cohn-Haddow Center (2012)
- Undergraduate Committee, Dept. of History (2019-2020, 2014-2018, 2012-2013)
- Graduate Committee (2013-14)
- College Salary Committee (2010, 2011)
- Executive Committee, Dept. of History (2019-2021, 2017-18, 2011-2012, 2009-2010)
- Personnel Committee, Dept. of History (2017-18, 2015-16, 2013-14, 2011-12, 2009-10)
- Salary Committee, Dept. of History (2019-2020, 2014-2015, 2010-2011, 2007-2008)
- College History Chair Review Committee (2009-2010)
- Advisory Committee, Humanities Center (fall 2005-2007)
- Faculty Council (2004-2007)

B. Professional Consultation

1. Consulting to Public Agencies, Foundations, Professional Associations

- Paleolithic and Neolithic Periods, Workshop for middle school world history teachers, Oakland Public Schools, March 5, 2012

C. Other Professionally Related Service

1. Manuscript Evaluations

i. Book manuscripts:

- Berghahn Books (2019)
- University of California Press (2019)
- Bloomsbury Press (2017)
- Cornell University Press (2012, 2015)
- Toronto University Press (2007)

ii. Articles

- *Traditio* (2020)
- *History Compass* (2019)
- *Speculum* (2016),
- *Journal of Medieval History* (2014),
- *Early Medieval Europe* (2012)

iii. For translation into English

- Columbia University Press, *Die Begründung Europas: Ein Zwischenbericht über die letzten tausend Jahre* by Ferdinand Seibt (Franfurt am Main: Fischer, 2002)

iv. Scholarly evaluator

- Grant proposal to the Deutsche Forschungsgemeinschaft (2020)
- *The European World, 400-1450*, a volume in Oxford University Press's series for middle schoolers, The Medieval and Early Modern World

2. Mentor and host to visiting Fulbright scholar from Moldova, Mariana Goina (2016-17)

3. Community lectures

- "Medieval Michigan: World Trade Center Architect Minoru Yamasaki and the Wayne State Campus," Bloomfield Township Public Library, October 29, 2019
- Bloomfield Township Senior Center, February 20, 2018
- Society for Active Retirees, Wayne State Oakland Center, October 30, 2017
- Society of Active Retirees, Wayne State Oakland Center, April 25, 2017

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WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Paul V. Kershaw

DATE PREPARED: February 11, 2018
DATE REVISED: September 7, 2021

OFFICE ADDRESS:
656 W. Kirby, 3094 FAB
Detroit, MI 48202

OFFICE PHONE: 313.577.2525

DEPARTMENT/COLLEGE: History/CLAS

PRESENT RANK & DATE OF RANK: Assistant Professor/January 2020

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2016/Visiting Assistant Professor
Year Awarded Tenure:
Year Promoted to Associate Professor:
Year Promoted to Full Professor:

CITIZEN OF: United States

EDUCATION:

Baccalaureate: Boston University, Boston, MA, 1990
B.S. in Mechanical Engineering

Graduate: Rensselaer Polytechnic Institute, Troy, NY, 1996
M.S. in Mechanical Engineering

New York University, New York, NY, 2014
Ph.D. in History

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Historical Association
Organization of American Historians
Society of Historians of American Foreign Relations
Social Science History Association

HONORS/AWARDS:

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

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I. TEACHING

A. Years at Wayne State 4 years

B. Years at Other Colleges/Universities (please list)

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

   (a) HIS 1400: The World Since 1945—Asynchronous (F20, W21)
   (b) HIS 1400: The World Since 1945 (F16, W17, F17, W18, F18, W19)

2. Undergraduate/Graduate

   (a) HIS 5130/7130: American Foreign Relations Since 1933 (W17, F18)
   (b) HIS 5300/7300: History of American Capitalism (F16, W18)
   (c) HIS 5070/7070: Contemporary American History: 1945 to the Present (F17, W20)
   (d) HIS 8030: Modern American History (F20)

3. Independent Studies

   (a) Neoliberalism in Latin America, Audrey Landgraff (W18)

D. Essays/Theses/Dissertations Directed

1. Master's Essays/Projects

   Directed:

   Second Reader:

   (a) James McQuaid, "Pride in the UAW: An Analysis of the UAW's Accommodation and Defense of its LGBTQ Rank and File." (June, 2018)
   (b) Michaela Lewalski, "Politics At Play : The 1985 World Festival Of Youth And Students And Its Role In Soviet And Cold War History." (April, 2020)

2. PhD Dissertations

   Directed:

   Committee Member:

   (a) Matthew Lacouture, "United Discourses, Divided Struggles: Hegemonic Contraction and Social Movements in Jordan." (June, 2021)

3. Current Graduate Students

   MA Advisees:

   (a) Dan Smith
   (b) Jason Dulany
   (c) Nick Rhein

   PhD Advisees:

   Committee Member:

   (a) James McQuaid (World History examiner, Prospectus, Dissertation)

   (b) Tom Cragg (Prospectus, Dissertation)

   (c) Alex Fleet (World History examiner, Dissertation)

   (d) Sean O'Brien (World History examiner, Dissertation)

E. Course or Curriculum Development

1. HIS 1400: The World Since 1945—ASYNCHRONOUS (2020)

   Developed entirely new PowerPoint lectures with voiceovers. Developed new reading assignments using *Perusall* web-based annotation software to provide students with collaborative group discussion and engagement with texts. Developed a new writing assignment, as well as new midterm and final exams, which could be taken through Canvas as multiple choice and short essay.

2. HIS 1400: The World Since 1945 (2016)

   Taught for the first time.

3. HIS 5130/7130: American Foreign Relations Since 1933 (2013)

   Revived a dormant course on U.S. foreign policy from the New Deal to the present.

4. HIS 5300/7300: History of American Capitalism (2016)

   Developed new advanced undergraduate/graduate course on the history of capitalism in the United States from the colonial period to the present.

5. HIS 5070/7070: Contemporary American History: 1945 to the Present (2017)

   Taught for the first time an advanced undergraduate/graduate course on United States history since 1945.

6. HIS 8030: Modern American History (F20)

   Taught for the first time a graduate research seminar on modern United States history.

F. Course Materials (Unpublished)

G. Fellowships/Grants for Course or Curriculum Development

II. RESEARCH

A. Research in Progress, Not Funded

1. "Neoliberalism and the End of Bretton Woods: A Triumph of Interests not Ideology," in Jeremy Cohan, Mark Cohen, and Suzy Lee, eds., *Undercurrents: Reclaiming the Sociology of Capitalism for an Age of Neoliberalism and Austerity* (manuscript completed, volume to be submitted summer 2020)

2. "The Historical Origins of Structural Adjustment Policy, 1965-1978," in preparation for submission to *Diplomatic History*

B. Funded Research in Last Five Years

1. Book manuscript: *Spirit of Manila: The Intellectual and Political Development of IMF Structural Adjustment Programs,1968-1982* (book manuscript in progress; book proposal solicited by University of Pennsylvania Press and by Cornell University Press)

C. Fellowships/Grants/Special Awards in Last Five Years

1. External Awards

   (a) History of Capitalism Faculty Fellowship, Charles Warren Center for the Study of American History, Harvard University, 2015-2016
   (b) Hagley Library, Exploratory Research Grant, 2014
   (c) Travel Grant, NYU, Fall 2013
   (d) Travel Grant, NYU, Spring 2013
   (a) Travel Grant, NYU, Summer 2012
   (b) Princeton Library Research Grant, 2008
   (c) O'Donnell Grant, Scowcroft Institute of International Affairs, 2008
   (d) Penfield Fellowship for Research in International Affairs, NYU, 2008
   (e) Graduate Research Award, NYU, 2007
   (f) Gerald R. Ford Foundation Research Grant, 2007

III. PUBLICATION

A. Scholarly Books Published

1. Authored

2. Co-Authored

B. Chapters

1. Authored

2. Co-Authored

C. Editorships of Books/Proceedings

D. Journal Articles

1. Refereed Journals

   (a) "Hamlet without the Prince of Denmark: Bringing Capitalism Back into the 'New' History of Capitalism," *Journal of Historical Sociology*, v33, n1 (forthcoming in March 2020)
   (b) "Averting a Global Financial Crisis: The US, the IMF, and the Mexican Debt Crisis of 1976," *International History Review*, v40, n2 (2018), 292-314.

2. Nonrefereed Journals

   (a) "Hartford Labor Militants Fight the Spanish Civil War," *Hog River Journal* 2 (2004): 18-24 (co-authored with Susan Pennybacker)

E. Papers Published in Conference Proceedings

1. Refereed Papers

2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

2. Magazines/Newspapers

3. Academic Websites/Online Communities

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition
2. Refereed or Judged: Local/Regional Competition
3. Not Refereed

J. Creative Performances

1. Outside Metropolitan Area
2. Metropolitan Area
3. Campus

K. Instructional Materials Formally Published

1. Textbooks
2. Study Guides/Laboratory Workbooks
3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

   (a) "The Spirit of Manila: The Origins and Development of IMF Structural Adjustment Programs, 1968-85," 47rd Annual Meeting of the Social Science History Association (SSHA), Philadelphia, Pennsylvania, November 11-14, 2021. (paper accepted)
   (b) "Neoliberalism and the End of Bretton Woods: A Triumph of Interests not Ideology," 43rd Annual Meeting of the Social Science History Association (SSHA), Phoenix, Arizona, November 8-11, 2018.
   (c) "Deflating Mexico, Bailing Out US Banks, and Ignoring Development: IMF Structural Adjustment in Mexico, 1974-1977," Debt, Inflation and Business in Latin America in the 1970s and 1980s conference, Lima, Peru, October 5-7, 2015
   (d) "The Ascendance of the Neoliberal Political Order: A Triumph of Interests not Ideology," Beyond the New Deal Order conference, University of California, Santa Barbara, California, September 24-26, 2015
   (e) "What is Capitalism, and How Do We Know that We Are Studying It's History?" 10th Appalachian Spring Conference in World History and Economics, Boone, North Carolina, April 10, 2015
   (f) "Deflating Mexico, Bailing Out U.S. Banks: Mexican and U.S. Officials Recognized Austerity was Inappropriate but Deflated the Mexican Economy Anyway, 1974-1977," Annual Conference of the Society of Historians of American Foreign Relations, Lexington, Kentucky, June 19-21, 2014
   (g) "Organizing the Neoliberal State in the US, 1971-1976," 38th Annual Meeting of the Social Science History Association (SSHA), Chicago, Illinois, November 21-24, 2013

(h) "Keynesian Crisis and Neoliberal Development in the US and Mexico, 1974-1976," University of Chicago Graduate Student Conference, Chicago, Illinois, April 26-27, 2013
(i) "Giving in to Orthodoxy: Mexican and IMF Officials Recognized Austerity was Inappropriate but Deflated the Mexican Economy Anyway, 1974-1977," 37th Annual Meeting of the Social Science History Association (SSHA), Vancouver, British Columbia, November 1-4, 2013
(j) "Giving in to Orthodoxy: Mexican and IMF Officials Recognized Austerity was Inappropriate but Deflated the Mexican Economy Anyway, 1974-1977," North Central Council of Latin Americanists (NCCLA) annual meeting, Holland, Michigan, September 28, 2012
(k) "Mexican Economic Authorities Critique the Monetary Approach to the Balance of Payments, 1975-1976," NYU Political Economy Graduate Student Conference, New York, New York, May 25-27, 2012
(l) "Choosing Between Default and Deflation: Mexican Economic Authorities and the Foreign Exchange Crisis of 1976," 7th Appalachian Spring Conference in World History and Economics, Boone, North Carolina, April 14, 2012
(m) "Negotiating Structural Adjustment: Mexico and the IMF 1973-1977," Graduate History Symposium, University of Toronto, Toronto, Ontario, February 3-4, 2012

2. Invited and/or Refereed Locally/Regionally

3. Chair, Comment, and Session Organization

(a) "Discourses of Development: Exploring New Perspectives on U.S. Aid Abroad in the Early Cold War," chair and comment at Annual Conference of the Society of Historians of American Foreign Relations, Washington, DC, June 22-24, 2017
(b) "Diplomacies of Interdependence in the Long 1970s," organizer at Annual Conference of the Society of Historians of American Foreign Relations (SHAFR), Lexington, Kentucky, June 19-21, 2014
(c) "Economic Restructuring and the Fate of Unionism," chair and comment at the 38th Annual Meeting of the Social Science History Association, Chicago, Illinois, November 21-24, 2013

M. Invited Seminars or Lectures Presented in Last Five Years

1. Invited talk with Onur Ozgode, April 29, 2020, for his Global Capitalism course at Northwestern, section on "Guardians of Neoliberal Globalization: The International Monetary Fund." (via Zoom)
2. "What is Capitalism and How Do We Know We Are Studying It's History," Humanities Center Brown Bag Talk, Wayne State University, October 9, 2018.
3. "Deflating Mexico, Bailing Out US Banks, and Ignoring Development: IMF Structural Adjustment in Mexico, 1974-1977," History of Capitalism Workshop, Charles Warren Center for Studies in American History, Harvard University, November 30, 2015
4. "Debt Crisis and Developmental Deadends," invited lecture for a graduate seminar on "The Cold War as Global Conflict: 1968-1991," New York University, Department of History, February 15, 2012

5. "The Politics of the Postwar International Economic Order," invited lecture for a graduate seminar on "The Cold War and After," New York University, Department of History, February 10, 2010

N. Other Scholarly Work

1. Researcher, The Hartford Studies Project, Trinity College, Hartford, 2000-2003

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

3. College/Department Committee Chaired

4. College/Department Committee Membership

   (a) CLAS/History—Elections Committee, 2019-21
   (b) CLAS/History—Salary Committee, 2019-21
   (c) CLAS/History—Undergraduate Committee, 2017-21
   (d) CLAS/History—History Speaker Series, 2016-2017

D. Positions Held in Professional Associations in Last Five Years

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline

2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

2. Editorial Board Memberships

3. Manuscript Review

   (a) *Journal of Historical Sociology*, two manuscripts, 2019

H. Other Professionally Related Service

I. Community Engagement

WAYNE STATE UNIVERSITY
Professional Record

Date Prepared: 11-02-84
Date Last Revised: 3-10-2021

NAME: **Marc W. Kruman**
Office Address: **3155 Faculty Administration Bldg.**
Telephone No.: **313-577-2525**

Home Address: 10434 Ludlow
Huntington Woods, MI 48070
Telephone No.: (248) 506-5122

DEPARTMENT/COLLEGE: **History/Liberal Arts**

PRESENT RANK & DATE OF RANK: **Distinguished Service Professor, 2020**

WSU APPOINTMENT HISTORY:

Year Appointed/Rank	**1975/Instructor**
Year Awarded Tenure	**1982**
Year Promoted to Associate Professor	**1984**
Year Promoted to Professor	**1995**
Year Promoted to Distinguished Service Professor	**2020**

DATE & PLACE OF BIRTH: **December 13, 1949; Brooklyn, New York**

CITIZEN OF: **U.S.A.**

EDUCATION:

High School: **H. Frank Carey High School, Franklin Square, N.Y., 1967**

Baccalaureate: **B.S., New York State School of Industrial and Labor Relations at Cornell University, 1971**

Graduate: **M.A., Yale University, 1973**
M.Phil., Yale University, 1973
Ph.D., Yale University, 1978

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

Mellon Faculty Fellow, Harvard University, 1980-1981

Marc W. Kruman (elec. Sig.) 3/10/2021

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Historical Association
Organization of American Historians
Society for Historians of the Early American Republic

HONORS/AWARDS:

Board of Governors Distinguished Faculty Fellowship, 2003-2005
Fulbright Senior Lecturer, University of Rome, January-June, 1999
Board of Governors Faculty Recognition Award, 1998, 1985
Richard Barber Research Award, WSU Center for Legal Studies, 1995
President's Award for Excellence in Teaching, 1994
Wayne State University Humanities Center Research Award, 1994
Best Article Award for the best article published in the Journal of the Early Republic in 1992
R.D.W. Connor Award for the best article published in the North Carolina Historical Review in 1987
National Endowment for the Humanities, Fellowship for Independent Study and Research, 1985-86
Andrew W. Mellon Faculty Fellowship in the Humanities at Harvard University, 1980-81
Wayne State University Faculty Research Award, 1979, 1983, 1988
Yale University Prize Teaching Fellowship (awarded for excellence in teaching), 1975
George D. Kilborn Memorial Fund Fellowship, Yale University, 1973-74
University Fellowship, Yale University, 1971-72, 1972-73, 1974-75

I. TEACHING

A. Years at Wayne State 44

C. Courses Taught at Wayne State

1. Undergraduate

History 2040 (Regular and Honors sections): American Foundations
History 205 (Regular and Honors sections): Modern America
History 320: Slavery, Racism, and Anti-Semitism (team taught)
History 3995: The History of American Politics
History 3998: History of U.S. Presidential Elections
History 3998: History of Citizenship
Honors 4250: Contemporary History of Citizenship
History 2040: Online
Honors 4250: Contemporary History of Citizenship (online)
History 3995: Contemporary History of Citizenship (online)

2. Graduate

History 5030:	**The Early Republic, 1789-1850**
History 5040:	**The Civil War and Reconstruction**
History 6010:	**Studies in the History of Citizenship**
History 7830:	**Methods and Research in History**
History 8020:	**Seminar in the History of 19th Century America**

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year:

Sabine Wyrsch, M.A., thesis, "James Gordon Bennett, Horace Greeley, and the American Response to the French Revolution of 1848," 1979
Suzanne Carol Schuelke, M.A. thesis, "Social Reform in Michigan in the 1870s," 1987
Peter D. Slavcheff, Ph.D. dissertation, "The Temperate Republic," 1987.
Michael O. Smith, M.A., thesis, "The First Michigan Colored Infantry: A Black Regiment in the Civil War," 1987.
Jon Rabin, M.A., thesis, "`A Firebrand Thrown Among Us:' Michigan Democrats and the Wilmot Proviso 1846-1850," 1993
Kathleen Peltier, M.A. essay, "James K. Polk and Presidential War Powers," 1993
Johnie D. Smith, Ph.D. dissertation, "The Black Codes," 1994
John Mousty, M.A., thesis, "The Trammels of Territory: The Toledo Border War and Michigan's Admission Struggle," 1994.
Kevin Pettit, M.A., thesis, "From Territory to Statehood: The Beginning of the Second Party System in Michigan, 1828-1937," 1995.
James Craft, M.A., thesis, "Federal Legislation to End the Slave Trade, December 1806 to March 1807, viewed as a Milestone in Sectional Relations," 1996.
David A. Collins, M.A. thesis, "Words Become Things." Absentee Civil War Soldiers and Ohio Election Law," 2003
Jeffrey Powell, M.A. Essay, "The American Centennial and the Transformation of American Patriotism," 2004.
Steven Scherr, "The Presidential Election of 1876 in Florida," M.A. Essay, 2005.
David Hopkins, M.A. Essay, 2007
James Johnson, M.A. Essay, 2007
Jerold Sommerville, M.A. Essay, "Fort Pillow," 2008
Frederick Strickland, "Between Heaven and Earth: The 14th Amendment and Prohibition in Michigan," M.A. Essay, 2008
John Moore, "The Black Tariff," M.A. Essay, 2008
Gabriel Kikas, "Brook Farm and the Practice of Citizenship," M.A. Essay, 2008
John A. Moore, Ph.D. dissertation
David A. Collins, Ph.D. dissertation

Merry Scofield, Ph.D. Dissertation,
Lynda Litogot, Ph.D. Dissertation

II. RESEARCH

A. Funded Research—Internal

a. **Citizenship for Health Project, $100,000, Fall, 2016-2018 (Office of the Vice President for Research)**
b. **Citizenship for Health Project, $10,000, 2019-2020, Charles F. Kettering Foundation.**

B. Contract

a. **Detroit Future City: training in the practices of dialogue and deliberation, $12,000, 2019, Community Foundation of Southeastern Michigan**
b. **Detroit Future City: conducting deliberation of the members of the Detroit Housing Compact, $5,000, February-March, 2020**

C. Fellowships/Grants/Special Awards in Last Five Years

Graduate Research Assistantship, 2002-2005
WSU Board of Governors Distinguished Faculty Fellowship, 2003-2005
Fulbright Fellowship, University of Rome, 1999
WSU Board of Governors Faculty Recognition Award, 1998, 1985
Award for Best Article published in The Journal of the Early Republic in 1992.
R.D.W. Connor Award for the best article published in the North Carolina Historical Review in 1987.
National Endowment for the Humanities, Fellowship for Independent Study and Research, 1985-1986
Mellon Faculty Fellowship in the Humanities at Harvard University, 1980-1981
Wayne State University Faculty Research Award, 1979, 1983, 1988

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored

***Between Authority and Liberty: State Constitution Making in Revolutionary America* (Chapel Hill: University of North Carolina Press, 1997, paperback ed., 1999).**
***Parties and Politics in North Carolina, 1836-1865* (Baton Rouge: Louisiana State University Press, 1983).**

Edited

The Meaning of Citizenship, **edited by Richard Marback and Marc W. Kruman, Series in Citizenship Studies (Detroit: Wayne State University Press, 2015)**

B. Chapters Published

1. Authored

"The Changing Meaning of Citizenship in Detroit during the Bankruptcy," in Bryan Turner and Jürgen Mackert, *The Changing Meaning of Citizenship* (Routledge, 2017), 118-136.

"Is Participation Decline Inevitable as Generations Age? Insights from African American Elders," co-authored with Jennie Sweet-Cushman, Mary Herring, Lisa J. Ficker, Cathy Lysack, and Peter A. Lichtenberg, *Generations: Rethinking Age and Citizenship* Series in Citizenship Studies (Detroit: Wayne State University Press, 2015)

"William Henry Harrison," in Alan Brinkley, ed., *Reader's Companion to the American Presidency,* (Boston: Houghton-Mifflin, 2000)

"John Tyler," in Alan Brinkley, ed., *Reader's Companion to the American Presidency* (Boston: Houghton-Mifflin, 2000)

"Legislatures and Political Rights," in Joel H. Silbey, ed., *Encyclopedia of the American Legislative System* (New York: Scribners, 1994).

"Suffrage," in Eric Foner and John Garrity, eds., *Reader's Encyclopedia of American History* (Boston: Houghton-Mifflin, 1991).

"Democratic Party," in *Dictionary of Afro-American Slavery* (Westport, Conn.: Greenwood Press, 1988).

"Historical Methods: Implications for Nursing Research," in Madeline M. Leninger (ed.), *Qualitative Research in Nursing* (New York: Grune and Stratton, 1985).

"Abraham Lincoln," in Howard R. Lamar, editor, *Reader's Encyclopedia of the American West* (New York: Thomas Y. Crowell, 1977,) revised ed., 1999 pp. 666-667.

D. Journal Articles Published

1. Refereed Journals

"The Second American Party System and the Transformation of Revolutionary Republicanism," *Journal of the Early Republic*, 12 (Winter 1992), 509-537.

"Thomas L. Clingman and the Whig Party in North Carolina: A Reconsideration," *North Carolina Historical Review*, LXIV (January, 1987), 1-18.

"Dissent in the Confederacy: The North Carolina Experience," *Civil War History*, 27 (December 1981), 293-313.

"Quotas for Blacks: The Public Works Administration and the Black Construction Worker," *Labor History*, 16 (Winter 1975), 37-51.

2. Invited Review Articles

"Reconsidering the North Carolina Experience," *North Carolina Historical Review*, LXII (July, 1985).

H. Book Reviews Published

1. Academic Journals

Donald Cole, The Presidency of Andrew Jackson, in *Journal of American History* (1994)

Greg Cantrell, The Limits of Southern Dissent, in *Georgia Historical Quarterly* (1994)

Lloyd Ambrosius, ed., A Crisis of Republicanism: American Politics in the Civil War Ear, in *Journal of American History*, (Sept., 1991).

Lacy K. Ford, Origins of Southern Radicalism: The South Carolina Upcountry, 1800-1860, in *Georgia Historical Quarterly*, (1990).

Don E. Fehrenbacher, Constitutions and Constitutionalism in the Slaveholding South, in *North Carolina Historical Review* (July, 1990), 462-463.

Mark W. Summers, The Plundering Generation, in *Civil War History*, 1988.

Eli N. Evans, Judah P. Benjamin: The Jewish Confederate, *in North Carolina Historical Review*, LXV (1988), 511-512.

William E. Gienapp, The Origins of the Republican Party, 1852-1856, *in Georgia Historical Quarterly*, (1987) 556-558.

Fredrick Siegel, The Roots of Southern Distinctiveness, in *Journal of the Early Republic* 8 (1988), 404-405.

John Edmundson, Francis W. Pickens and The Politics of Destruction,in *Journal of American History* (1987), 1065.

Joanna Shields, The Line of Duty: Maverick Congressman and the Development of American Political Culture, 1836-1860, in *Journal of the Early Republic*, 6 (1986), 322-324.

Roberta Sue Alexander, North Carolina Faces the Freedmen: Race Relations during Presidential Reconstruction, 1985-1867 (Durham, N.C., 1985), in *Civil War History* (June, 1986), 159-160.

Robert Durden, The Self-Inflicted Wound: Southern Politics in the Nineteenth Century, in *Virginia Magazine of History and Biography*, 94 (1986), 482-484.

Leonard P. Curry, The Free Black in Urban America: The Shadow of the Dream and Phyllis F. Field, The Politics of Race in New York: The Struggle for Black Suffrege in the Civil War Era, in *Social Science History*, 9 (Winter, 1985), 115-120.

Horace Raper, William W. Holden, North Carolina's Political Enigma (Chapel Hill, 1985) in *American Historical Review*, 90 (1985), 1273.

Dale Baum, The Civil War Party System: Massachussetts, 1848-1876 in *Journal of*

American History **(1985), 150-151.**

William J. Cooper, Jr., Liberty and Slavery: Southern Politics to 1860 in *Journal of American History* (1984), 123-124.

Terry L. Seip, The South Returns to Congress in *North Carolina Historical Review* (1984), 515-516.

2. In Magazines/Newspapers

William S. Powell, North Carolina (New York: W.W. Norton, 1977), and Richard N. Current, Wisconsin (New York: W.W. Norton, 1977), in the *Greensboro Daily News*, November 6, 1977.

L. Papers Presented

1a. Invited and/or Refereed Internationally or Nationally

"Citizenship for Health," Society for Community Research and Action Biennial, June 26-29, 2019, Chicago, IL

"The Creation of an American Political Community," CISRUL Conference on Political Community," University of Aberdeen, Aberdeen, Scotland, June 2014

"Civic Education and the Liberal Arts," Conference on Liberty and the Liberal Arts, Saint Anselm College, New Hampshire Institute of Politics, April 16-18, 2010.

"Citizenship and Republicanism in Revolutionary America," Fulbright Lecture Series, University of Leipzig, Leipzig, Germany, April 7, 1999

"Amistad," delivered at the conference on The Metaphor of the Journey in American Cinema, University of Macerata, Macerata, Italy, April, 1999.

"The Suffrage in Revolutionary America," Organization of American Historians, Anaheim, California, 1993.

"Political Economy, Citizenship, and Parties: The Transformation of Revolutionary Republicanism in the Nineteenth Century," Society for Historians of the Early Republic Meeting, Worcester, Mass., July, 1988.

"Republican Ideology and 19th Century American Political Historiography," American Historical Association Meeting, Washington, D.C., December, 1987.

Guest lecturer on 19th century American politics, N.E.H. Summer Institute on the Constitution and American Politics, Grand Valley State College, Allendale, Michigan, July, 1986.

"The Politics of Southern Sectionalism, 1843-1848," paper presented at the annual meeting of the American Historical Association, Chicago, December 1984.

"Southern Politics and the Sectional Crisis," paper presented at the annual meeting of the Canadian Historical Association, Guelph, June, 1984.

"The Secession Crisis in North Carolina," paper presented at the Citadel Conference on the South, Charleston, S.C., April, 1981; Charles Warren Center Seminar in the American History, Harvard University, Cambridge, Massachusetts, April, 1981; Faculty Seminar, North Carolina State University, April, 1981.

Discussant at Symposium entitled, "John Brown: An Abolitionist's Values Reconsidered," at the Detroit Institute of Arts, October, 1978.

1b. Commentator at National Conferences

Chair and commentator for session on nineteenth-century southern politics at the annual meeting of the Social Science History Association, Baltimore, Md., November, 1993.

Commentator for session entitled "Southern Whigs and Reform" at the annual meeting of the Society for Historians of the Early American Republic, Gettysburg, Pa., July, 1992.

Chair and commentator for session entitled "Unionism in the Upper South during the Secession Crisis," Citadel Conference on the South, Charleston, S.C., April, 1987.

Commentator for session entitled, "Southern Violence during Reconstruction," at the annual meeting of the Organization of American Historians, Cincinnati, April, 1983.

M. Invited Seminars or Lectures

"The Impeachment of Andrew Johnson," lecture for Professor Sandra VanBurkleo's course on impeachment
"One Health: A Debate," Global Health, Justice, and the Environment Conference, WSU, September 10, 2019
"Citizenship for Health," presented at CEnR symposium, WSU School of Medicine, June 2019
"Tikkun Olam [Repairing the World] and the Meaning of Citizenship," Sholem Alechem Institute, October 7, 2018
"Confederate Memorials," WSU Humanities Center, October 2017.
"The Humanities and Student Civic Engagement," WSU Humanities Center, December 2016
"Citizenship in Detroit during the Bankruptcy, WSU Humanities Center, December 2015
"Civic Engagement and the University Curriculum," WSU Humanities Center, September 11, 2013
"Tenure and Promotion," Chair Development Workshop, February 2015
"The Tenure Process," WSU Panel Discussion, February 19, 2010
"The Age of Industrialism," Lecture, Macomb Intermediate School District and

Oakland Schools, November 2009.

"The History of Citizenship," Lecture, WSU Honors Program, February 2007.

"The Second American Party System," Oakland Schools, December 2006

"The Birth of the American Republic, Oakland Schools, October 2006.

"The Coming of the Civil War," Lecture, SOAR, Wayne State University, April 2005.

Panel Discussion, "Altruism," Academic Conference on Altruism," Holocaust Memorial Center, Farmington Hills, MI, November, 2004

"The Underground Railroad and the Coming of the Civil War," Fulbright Association Lecture, October, 2004

"Constitutional Development in Revolutionary America," University of Kassel, Kassel, Germany, June 1999.

"The Suffrage in Revolutionary America", University of Cologne, Cologne, Germany, June, 1999.

"New York City in the Nineteenth Century," Center for American Studies, Rome, Italy, May, 1999.

"Reconstruction," Flint Public Library, June, 1991

"The Coming of the Civil War," Flint Public Library, April 8, 1991

"Sister Republics? Reflections on the French & American Revolution," with Samuel F. Scott, WSU, April 4, 1990.

"The Impeachment and Trial of Andrew Johnson", Civil War Roundtable, March 15, 1990.

Bruce and William Catton, Two Roads to Sumter, Livonia Public Library, September 12, 1989.

"Party Politics and Union victory," Civil War Regimental Roundtable, June, 1988.

"Civil War Politics," Abraham Lincoln Civil War Roundtable, April, 1988.

"The Political Lincoln," Detroit Rotary Club, February 10, 1988.

"The Historian as Detective," Merit Scholar Day Lecture, 1987.

N. Other Scholarly Work

a. Co-Coordinator, Conference in Citizenship Studies, 2007, 2008, 2010-2020

b. Coordinator, Annual New Scholars Conference in Citizenship Studies, 2004-2006

c. Coordinator, Lecture Series in Citizenship Studies, 2003—

d. Coordinator, The Many Faces of Patriotism Conference, September 2003

e. Coordinator, *Brown* v. *Board of Education and Its Legacies,* 2004

f. Coordinator, Annual Corporate Citizenship Symposium, 2004—

g. My work as Director of the Center for the Study of Citizenship directly led to the following publications:

i. *The Many Faces of Patriotism*, edited by Philip Abbott, (Rowman & Littlefield, 2007)

ii. *Brown* v. *Board of Education,* special edition, *Wayne Law Review* (Fall 2004)

iii. "Corporate Citizenship and the Law," *Wayne Law Review* (Fall 2005)

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

Founding Director, Center for the Study of Citizenship, 2002--
Chair, Department of History, 1995--2015
Acting Director of Graduate Studies, 1994-1995
Acting Director of Graduate Studies, Fall, 1991
Acting Chair, Department of History, May-June 1989
Director, Detroit-Dearborn History Teaching Alliance, 1988-1989

C. Committee Assignments in Last Five Years

1. University Committees Chaired

Co-Chair, University Sesquicentennial Celebration Committee, 2016-2018
Chair, Search Committee, Director of the Cohn-Haddow Center for Judaic Studies, 2012.
Founder and Academic Coordinator, AP Day, 2001-2019

2. University Committee Membership

Member, General Education Sub-Committee on Engaged Learning, 2016-2017
Member, Search Committee, Director, Walter L. Reuther Library, 2014
Reviewer, Community Leadership Awards, Martin Luther King Jr. Day Luncheon, 2014.
Member, Search Committee, Director, Walter L. Reuther Library, 2011-12
Member, President's Taskforce for WSU—Arab-American Relations, 2011
Member, Review Committee, Walter L. Reuther Library, 2010
Member, Review Advisory Panel, Art and Art History, 2009-10
Member, Review Committee, Undergraduate Research Awards, 2004
Member, Selection Committee, Distinguished Faculty Fellowship Award, 2004
Member, Steering Committee, Chair Development Seminars
Member, Administration Negotiating Committee, GEOC, 2001
Member, Search Committee, Law School Dean, 1997-1998
Review Panel for Graduate-Professional Scholarship, 1998
Review panel for Rumble Fellowship, 1993
Review Advisory Panel, Peace & Conflict Studies, 1993
Review Advisory Panel, Law School, 1991
Provost's Art XXIII Committee on Archives Promotion Procedures, 1987
General Education Implementation Committee, 1988-1991

3. College/Department Committees Chaired

Chair, Search Committee, Chair, Department of Sociology, 2012-13
Chair, Search Committee, Interim Chair, Department of English, 2008
Chair, Review Committee, Director of Chicano-Boricua Studies, 2008
Chair, Committee on Jewish Studies, 2007-2010
Chair, Economics Department Chair Search Committee, 2005

Chair, Sociology Department Chair Search Committee, 2003
Graduate Committee, 1994-1995; fall, 1991
Curriculum and Instruction Committee, 1988-1991, 1993-1994
Undergraduate Committee, 1982-1985
Honors Committee, 1983-1985

4. College/Department Committee Membership

Executive Committee, 2016-2017
Graduate Committee, 1991, 1993-1995
Undergraduate Committee, 1975-1985
Salary Committee -- numerous times
Personnel Committee -- numerous times, 2016-2018
Honors Committee, 1983-1985
Planning Committee, 1982-1984
Labor History Conference Committee, 1982-1983
Subcommittee on Graduate Admissions, 1982
Liberal Arts Honors Council, 1983-1984
Honors Committee, for NEH Challenge Grant, 1983-84
College Task Force on the Curriculum, 1987-1989
Dean's Performance Evaluation Committee, (College Salary Committee) 1987

D. Positions Held in Professional Associations

Program Committee, Society for Historians of the Early Republic, 1990
Membership Committee, Southern Historical Association, 1982-84

E. Membership in Public or Private Agencies

Member, Board of Directors, University of Michigan Academic Freedom Fund, 2012--2015
Member, Board of Directors, International Institute of Metropolitan Detroit, 2009--2012
Member, Michigan Advanced Placement Advisory Council, 2002-2004
Member, interim Board of Directors of the Michigan Lawyer Chapter of the American Constitution Society for Law and Policy, 2005

F. Professional Consultation

3. Consulting to Public Agencies, Foundations, Professional Associations

a. Interview, Detroit Free Press, October 9, 2018, Frank Witsil on protests
b. Interviews, Fox 2 News, WWJ Radio, Detroit News on Civic Festival and Naturalization Ceremony, September 17, 2018
c. Interview, on Naturalization Ceremony for "One Detroit," a new show on WTVS, September 17, 2018

d. Interview, Stephen Henderson, Detroit Today, February 5, 2020 about the political implications of Pres. Trump's impeachment and acquittal; August 31, 2019

Interviews with Stephen Henderson, most recently about the history of presidential State of the Union Addresses, February 2018

Interview, Paul Smith Show, WJR, on Presidents' Day, 2018

Numerous interviews on Detroit Today with Stephen Henderson, 2016-2017, on the history of presidential elections, power in American society fifty years after the Kerner Commission Report and on the incarceration of Japanese-Americans during World War II, Citizen Dialogues (five interviews in the last academic year)

Interview, Fox-2 News on Francis Scott Key, racism and the Star Spangled Banner, Fall 2016

Interview with Voice of America on the presidency of John Tyler, November 2014.

Evaluator, Civic 50 (the top 50 corporate community engagement programs), National Conference on Citizenship, 2013

Member, Taskforce to Establish Social Studies Standards, Michigan Department of Education, 2007--

Member, Review Panel, National Endowment for the Humanities, Summer Institutes and Seminars, 2005

Michigan Secretary of State, E-Democracy Working Group, 2004

Interview with Voice of America on the history of woman suffrage, aired May 14, 1993

Member, Review Panel, American Council of Learned Societies Grants-In-Aid, 1988

Reviewer of proposals for the National Historical Public Records Commission, 1984

Reviewer of proposals for the National Endowment for the Humanities, 1984

Member, Review Panel, National Endowment for the Humanities Summer Stipends, 1985, 1987

G. Journal/Editorial Activity

Co-General Editor, "Citizenship Studies" Series, WSU Press, 2015--2017

2. Editorial Board Memberships

Member, Editorial Board, Journal of the Early Republic, 1993-1997

H. Other Professionally Related Service

In 2021, Professor Kruman was a complainant in two "dark money" complaints brought before the Federal Election Commission, represented by Citizens for Responsibility and Ethics in Washington.

In 2020-2021, under his supervision, the Center trained five WSU students to mentor Detroit high school civic literacy clubs; hosted a dialogue on safety and justice in a Detroit neighborhood (August 2020); hosted a dialogue on policing with the Detroit Police Department and other groups (February 2021). Kruman served as a facilitator in all the the

programs. The Center also is collaborating with the Shoah Foundation Institute of the University of Southern California on the screening and discussion of the film, *The Promise*, on the Armenian genocide, to be held in April 2021.

Reviewed chapters of an American history textbook for Scott, Foresman, 1983
Reviewed article submitted for publication in Civil War History, 1984
Reviewed study guide for American history text published by Alfred A. Knopf, August 1985
Reviewed proposal for a southern history textbook for Prentice-Hall, September 1985
Reviewed article for the Journal of American History, 1987, 1988, 1989
Review of book-length manuscript on pre-Civil War Kentucky politics for the University of Kentucky Press, June 1986
Prepared examination questions for the Educational Testing Service, June 1986
Reviewed a manuscript for Brigham Young University, which is considering the author for tenure in the history department, September 1986
Reviewed book-length manuscript for the Louisiana State University on the slavery controversy in Missouri, February 1987
Reviewed American textbooks for Prentice-Hall, March 1987
Reviewed biography of General A. S. Williams for the Wayne State University Press, August, 1987.

Reviewed manuscript on DeWitt Clinton & New York politics for the Journal of the Early Republic, 1991
Reviewed manuscript on the concept of popular sovereignty for the Journal of the Early Republic, 1993.
Reviewed manuscript on politics in the 1830s for the Journal of the Early Republic, 1993
Reviewed manuscripts on Jacksonian politics and on the Know-Nothings for the Journal of American History, 1993.
Reviewed manuscripts on American constitutional thought in the 1790s and on the Anit-Masonic party for the Journal of the Early Republic, 1994.
Reviewed manuscript for the Journal of Southern History, September, 1996.
Reviewed manuscript for Journal of American History, 1997.
Reviewed book manuscript of the History of the Right to Vote for Basic Books, 1999.

Selective Salary Evaluation
Departmental Report - Faculty
College of Liberal Arts & Sciences
(Evaluation Period April 1, 2020-March 31, 2021)

Name: Janine Lanza Rank: Associate Professor

Department HISTORY

Evaluation: Please provide a rating between 1 and 4 for EACH of the 3 criteria, with "1.0" being the best score. Note: Scores should be in increments of 0.5. Do NOT use "+" or "-"

Scholarship: _____ **Teaching:** _____ **Service:** _____

Comments and Explanations:

Scholarship:
In the three year window Lanza has published two peer-reviewed journal articles, two chapters in peer-reviewed edited volumes and several book reviews in scholarly journals. She delivered a paper at an international conference in 2018 and in March 2021. Lanza also wrote three op-ed pieces for newspapers that saw wide readership. She was on research leave (one semester of leave for finishing the GSW directorship and one semester of sabbatical) for the 2019-2020 academic year. She wrote three book chapters during that leave, making progress toward finishing her two current research projects ("Chopped" and "Home Rule"). She has been a Humanities Center fellow and presented research in progress there as well.

Teaching:
Lanza taught three semesters of the three year window. She was on research leave for two semesters and served as acting chair for one semester. She taught her service course, HIS 2605, and a new undergraduate methods course. That course, HIS 3000, was organized around the French Revolution. It is part of the revamped undergraduate curriculum, teaching students crucial methodological knowledge. Her SET scores (detailed below) were above average for the department.

Service:
In the three year window, Lanza was the director of the Gender, Sexuality and Women's Studies program, chaired the History Department executive committee and served as acting chair of the History department. At the university level, she was a member of the QWSU board and the Humanities Center board. She served as a liaison to the Committee on the Status of women. In the History department she was a member of the graduate committee, the salary committee and the NALHC committee.

_____ _____ 3/5/21

Chair Date Faculty Member Date

Instructor: Lanza Janine

As Of: Mar 2, 2021

Access ID: ao1605

College: College of Liberal Arts and Sciences

Testing, Evaluation and Research Services
Longitudinal Report

Time: 1:59:28 PM

Report ID: SET004

Semester	Department	Course	CRN	Response	Response Rate	Mean of Q1	Median of Q1	Mean of Q2	Median of Q2	Mean of Q24	Median of Q24	Mean Sum	Department Mean Sum	SPA Mean	SPB Mean	SP Mean Sum	Department SP Mean Sum
Winter 2019	History	HIS 2605	25395	31 of 47	66.0%	4.5	5	4.6	5	4.8	5	14.0	12.2	4.3	4.3	8.6	7.8
Fall 2018	History	HIS 2605	14480	76 of 116	65.5%	4.2	4	4.2	4	4.4	5	12.8	12.4	4.3	4.2	8.4	8
Fall 2018	History	HIS 3000	17671	10 of 14	71.4%	4.7	5	4.6	5	4.9	5	14.2	12.4	4.1	4.0	8.1	8

Q1.How would you rate this course?
Q2.How much have you learned in this course?
Q24.How would you rate the instructor's teaching in this course?7.8
SPA. Before enrolling, I had an interest in the subject matter of this course.
SPB. I wanted to take this course.

COVID impact statement

The onset of the coronavirus epidemic disrupted my sabbatical leave and research activity. I had booked a trip to Paris to work in the archives during March 2020. I was not able to go. While I have continued to work on my book manuscript, there is no denying that my progress has been impeded by the inability to travel to archives and libraries.

Like my colleagues, I have had to learn how to use educational technology in order to teach my courses online. I enrolled in the OTL course design sprint last summer and have done ongoing training with the OTL since then to have the best possible understanding of how to design and run an online class. The investment in training, while worthwhile in terms of teaching my students this semester, is one that I will likely not use past this year as we move back to campus teaching.

I have child and elder care responsibilities that have been complicated by the COVID epidemic as well. I have had to manage two teenagers doing virtual learning and while that does not require the kind of supervision younger children need, my spouse and I have had to manage their needs. I am also responsible for the care of an elderly relative which has been challenging this past year.

I am sure I would have been more productive, especially in the last months of my leave, had this pandemic not taken place.

Three-Year Summary of Professional Activities
April 1, 2018-March 31, 2021

Janine Lanza
Department of History

(Ongoing activities and activities completed during the current evaluation period are highlighted)

1) Teaching:
   A) Courses Taught
      1) HIS 2605: Women, Gender & Sexuality in the Modern World (F18, W19, F21)
      2) HIS 3000: Historian's Craft (French Revolution) (F18)
   B) Major changes in existing courses
      1) HIS 2605: Women, Gender & Sexuality in the Modern World (W21)
   C) New courses
      1) HIS 3000: Historian's Craft (French Revolution) (F 18)
   D) Graduate Advising
   E) Awards
      1) Humanities Center Fellow (2019-2020: 2020-2021)
2) Scholarship:
   A) Books: authored
   B) Books: edited
   C) Refereed Articles
      1) "Out Front but Invisible: Women's Work in Parisian Guilds," *Historická demografie* vol. 43, no. 2 (December 2019): 183-196 (2nd year).
      2) "Women's revolution," forum assessing Pierre Schoeller's 2018 film *Un peuple et son roi* in *Fiction and Film for scholars of France* April 2019 (vol. 9, no. 4) (2nd year)
   D) Chapters and Un-refereed Articles
      1) "Women and Work: Fourteenth to Seventeenth Centuries." In *Oxford Bibliographies in Renaissance and Reformation* edited by Margaret King (New York: Oxford University Press, 2019) (2nd year).
      2) Workplace Culture," in *A Cultural History of Work in the Age of Enlightenment* edited by Deborah Simonton and Anne Montenach (Bloomsbury, 2018): 77-94. Winner of the 2019 PROSE award for Multivolume/Humanities work (3rd year).

      NOTE: BOTH OF THESE CHAPTERS WERE PEER REVIEWED
   E) Creative Shows/Exhibits
   F) Editorships (journals, book series)

G) Book Reviews

1) Review of Mia Korpola and Anu Lahtinen, eds. *Planning for Death: Wills and Death-Related Property Arrangements in Europe, 1200-1600* in *Renaissance Quarterly* Spring 2020 (vol. 73, issue 1): 269-271.
2) Review (in French) of Raffaella Sarti, Anna Bellavitis and Manuela Martini (Eds.) *What is Work? Gender at the Crossroads of Home, Family, and Business fromt eh Early Modern Era to the Present* in *Clio, Femmes, Genre, Histoire* 2019 (vol. 2, no. 50): 314-315.
3) Review of Beatrice Moring and Richard Wall, *Widows in European Economy and Society, 1600-1920* in *Continuity and Change* July 2019 (vol. 34, no. 2).
4) Review of Katie Jarvis, *Women in the Marketplace: Work, Gender, and Citizenship in Revolutionary France* in *Women's History Review* November 2019 (vol. 28, no. 6).

H) Reprints of articles

I) Presentations: Invited papers and lectures

1) International
   (a) "Keeping the Books and Rocking the Babies: the Productive and Reproductive Labor of Women in Artisanal Workshops," European Social Science History Conference (Leiden, virtual), March 2021.
   (b) "Out Front but Invisible: Women's Work in Parisian Guilds," Invisible Hands: Reassessing the History of Work Conference, University of Glasgow, May 2018.
2) National
3) Regional
4) Local

J) Other conference participation

K) Grants and Fellowship

L) Awards

M) Honors

N) Other: Public Scholarship

1) "Why the Guillotine may be less cruel than execution by slow poisoning," *The Conversation*, October 2019. Shared across more than 20 publications including PRI, Newsweek and the San Francisco Chronicle.
2) "U.S. Women's Soccer team win a statement on inequality in sports," *Detroit Free Press*, July 2019.
3) "Americans' Enthrallment with British Royalty." *Detroit News*, May 10, 2018.

O) Special Considerations

3) Service

A) University

1) QWSU Board (2015-present)
2) Faculty Advisor, GSW Student Organization (2017-2019)
3) Humanities Center Board (2017-2019)
4) Liaison, Committee on the Status of Women at Wayne (2015-2019)
5) Women's Resource Center Group, Dean of Student's Office (2017-2019)

B) College

1) Acting Chair, Department of History (Fall 2020)
2) Advisory Board, Gender, Sexuality & Women's Studies Program (2009-present)

C) Department

1) Graduate Committee (2013-present)
2) Executive Committee, 2018-20-19 (chair); Ex officio member (F 2020)
3) NALHC conference committee (2002-present)

D) Professional Organizations, Review Panels

1) Austrian Science Foundation grant reviewer (2019-2020)
2) Chair, Program Committee, Society for French Historical Studies Annual Meeting (2018-2019)
3) Chair, American Historical Association, Bernadotte E. Schmidt Fellowship Selection Committee (2017-2019)

E) Manuscript Evaluations

F) Special Considerations

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Janine Lanza

DATE PREPARED: 3/15/2003
DATE REVISED: 3/4/2021

OFFICE ADDRESS: 3115 F/AB

HOME ADDRESS: 1890 Norwood Dr
Grosse Pointe Woods, MI 48236

OFFICE PHONE: 577-2525

HOME PHONE: 313-882-2493

DEPARTMENT/COLLEGE: History/Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, August 2008

WSU APPOINTMENT HISTORY: August 2002

Year Appointed/Rank: August 2002, Assistant Professor
Year Awarded Tenure: 2008
Year Promoted to Associate Professor: 2008
Year Promoted to Full Professor:

CITIZEN OF: United States

EDUCATION:

Baccalaureate: University of Chicago, Chicago, IL, June 1987
Graduate: Cornell University, Ithaca, NY, June 1992 (MA), August 1996 (PhD)
Postgraduate (postdoctoral): Mellon Postdoctoral Fellowship, Newberry Library, Chicago, IL, 1999-2000 academic year
Licensure:
Certification:

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):
Appalachian State University, Boone, NC – Assistant Professor, 1996-2002
Cornell University, Ithaca, NY – Lecturer, Spring 1996
SUNY - Cortland – Lecturer, 1995-96

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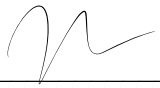
signature:  03/05/21

PROFESSIONAL SOCIETY MEMBERSHIP(S):
Society for French Historical Studies
Western Society for French History
Sixteenth Century Studies
American Society for Legal History

I. TEACHING

A. Years at Wayne State – 17.7 years

B. Years at Other Colleges/Universities (please list) –

Appalachian State University (with one year off for a Postdoctoral grant), 5.0 years

Lecturer, Cornell University, 0.5 years

Lecturer at SUNY - Cortland, 1.0 years

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate:

History 1300 – Europe & the World, 1500 to 1945

History 2605/GSW 2600 – Women, Gender & Sexuality in the Modern World

History 3000 – Historian's Craft: French Revolution

History 3995 – Gender in Modern Europe

History 3995 – History of Paris

History 3995 – Jane Austen's World

History 5251/GWS 5030 - History of Feminism

History 5400 - Early Modern Europe

History 5410 – The French Revolution & Napoleon

History 5660 – France Since 1815

2. Graduate:

History 6000 – Gender in Modern Europe

History 6000 – History of Paris

History 6000 – Jane Austen's World

History 5251/7251; GSW 5030: History of Feminism

History 5400/7400 – Early Modern Europe

History 5410/7410 – The French Revolution & Napoleon

History 5660/7660 – France Since 1815

History 8235 – Seminar in Early Modern Europe

History 8240 – Seminar in Modern Europe

History 9900 – Teaching College History

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Maria Wendeln, Dissertation, "Princess on the Margins: Toward a New Portrait of Madame Elizabeth of France" (May 2015)

Robert Pfaff, Masters Thesis, "Rubber vs. Rail: A History of Detroit Street Railways, 1922-1956" (May 2015)

Timothy Borbely, Masters Thesis, "Radical Journalism in Revolutionary Paris" (March 2013)

Peter Dolan, Masters Thesis, "The Spanish Armada: Historiography and an Examination of its Role in Empires" (December 2009)

Maureen MacLeod, Masters Thesis, "Madame Récamier and Reconstituted Salons under Napoléon I" (May 2008)

Dwayne Little, Masters Essay, "Georges Clemenceau: Peace Among Friends" (May 2007)

Chris Swanson, Masters Essay, "The Polish Campaign" (May 2007)

Anna Dubosc, Undergraduate Honors Thesis, "Dr. Larrey and French Revolutionary Medicine" (December 2006)

Meghan Mika, Undergraduate Honors Thesis, "Women of the Belle Époque: Representation and Reality" (May 2005)

II. RESEARCH

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years

"Chopped: A Cultural History of the Guillotine"

"Home Rule: Gender, Law, and the Early Modern French State"

C. Fellowships/Grants/Special Awards in Last Five Years

Humanities Center Fellow (2019-2020; 2020-2021)

Research Enhancement Program award, OVPR, Wayne State University (June 2016)

Research Assistantship Award, February 2014 (for 2014-2015 academic year)

Career Development Chair Award, April 2012

Board of Governors Faculty Recognition Award for Scholarship and Learning, April 2009

Resident Fellow, Eisenberg Institute for Historical Studies, University of Michigan, Ann Arbor, January-August 2008

University Research Grant, Wayne State University, April 2007-April 2008

NEH Summer Seminar, "Revolution and Changing Identities in France, 1787-1799," The Newberry Library, Chicago, Illinois, July 2001

University Research Council Grant, Appalachian State University, June 2001

NEH Postdoctoral Research Fellowship, The Newberry Library, Chicago, Illinois, August 1999-August 2000

Bernadotte E. Schmidt Research Fellowship, American Historical Association, Summer 1998

Andrew Mellon Dissertation Completion Fellowship, Cornell University, September 1993-August 1994

Bourse Chateaubriand, French Cultural Attaché, September 1992-July 1993

Einaudi Foundation Fellowship, September 1991-June 1992

Mario Einaudi Summer Research Fellowship – Summer 1989

III. PUBLICATION

A. Scholarly Books Published

1. Authored

From Wives to Widows in Early Modern Paris: Gender, Economy and the Law (in press: Aldershot: Ashgate, 2007). Part of series "Women and Gender in the Early Modern World."

B. Chapters Published

1. Authored

"Women and Work: Fourteenth to Seventeenth Centuries." In *Oxford Bibliographies in Renaissance and Reformation* edited by Margaret King (New York: Oxford University Press, 2019).

"Workplace Culture," in *A Cultural History of Work in the Age of Enlightenment* edited by Deborah Simonton and Anne Montenach (Bloomsbury, 2018): 77-94. Winner of the 2019 PROSE award for Multivolume/Humanities work.

"Women, law and business formation in early modern Paris," in *Gender, Law and Economic Well-Being in Europe from the Fifteenth to the Nineteenth Century. North versus South?*, eds. Anna Bellavitis and Beatrice Zucca Micheletto (Routledge, 2018): 242-253.

"Women and Work," in *The Ashgate Research Companion to Women and Gender in Early Modern Europe* eds. Allyson Poska, Jane Couchman and Katherine McIver (March 2013).

"Les veuves d'artisans dans le Paris du XVIIIe siècle," in *Veufs, veuves et veuvage dans la France d'ancien régime*, Nicole Pellegrin and Colette H. Winn, eds. (Paris: Éditions Champion, 2003: 109-120).

C. Journal Articles Published

1. Refereed Journals

"Out Front but Invisible: Women's Work in Parisian Guilds," *Historická demografie* vol. 43, no. 2 (December 2019): 183-196.

"Women's revolution," forum assessing Pierre Schoeller's 2018 film *Un peuple et son roi* in *Fiction and Film for scholars of France* April 2019 (vol. 9, no. 4). Published online

"Women Minding the Store in Eighteenth Century France," *Early Modern Women: An Interdisciplinary Journal* 2015 (vol. 10, no. 1): 131-139.

"Les veuves dans les corporations parisiennes au xviiie siècle," *Revue d'histoire moderne et contemporaine* 2009 (vol.56, #3) : 92-122.

"After Father's Death: Authority and Conflict in the Eighteenth-Century French Household," *The History of the Family* 2008(vol. 13, #1): 71-84.

"What is the Law if not the Expression of the Rights of Man and Reason? The Champ de Mars Massacre and the Language of Law," *Law and History Review* 19(2) 2001: 283-310.

D. Book Reviews Published

1. Academic Journals

Review of Mia Korpola and Anu Lahtinen, eds. *Planning for Death: Wills and Death-Related Property Arrangements in Europe, 1200-1600* in *Renaissance Quarterly* Spring 2020 (vol. 73, issue 1): 269-271.

Review (in French) of Raffaella Sarti, Anna Bellavitis and Manuela Martini (Eds.) *What is Work? Gender at the Crossroads of Home, Family, and Business from the*

Early Modern Era to the Present in *Clio, Femmes, Genre, Histoire* Fall 2019 (vol. 2, no. 50): 314-315.

Review of Beatrice Moring and Richard Wall, *Widows in European Economy and Society, 1600-1920* in *Continuity and Change* July 2019 (vol. 34, no. 2).

Review of Katie Jarvis, *Women in the Marketplace: Work, Gender, and Citizenship in Revolutionary France* in *Women's History Review* November 2019 (vol. 28, no. 6).

Review of Alexia Yates, *Selling Paris: Property and Commercial Culture in the Fin-de-Siècle Capital* in *Journal of Interdisciplinary History* Winter 2017 (vol. 47, no. 3)

Review of Beatrice Zucca Micheletto, *Travail et propriété des femmes en temps de crise (Turin, XVIIIe siècle)* in *Continuity and Change* May 2016 (vol. 31, no. 1)

Review of Nina Kushner, *Erotic Exchanges: The World of Elite Prostitution in Eighteenth Century Paris* in *Journal of Modern History* March 2016 (vol. 88, no. 1)

Review of Daryl Hafter and Nina Kushner, eds. *Women and Work in Eighteenth-Century France* in *American Historical Review* Feb. 2016 (vol. 121, issue 1)

Review of Anne Scott, ed. *Experiences of Poverty in Late Medieval and Early Modern England and France* in *H-France Review* September 2015 (vol. 15, no. 119)

Review of Anna Bellavitis and Isabelle Chabot, eds. *La justice des familles: Autour de la transmission des biens, des savoirs et des pouvoirs (Europe, nouveau monde, XIIe–XIXe siècles)* in *Renaissance Quarterly* Winter 2014 (vol. 67, no. 4)

Review of Matthew Gerber, *Bastards: Politics, Family and Law in Early Modern France* in *H-France Review* August 2013 (vol. 13, no. 98)

Review of Morag Martin, *Selling Beauty: Cosmetics, Commerce, and French Society, 1750-1830* in *Journal of Social History* September 2011 (vol.45, no. 3)

Review of Alessandro Stanziani, editor *La qualité des produits en France. (XVIII-XXe siècles)* in *H-France Review* October. 2010 (vol. 10, no. 167)

Review of Mary Trouille, *Wife-abuse in eighteenth-century France* in *Law and History Review* August 2010 (vol. 28, no. 3)

Review of Jef Tombeur, *Femmes et métier du livre* in H-France Reviews 2010 (vol. 10)

Review of Alyssa Sepinwall, *The Abbé Grégoire and the French Revolution: the Making of Modern Universalism* in *The Historian* 2008(vol. 70, #1).

Review of Bridget Hill, *Women Alone: Spinsters in England, 1660-1850* in *Albion* 35(1) 2003: 126-27.

OTHER PUBLICATIONS:

"Why the Guillotine may be less cruel than execution by slow poisoning," *The Conversation*, October 2019. Shared across more than 20 publications including PRI, Newsweek and the San Francisco Chronicle.

"U.S. Women's Soccer team win a statement on inequality in sports," *Detroit Free Press*, July 2019.

"Americans' Enthrallment with British Royalty." *Detroit News*, May 10, 2018.

E. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

"Keeping the Books and Rocking the Babies: the Productive and Reproductive Labor of Women in Artisanal Workshops," European Social Science History Conference (Leiden, virtual), March 2021.

"Out Front but Invisible: Women's Work in Parisian Guilds," Invisible Hands: Reassessing the History of Work Conference, University of Glasgow, May 2018.

"Getting to France as a Midcareer Historian," Roundtable on Professional Development, Western Society for French History, Reno, NV, November 2017

"Working Women's Lives in Early Modern France," Invited Panel in Honor of James Collins, Georgetown University. Society for French Historical Studies, Washington D.C., April 2017

"Women, Law and Business Formation in Early Modern Paris," Nord vs. Sud? Genre, droit et économie dans l'Europe modern, Rouen, France, November 2016

"Women and Business: Paris and its Guilds," European Social Science History Conference, Valencia, Spain, April 2016

"Women's Roles in Business Formation in Eighteenth-Century Paris," Western Society for French History Meeting, Chicago, IL, November 2015

"Wills, Marriages and Women's Wealth in Sixteenth-Century France," Sixteenth Century Studies Conference, Vancouver, BC, October 2015.

"Library-Faculty Collaboration for Digital Scholarship: Partnerships, Knowledge Sharing and Skill Building from the Ground Up," Digital Scholarship Colloquium, Case Western University, November 2014

"Laughing the Master Down: Artisans and Emotions in Eighteenth-Century France," European Social Science History Conference, Vienna, Austria, April 2014

"Women Buying their Future: the Role of Credit in Female Financial Strategies," Society for French Historical Studies, Boston MA, April 2013

"Monetary Policy and Assignats during the French Revolution: A Response," Center for European Studies, Ann Arbor, MI December 2012

"Artisan Worker Resistance," North American Labor History Conference, Detroit, MI October 2012

"Artisan Culture and Industrializing Europe," Social Science History Association Conference, Boston, MA November 2011

"Women and the World of Work, 1500-1800," Sixteenth Century Studies Conference, Fort Worth, TX, October 2011

"Women, Men and the Marriage Contract: How Families Shaped and Fulfilled Domestic Behavior," Society for French Historical Studies, Phoenix, April 2010

"Siblings, Marriage and Wealth in Old Regime France," European Social Science History Conference, Lisbon, Portugal, February 2008.

"Family Wealth and Marriage Settlements for Siblings in Early Modern Paris," Western Society for French History, Albuquerque, NM, November 2007.

"Women and Guilds: Re-evaluating the Patriarchal Character of Corporate Work," Keynote Roundtable: "Women and the Economy: Challenging Paradigms of Women's and Gender History," Western Society for French History, Colorado Springs, September 2005.

"Inheritance, Wealth and Marriage in Early Modern Paris," American Society for Legal History, Austin, TX, October 2004

"Women as Entrepreneurs: Widow-Mistresses in Eighteenth-Century Paris," Western Society for French History, Lubbock, TX, September 2004

"The Use of Credit by Widows: Strategies for Survival and Prosperity," Western Society for French History, Los Angeles, California, November 2000.

"Widows and Guilds: Female Relationship to the Elite World of Work," Society for French Historical Studies, Phoenix, Arizona, March 2000.

"Civil Law and Family Relations in Old Regime France," Society for French Historical Studies, Washington, DC, March 1999.

"After Father's Death: Gender and Violence in the Eighteenth-Century Family," American Society for Eighteenth-Century Studies, South Bend, Indiana, April 1998.

"Widows in the Workshop and the process of Mentorship," Society for French Historical Studies, Ottawa, Canada, March 1998.

"Unmarried Women and the Family of the Eighteenth-Century," History of the Family Conference, Ottawa, Ontario, May 1997.

"Women in the Guild Workshop: Old Regime Privilege in the Eighteenth-Century World of Work," Society for French Historical Studies, March 1996.

"Legal Space and Daily Practice of Widows in Early Modern Paris," American Historical Association, January 1996.

2. Invited and/or Refereed Locally/Regionally

Justice, Equality and Punishment during the French Revolution: Humanities Center, Wayne State University, October 2019

"Heads Lost & Found: Rationalizing the Guillotine" Humanities Center, Wayne State University, January 2017

"Laughing the Master Down: Emotions and Eighteenth-Century Parisian Guilds," Michigan State University, Lansing MI January 2013

"Women in Seventeenth Century France," DSGR-French Heritage Society, Detroit Public Library, November 2010

"Families and Inheritance in Early Modern Paris" Humanities Center, Wayne State University, December 2005

"Women and the Public Sphere in France" for the Women's History Month session on "Women as Leaders in the Public Sphere: Past & Present," Wayne State University, March 2004

"Sharing the Wealth: Inheritance in Law and Practice," Romance Languages Research Forum, Wayne State University, November 2003

F. Invited Seminars or Lectures Presented in Last Five Years

"Les maîtresses-veuves des corporations parisiennes du XVIIIe siècle : entre les normes et la nécessité, " *Journée d'études*, École des Hautes Études en Sciences Sociales, Paris, France, May 2014

"Misogyny and the Law: How Early Modern Legal Commentators Interpreted Civil Law" Stanford Legal History Workshop, Stanford University, Palo Alto, February 2011

IV. SERVICE

A. Committee Assignments in Last Five Years

1. University Committee Membership

QWSU Board (2015-)

Faculty Advisor, GSW Student Organization (2017-2019)

Humanities Center Board (2015-2019)

Liaison, Committee on the Status of Women (2015-2019)

Women's Resource Center Group, Dean of Students Office, (2017-2019)

Sabbatical Committee, (2017)

CIAC-I Committee (2011-2014)

Selection Committee, Career Development Award (2013)

Selection Committee, Board of Governors Faculty Recognition Award (2012)

Selection Committee, Graduate Professional Scholarship Award (2012)

Faculty Senate (2009-2012)

University Research Grant Selection Committee (2008)

International Studies Co-Major Committee (April 2007-present)

Student Due Process Faculty Panel (2005-present)

2. College/Department Committee Chaired

Acting Chair, Department of History (Fall 2020)

Director, Gender, Sexuality and Women's Studies Program (2014- 2019)

Chair, Executive Committee (2018-2019)

Early American History Search, Chair (2013-14)

Executive Committee, Chair (2012-13)

Women's Studies Program Director Search (2010)

2003-2011

3. College/Department Committee Membership

Graduate Committee (2003-2007; 2010-2012; 2013 – 2019; 2020-21)

Advisory Board, Gender, Sexuality and Women's Studies Program (2009-present)

North American Labor History Conference, formerly Coordinator and Chair

Salary Committee (2003-05; 2006-2007; 2009-2010; 2011-2012; 2015-2016; 2017-2018)

Advisory Board, Center for the Study of Citizenship (2012-2014)

Chair Search Committee, (2014-2015)

Personnel Committee (2016-17)

Undergraduate Committee (2007-2009; 2013-2014)

Executive Committee (2011-2013)

United States Urban History Search Committee (2010-2011)

Library Committee (2005-2006)

Modern German History and Russian History Search Committees (2002-03)

B. Positions Held in Professional Associations in Last Five Years

Grant Reviewer, Austrian Science Fund (2019-2020)

Chair, Program Committee, Society for French Historical Studies Annual Meeting, Indianapolis (2018-2019)

Chair, American Historical Association, Bernadotte E. Schmidt Fellowship Selection Committee (2017-2019)

American Society for Legal History Conference Committee (2011-2013)

Council Member, Western Society for French History, National Governing Board (2006-2009)

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: Osumaka Likaka

DATE PREPARED: August 18, 1994
DATE REVISED: March 23, 2020

OFFICE ADDRESS:
656 W. Kirby, 3094 FAB
Detroit, MI 48202

OFFICE PHONE: 313-577-2525

DEPARTMENT/COLLEGE: History/CLAS

PRESENT RANK & DATE OF RANK: Associate Professor Professor/August 1998

WSU APPOINTMENT HISTORY:

Year Appointed/Rank	1994/Assistant Professor
Year Awarded Tenure:	1998
Year Promoted to Associate Professor:	1998
Year Promoted to Full Professor:	

CITIZEN OF: United States of America (USA)

EDUCATION:

Baccalaureate:	University of Lubumbashi, DRC, 1979 B.A., Faculté des Lettres, Department of History
Graduate:	University of Lubumbashi, DRC, 1981 M.A., Faculté des Lettres, Department of History.
	University of Minnesota, Minneapolis, MN, 1991 Ph.D., History

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FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

Assistant Professor, Hunter College, The City University of New York, 1992-1994

Postdoctoral Teaching Fellow, Frederick Douglass Institute, University of Rochester, 1991-1992

Instructor, University of Minnesota, 1990-1991

signature: 03/23/20

Research Associate, Centre d'Etudes et de Recherches Documentaires sur l'Afrique Centrale, Université de Lubumbashi, 1982-1984

PROFESSIONAL SOCIETY MEMBERSHIPS:

Societe des Historiens Congolais
Membre du CERDAC

HONORS/AWARDS:

2003	Career Development Chair, Wayne State University
1999	National Endowment of Humanities Fellowship
1998	CLAS Teaching Award, Wayne State University
1996-97	Humanities Center Fellowship, Wayne State University
1996	Graduate School Grant, Wayne State University
1993-94	PSC-CUNY Research Award, City University of New York
1991-92	Frederick Douglass Institute Postdoctoral Fellowship, University of Rochester,
1991-92	Graduate School Doctoral Dissertation Fellowship, The University of Minnesota
1987-89	ACLS/SSRC International Doctoral Dissertation Research Fellowship

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I. TEACHING

A. Years at Wayne State 26 years

B. Years at Other Colleges/Universities 3 years

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

   (a) HIS 1610 African Civilizations to 1800
   (b) HIS 1610 African Civilizations since 1800
   (c) HIS 3950 History of Central Africa
   (d) HIS 3330 Civilizations of the Nile Valley: Egypt and Nubia
   (e) HIS 3996 Wars and Societies in Central Africa

2. Graduate

   (a) HIS 6000 History of Central Africa

(b) HIS 7830 Methods and Research in History

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed

1. Master's Essays

(a) Anita M. Williams, "Katherine Dunham: An African-American Cultural Icon," 2003 (Advisor)

2. PhD Dissertations

(a) Kofi Nsia-Pepra, "Robust Peacekeeping? Confronting the Failures of Traditional Peacekeeping in Preventing Human Rights Violations," Department of Political Science," 2008 (History; committee member)
(b) Eric James Montgomery, "Converting the Converters: The Transforming Power of Ewe Gorovodu in Modernity," 2005 (Anthropology; committee member)

II. RESEARCH

A. Research in Progress, Not Funded

"Colonialisme et Stereotypage au Congo, 1870-1960," a book project that analyzes stereotypes of colonial agents attributed to Congolese groups from the time of military conquests to the end of colonization in 1960. Expected completion: July 2015.

B. Funded Research in Last Five Years

C. Fellowships/Grants/Special Awards in Last Five Years

1. External Awards:

(a) National Endowment for the Humanities Fellowship, 1999
(b) PSC-CUNY Research Award, City University of New York, 1993-1994
(c) Graduate School Doctoral Dissertation Fellowship, The University of Minnesota 1990-1991
(d) ACLS/SSRC International Dissertation Research Fellowship, 1987-89

2. Internal Awards:

(a) GSAS Career Development Chair, Wayne State University, 2003

(b) Humanities Center Fellowship, Wayne State University, 1996-97
(c) Graduate School Grant, Wayne State University, 1996

III. PUBLICATION

A. Scholarly Books Published

1. Authored

(a) *Naming Colonialism: History and Collective Memory in the Congo, 1870-1960.* Madison: University of Wisconsin Press, 2009
(b) *Rural Society and Cotton in Colonial Zaire.* Madison: University of Wisconsin Press, 1997.

2. Co-Authored

B. Chapters Published

1. Authored

(a) "Forced Cotton Cultivation and Social Control in the Belgian Congo," in A. Isaacman and R. Roberts, eds., *Cotton, Colonialism, and Social History in Sub-Sahara Africa*," 200-220. Portsmouth: Heinemann, 1995.

2. Co-Authored

C. Editorships of Books/Proceedings

D. Journal Articles Published

1. Refereed Journal

(a) "Colonialisme et Clichés Sociaux au Congo Belge," *Africa* 52 (1997): 1-27.
(b) "The Mbole *Conseil des Chefs et Notables* and the Politics of Negotiations, 1910-1960," *Anthropos* 92 (1997): 471-483.
(c) "Rural Protest: The Mbole Against the Belgian Rule, 1894-1959," *International Journal of African Historical Studies* 27 (1994) 3: 589-617.

2. Invited Review Article
3. Nonrefereed Journals

E. Papers Published in Conference Proceedings

1. Refereed Papers
2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books
2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals
2. Magazines/Newspapers
3. Academic Websites/Mailing Lists

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition
2. Refereed or Judged: Local/Regional Competition
3. Not Refereed

J. Creative Performances

1. Outside Metropolitan Area
2. Metropolitan Area
3. Campus

K. Instructional Materials Formally Published

1. Textbooks
2. Study Guides/Laboratory Workbooks
3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

(a) "Cultural Transformation, Colonial Relations, National Formations: Africa and Europe," Center for West European Studies, Washington University, Seattle, 2003
(b) "Sobriquets et production d'histoire," presented at the Université de Lubumbashi, Lubumbashi, DRC, 2000
(c) "Comparative Colonialism: Africa and Oceania," presented at "Re-Imagining Indigenous Cultures," University of Hawaii at Manoa, 1999

(d) "Commodity Production and Social Control in Colonial Zaire," University of Minnesota-Stanford Conference on the Social History of Cotton, Minneapolis, 1992

2. Invited and/or Refereed Locally/Regionally

(a) "Naming, Colonialism, and Everyday Life in the Congo, 1870-1960," WSU Humanities Center, Brown Bag Colloquium Series, 2008
(b) "Talking Under one's Breath: Praise Names and Strategic Ambiguities," Congo and Visuality Workshop, 11-13, Ann Arbor, University of Michigan, 2007
(c) "Colonialism, Nicknaming and the Collective Memory," Department of History Colloquium, Wayne State University, Detroit, 2006
(d) "Talking Under One's Breath: Praise as Voice of Protest," WSU Humanities Center, 2005
(e) "Colonial Nicknames as Collective Memory and History," presented at "Politics, Culture and Youth in the New Congo: A Symposium on Political Change in Africa," University of Michigan, Ann Arbor, 1997
(f) "Colonialism, Social Clichés and Collective memories in the Belgian Congo, 1870-1960," WSU Humanities Center Faculty Fellows Conference, Detroit, 1997
(g) "Workers' and Peasants' consciousness in the Belgian Congo, 1890-1960," North American Labor History Conference, Detroit, 1996
(h) "Colonialism and Social Clichés in the Belgian Congo," Consortium-Oakland University, University of Michigan-Dearborn and Wayne State University, Oakland University, Auburn Hills, 1996

M. Invited Seminars or Lectures Presented in Last Five Years

N. Other Scholarly Work

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

(a) Member, Career Development Chair Selection Committee, 2007

3. College/Department Committee Chaired

(a) Chair, African History Search Committee, 2010-2011
(b) Co-Chair, African History Search Committee, 2002-2003

4. College/Department Committee Membership

(a) Graduate Committee, 2009-2011
(b) Salary Committee, 2010-2011
(c) Search Committee, Chinese History, 2006-2007

D. Positions Held in Professional Associations in Last Five Years

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

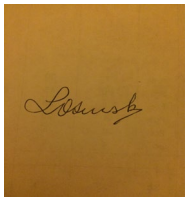
1. Public Presentations as an Expert in Discipline
2. Testimony before Public Bodies
3. Consulting to Public Agencies, Foundations, Professional Associations
4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships
2. Editorial Board Memberships

H. Other Professionally Related Service

(a) Manuscript reviewer for University of Wisconsin Press, Wayne State University Press, *International Journal of African Historical Studies*
(b) Member, Review Panel, University Of Minnesota-Duluth, Department of History, 2000, 2010
(c) Member, Advisory Panel for "Through African Eyes: The European in African Art, 1500 to Present" exhibit, Detroit Institute of Arts, 2010
(d) "Introduction to African History," presented at the Charles H. Wright Museum of African American History, Detroit, 2004
(e) "Faces of Colonialism," presented at Detroit Teachers' Conference, 1996
(f) "Introduction to African History," presented for Detroit High Schools (Wayne State University), 1994
(g) Speaker, "African and African Diaspora Films Series," Wayne State University, 1995-2003



WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: Elizabeth Dorn Lublin

DATE PREPARED: January 29, 2002
DATE REVISED: June 20, 2021

OFFICE ADDRESS:

3095 Faculty/Administration Building

HOME ADDRESS:

5012 N. Redfarn Way,
W. Bloomfield, MI 48323

OFFICE PHONE: 313/577-2725
[Department office]

HOME PHONE: 248/683-8569

DEPARTMENT/COLLEGE: History, College of Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor, August 2010

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2001, Instructor
Year Awarded Tenure: 2010
Year Promoted to Associate Professor: 2010
Year Promoted to Full Professor:

CITIZEN OF: United States

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: Yale University, New Haven, CT, 1991
Graduate: A.M. in Japanese Studies, University of Michigan, Ann Arbor, MI, 1994
Ph.D. in History, University of Hawaii at Manoa, Honolulu, HI, 2003
Postgraduate (postdoctoral):
Licensure:
Certification: Inter-University Center for Japanese Language Studies, Yokohama, Japan, 1997

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):
[Not administrative appointments; see below.]

signature: Elizabeth D. Lublin 06/20/21

PROFESSIONAL SOCIETY MEMBERSHIP(S):

Association for Asian Studies
Midwest Japan Seminar
Midwest Conference on Asian Affairs
Alcohol and Drugs History Society
Society Science History Association
American Association of University Professors

HONORS/AWARDS:

College of Liberal Arts and Sciences Excellence in Teaching Award, Wayne State University, 2008-09
Bunka-Bungaku Prize, Inter-University Center for Japanese Language Studies, 1997

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

Association for Asian Studies Member Directory
Directory of History Departments, Historical Organizations, and Historians
Directory of Japan Specialists and Japanese Studies Institutions in the United States and Canada

I. TEACHING

A. Years at Wayne State

Twenty

B. Years at Other Colleges/Universities (please list)

One year as a graduate assistant, University of Hawaii at Manoa, 1994-95

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

HIS/ASN 1710: History of Modern East Asia
HIS 3000: The Historian's Craft: Hiroshima and Nagasaki in History and Memory [online winter 2021]
HIS/ASN 3870: History of Japanese Pop Culture [online fall 2020 and winter 2021]

HIS 3995: Special Topics in History: History of Japanese Pop Culture
HIS/ASN 5855: Readings in the History of Premodern Japan / Premodern Japan
HIS/ASN 5865: Readings in the History of Modern Japan / Modern Japan
HIS/ASN/GSW 5875: Gender in Modern East Asia [online fall 2020]

2. Graduate

HIS/ASN 5855: Readings in the History of Premodern Japan / Premodern Japan
HIS/ASN 5865: Readings in the History of Modern Japan / Modern Japan
HIS/ASN/GSW 5875: Gender in Modern East Asia [online fall 2020]
HIS 6000: Studies in Comparative History: History of Japanese Pop Culture
HIS 6000: Studies in Comparative History: Hiroshima and Nagasaki in History and Memory [online winter 2021]

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Writing intensive essays for the Asian Studies major:
Natalie Harshman, "Comparing Japanese and Chinese Cultural Diplomacy," 2021 [joint with Honors thesis]
Sasha LaPonsa, "Feminism and Misogyny in Japanese Pop Culture and Its Impact on the Status of Women," 2021
Angelo Machuca, "A Modern Tale of Historic Japanese Figures," 2021
Jaida Mitchell, "Modernization of Youkai: *Inuyasha*," 2021
Kaitlyn Burke, "Cyberpunk Anime: An Expression of Japanese Anxiety in a Modern World," 2020
Matthias Reed, "Japanese Private Railroads' Unique Pop Culture," 2020
Dylan Shepard, "Chinese and Korean Influence on Japanese Culture," 2019 [joint with Global Studies]
Kira Walton, "Neo-Confucianism vs. Confucianism," 2019
Kyle Brillantes, "The *Hibakusha*: Expression of Victimization and Traumatization Through Children's Books, Manga, and Memoirs," 2019
Molly Minamyer, "Post WWII Japanese Film on Both Domestic and Global Stages," 2019
Alexandria Sewell, "Art and *Hibakusha*," 2019
Joseph Walmsley, "The Decline of Japan's CD Juggernaut in the Age of Digital Streaming," 2018
Sara Justice, "*Aggretsuko*: Kawaii Culture Proving a Point," 2018
Mary Krusz, "*Guro*," 2018
Catherine Grazik, "Spirits Past and Present: Yokai in Modern Manga," 2018
Dennis Nosis, "The Effect of Local Pop Culture on International

Consumers of Video Games," 2018
Nour Alaouie, "Buddhism in the Tokugawa Period," 2018
Wan Wang, "A Topographical Approach: What Motivated the Japanese to Pursue the Second Sino-Japanese War?" 2018
Ashley Walker, "How *Hibakusha* Stories Contribute to the Narrative of Japanese Victimization," 2017
Laura Bateman, "Feminism in Japan: The Women's Liberation Movement of the 1970s," 2017
Kyla Fischer, "Gender Ambiguity of Tokugawa Art and Fiction: Gender Construction of Edo Japan," 2017
LaKrista Ridgeway, "Marriage and Family Life in Japan," 2017
Alex Weber, "The Effectiveness of LGBT+ Activism in China: A Synergy of Government and Stigma," 2017
Erica Lofton, "Uchimura Kanzo: Patriotism Through the Christian Faith," 2015
Angel Delgado, "Emperor Hirohito and Wartime Japan," 2015
Liam Holley, "Women and Zen Buddhism in Japan," 2015
Dania Khan, "Folktales in Japan: From Oral Tradition to Mascots," 2015
Emi Mitsusada-Boylan, "Weaknesses and Hindrances to the Spread of Gender Equality in Prewar Japan," 2015
Khalid Alrifai, "Samurai Honor," 2015
Munirah Kokumo, "The Impact of Buddhism versus Confucianism in Pre-modern Japanese Society," 2015
Manal Nizam, "Grief in Travel," 2015
Chance Caballero, "The Significance of the Female Aristocracy in Heian Society," 2015
Pachi Lee, "Hibakusha Suffers Through Negative Impacts of the Atomic Bomb," 2015
Patricia Truong, "Birth Control Policy Changes," 2014
Felicia Jackson, "Japanese Women on the Home Front during Wartime from 1931 to 1945," 2014
Michael Oben, "Delusive Regulation of the Sex Industry in Edo and Meiji Period Japan," 2014
Robert Shelton, "Fall of the Samurai Class in the Late Tokugawa and Early Meiji Periods," 2014
Victoria Eichbauer, "U.S. Perspectives on Japanese Women: How Stereotypes Affect a Cultural Understanding, 2014
James Quain, "Japan's Incursion into Manchura," 2014
Stephanie Copeland, "The Rape of Nanjing and its Effects on Sino-Japanese Relations," 2013
Andrew Kauffman, "The Rise of Mitsui: *Jouzu* or Just Lucky?" 2013
Sophocles Sapounas, "A Closer Look in How Tradition Affected the Advancement of Modernity for Women in Japan," 2013
Chelsea Thompson, "Teenage Girls Developing Identity with *Shoujo Manga*," 2013
Christina MacLean, "Women's Influence on Men in Japanese Literature,"

2012
Rebecca Emanuelsen, "Imported Doctrine and Japanese Contact with the Ainu," 2011
Bobinetta Lambert, "Suicide in Japan," 2011
Eric Fleury, "The People's Rights Movement," 2010
Laura Merucci, "Hiratsuka Raicho and the Development of Japanese Feminism," 2009
Ian Strzyzewski, "Taisho Democracy," 2009
Joseph Sindone, "Burakumin," 2009
Emily Roberts, "Geisha," 2006
Patrice Rapin, "Empress Dowager Cixi," 2006
Caren Bales, "Feminism in Japan," 2006

Writing intensive essays for the Global Studies major:
Catherine Gracik, "Japan and Korea: Interactions from the Fourth to the Sixteenth Centuries and Implications of the Horserider Theory," 2019
Julie Madacki, "Christianity in Japan," 2019
Dylan Shepard, "Chinese and Korean Influence on Japanese Culture," 2019 [joint with Global Studies]

University Honors thesis:
Natalie Harshman, "Comparing Japanese and Chinese Cultural Diplomacy," 2021 [joint with Asian Studies]
Alisha Ubl, "The Evolution of Honor and Shame in Tokugawa Japan," 2014

McNair Scholar Program mentor:
Sandra Petrey, 2018-Dec. 2019

MAPH advisor:
Alyssa Noch, Jan. 2021-present

Reader for MA thesis/MAPH project:
Genevieve Prange, www.ninjamuseum.com, Feb. 2021-present
Sean O'Brien, "The American Pantheon: Comics, Creators, and Capitalists," 2019
James Campbell, "The Roots of Bloody Sunday," History, 2013

Moderator for MA defense:
Moira Saltzman, "Language Contact and Morphological Change in Jejueo," Linguistics, 2014

PhD minor field advisor and reader for the dissertation:
Sean O'Brien – completed comprehensive exams, winter 2021
Elizabeth Chamberlain – completed comprehensive exams, 2017;

submitted prospectus 2018

E. Course of Curriculum Development

New course proposals approved for:
HIS 3000: The Historian's Craft
HIS 3825/5825, NE 3825/5825: History of Modern China
HIS 3855/5855, NE 3855/5855: History of Pre-modern Japan
HIS/ASN 3870: History of Japanese Pop Culture
HIS 5805/7805, NE 5751: History of Modern Japan
HIS 5810/7810, NE 5752: Women in Japanese History
Proposals approved to change name and/or numbering of courses:
HIS/ASN 1710: History of Modern East Asia
HIS 3825/5825, ASN 3825/5825: History of Modern China
HIS 3855/5855, ASN 3855/5855: History of Pre-modern Japan
HIS 3865/5865, ASN 3865/5865: History of Modern Japan
HIS 3875/5875, ASN 3875/5875, GSW 5875: Women in Japanese History
HIS/ASN/GSW 5875: Gender in Modern East Asia
HIS 5996: Junior or Senior Research Seminar
Proposal approved for General Education Historical Studies standing:
HIS/ASN 1710: History of Modern East Asia
Proposals approved for General Education Social Inquiry standing:
HIS/ASN 1700: History of Pre-Modern East Asia [renamed East Asia to the 1700s]

F. Course Materials (Unpublished)

II. RESEARCH

A. Research in Progress, Not Funded

"Sex work during the Tokugawa era"
The chapter will provide an overview of public and private prostitution in Japan from the early 17th until the mid-19th centuries. Topics to be covered include reasons for the shogunate's creation of a licensed system, the social and economic factors that propelled young women and men into the sex trade, conditions in brothels, and arguments against official sanction. Under contract with Oxford University Press for inclusion in the *Oxford Research Encyclopedia of Asian History*, this chapter has been peer reviewed and accepted for publication with revisions.

"Battling the Evils of Alcohol: Christian Reformers in Meiji Japan"
This journal article discusses the origins, arguments, and activities of Christians who sought to cleanse Meiji Japan of alcohol use and abuse. As part of that history of the temperance movement, it explains the dominance of Christians in the arena of moral

reform and the role their efforts played in diffusing opposition to Christianity as a foreign religion at odds with the basic nature of the Japanese polity.

B. Funded Research in Last Five Years

King Tobacco in Meiji Japan
This book project explores the development of the tobacco industry in the late 19th and early 20th centuries in Japan. More specifically, it examines the modernization of the industry following the introduction of cigarettes, the nature of Japan's smoking culture, the factors that led the state to impose a monopoly on production and sales in 1904, the evolution of tobacco-related advertising, and the impact of cigarette ads on the world of advertising as a whole. It also delves into the efforts of reformers, mostly Christian, to ban smoking, along with the arguments they made to achieve that goal. More broadly, this book considers the role tobacco played in the political, economic, and cultural formation of the modern Japanese nation state. To further this project, I have taken five short research trips to Tokyo since March 2012, with the first trip subsidized by a History Department Thomas N. Bonner Award and the second and third by a Career Development Chair. Each trip included one to two weeks at the National Diet Library, while during the fourth I also spent a week at Tokyo's Tobacco and Salt Museum. In addition, I have undertaken three weeklong research trips to the David M. Rubenstein Rare Book and Manuscript Library at Duke University to avail myself of a special collection containing the only known extant business records for a Meiji-era Japanese tobacco manufacturer. A Triangle Center for Japanese Studies Library Travel Grant made possible the first trip in 2014, and a grant from the Northeast Asia Council of the Association for Asian Studies funded the second trip in 2017. I finished working my way through the collection during the third trip in 2018. Upon request, I submitted an advance proposal to Cornell University Press in 2018 and to McGill-Queen's University Press in 2020, both of which are interested in receiving the full manuscript for peer review.

"Stopping the Train from 'Cigaretville to Ruin': Nemoto Shō and Japan's 1900 Ban on Juvenile Smoking"
This journal article offers a history of smoking and the late 19th-century movement to limit tobacco consumption in Japan. It pays particular attention to the efforts of Christian legislator Nemoto Shō to win passage of a bill to ban smoking by youth and to the nature of the arguments he employed to generate public and official support.

"Tobacco Advertising in Meiji Japan"
This journal article delves into the fierce advertising war that Japan's major cigarette manufacturers engaged in in the late 19th and early 20th centuries to hawk their brands. This study will focus in particular on their messages, the avenues that they pursued to express those, their effect on technological advancements in advertising, and their impact on the state's decision to create a tobacco monopoly in 1904.

C. Fellowships/Grants/Special Awards in Last Five Years

Sabbatical, winter, 2016, winter 2020
Institutional Project Support Small Grant, Japan Foundation, 2018-19 [on behalf of the Midwest Japan Seminar]
Small Scholarly Conference Grant, Northeast Asia Council of the Association for Asian Studies, winter 2017 [on behalf of the Midwest Japan Seminar]
Research Travel within the USA Grant, Northeast Asia Council of the Association for Asian Studies, fall 2016

III. PUBLICATION

A. Scholarly Books Published

1. Authored

Reforming Japan: The Woman's Christian Temperance Union in the Meiji Period. Asian Religions and Society Series. Vancouver: University of British Columbia Press, 2010. Paperback issued in January 2011 by the University of Hawai'i Press for U.S. distribution and by the University of British Columbia Press for non-U.S. distribution.

2. Co-Authored

B. Chapters Published

1. Authored

"The Woman's Christian Temperance Union, Monogamy, and Defining 'Modern' for Women and Japan." In *Christianity and the Modern Woman in East Asia*, ed. Garrett L. Washington, 109-133. Leiden, Netherlands: Brill, 2018.

Entries on "Ichikawa Fusae: 1893-1981," 133-35; "*Senninbari* and 'Comfort Bags,'" 373-74; "Women during WWII: Kokubo Fujinkai and Aikoku Fujinkai," 469-72; "Yosano Akiko: 1878-1942," 510-12. In *Japan at War: An Encyclopedia*, ed. Louis G. Perez. Santa Barbara, CA: ABC-Clio, 2013.

"Mary Clement Leavitt, Japan, and the Transnationalization of the World WCTU, 1886-1912." In *Women and Transnational Activism in Historical Perspective*, eds. Kimberly Kuhlman and Erika Jensen, 13-36. History of International Relations, Diplomacy and Intelligence Series, vol. 14. Dordrecht, Netherlands: Republic of Letters Publishing, 2010.

2. Co-Authored

C. Editorships of Books/Proceedings

D. Journal Articles Published

1. Refereed Journals

"Wearing the White Ribbon of Reform and the Banner of Civic Duty: Yajima Kajiko and the Japan Woman's Christian Temperance Union in the Meiji Period." *U.S.-Japan Women's Journal*, nos. 30-31 (2006): 60-79.

"Crusading against Prostitution: The Woman's Christian Temperance Union in the Meiji Period." *Japanese Religions* 29, nos. 1-2 (January 2004): 29-43.

2. Invited Review Articles

3. Nonrefereed Journals

"Selected Bibliography of Japanese-Language Sources on Drinking, the Woman's Christian Temperance Union, and Reform Activism in Japan." *The Social History of Alcohol Review* 16, nos. 1-4 (Fall 2001/Spring 2002): 35-43.

"Pollution Relief and the Japan Woman's Christian Temperance Union." *Asian Cultural Studies* 27 (2001): 49-58.

E. Papers Published in Conference Proceedings

1. Refereed Papers

2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

Review of Mamiko C. Suzuki, *Gendered Power: Educated Women from the Meiji Empress' Court* (Ann Arbor: University of Michigan Press, 2019). *Monumenta Nipponica* 75, no. 2 (2020): 377-381.

Review of Laura Miller and Rebecca Copeland, eds., *Diva Nation: Female Icons from Japanese Cultural History* (Oakland: University of California Press, 2018). *Pacific Affairs* 93, no. 1 (March 2020): 187-189.

Review of Mara Patessio's *Women and Public Life in Early Meiji Japan: The Development of the Feminist Movement* (Ann Arbor: Center for Japanese Studies, University of Michigan, 2011). *The Journal of Japanese Studies* 41, no. 1 (Winter 2015): 197-200.

Review of Karen Garner's *Shaping a Global Women's Agenda: Women's NGOs and Global Governance, 1925-85* (Manchester: Manchester University Press, 2010). *The American Historical Review* 117, no. 4 (Dec. 2012): 1555-56.

2. Magazines/Newspapers

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition

2. Refereed or Judged: Local/Regional Competition

3. Not Refereed

J. Creative Performances

1. Outside Metropolitan Area

2. Metropolitan Area

3. Campus

K. Instructional Materials Formally Published

1. Textbooks

2. Study Guides/Laboratory Workbooks

3. Other Published Materials

"A Ninja Memoir." In *Tokyo: Geography, History, and Culture*, ed. Louis G. Perez, 222. Santa Barbara, CA: ABC-Clio, 2019.

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

"Japan's 1904 Tobacco Monopoly Law: A Tool of Nation Building, Expansion, and Assertive Foreign Policy." Alcohol and Drugs in History Society Conference, Shanghai, China, June 2019.

"Reform Activism as a Demonstration of Citizenship: The Woman's Christian Temperance Union in Meiji Japan." Center for the Study of Citizenship Conference, Wayne State University, April 2018.

"The Tobacco Advertising Wars in Meiji Japan: Iwaya Matsuhei, Murai Kichibei, and Competing Messages of Nationalism." European Social Science History Conference, Valencia, Spain, March 2016.

"Controlling Youth and Tobacco in Meiji-Period Japan." Under Control? Alcohol and Drug Regulation, Past and Present Conference, London, England, June 2013.

"Political Agency and Activism in the Fight against Prostitution: The WCTU in Meiji Japan." Annual Meeting of the Association for Asian Studies, San Diego, CA, March 2013.

"Restoring Japan's Honor: The WCTU and Opposition to Overseas Prostitutes in the Meiji Period." Biennial Meeting of the Conference on Faith and History, Bluffton University, September 2008.

"The Japan Woman's Christian Temperance Union and Efforts to Create a Sober Yet Modern Nation in the Meiji Period." Berkshire Conference on the History of Women, Minneapolis, MN, June 2008.

"The Japan Woman's Christian Temperance Union and Efforts to Create a Sober Yet Modern Nation in the Meiji Period." Annual Meeting of the Association for Asian Studies, San Francisco, CA, April 2006.

"Pollution Relief and the Japan Woman's Christian Temperance Union." Annual Meeting of the Asian Studies Conference Japan, Tokyo, Japan, June 2000.

2. Invited and/or Refereed Locally/Regionally

"The JWCTU, Women in Modern Japan, and Transnational History." Sally Hastings Symposium, Purdue University, April 2021.

"Exploring Nationalism in Meiji Japan Through the Lens of the Tobacco Industry." Wyatt Exploration Program Guest Lecture Series, University of Michigan-Flint, December 2018.

"Nationalism and the Cigarette Industry in Late Meiji Japan." Mini-Conference on Modern Japan in a Global Context, Wayne State University, April

2018.

"Tobacco Advertising in Meiji Japan." Annual Meeting of the Midwest Conference on Asian Affairs, Washington University, St. Louis, October 2015.

"An American in Kyoto: Edward Parrish and the Japanese Tobacco Industry in the Early 20th Century." Humanities Center Brown Bag Colloquium Series, Wayne State University, January 2015.

"Black Lungs and Spotted Livers: Making a Physiological Case for Abstinence in Meiji Japan." Annual Meeting of the Midwest Conference on Asian Affairs, Michigan State University, October 2013.

"Iwaya Matsuhei and the Tobacco Advertising Wars of Meiji Japan." Humanities Center Brown Bag Colloquium Series, Wayne State University, January 2013.

"Stopping the Train from 'Cigaretville to Ruin': Nemoto Shō and Japan's 1900 Ban on Juvenile Smoking." Department of History Colloquium Series, Wayne State University, March 2011.

"Stopping the Train from 'Cigaretville to Ruin': Nemoto Shō and Japan's 1900 Ban on Juvenile Smoking." Midwest Japan Seminar, Valparaiso University, February 2011.

"Citizens and Social Work in Meiji Japan." Humanities Center Brown Bag Colloquium Series, Wayne State University, March 2010.

"Turning Prostitutes and Destitute Women into 'Proper' Citizens: One Aspect of Christian Social Work in Meiji Japan." Annual Meeting of the Midwest Conference on Asian Affairs, Miami University, October 2009.

"Educating Women, Educating the Public: The Case of Yajima Kajiko." Annual Meeting of the Midwest Conference on Asian Affairs, Washington University, October 2007.

"In the Name of Reform: Christians and Buddhists in the Meiji Period." Center for Japanese Studies Noon Lecture Series, University of Michigan, January 2005.

"Temperance and the Modernization of Japan." Humanities Center Brown Bag Colloquium Series, Wayne State University, November 2004.

""For God, Home, and Country': The Japan Woman's Christian Temperance

Union and Reform Efforts in the Meiji Period." Humanities Center Faculty Fellows Conference, Wayne State University, April 2004.

"In the Name of Reform: Imperial Loyalty, Patriotic Service, and the Japan Woman's Christian Temperance Union in the Meiji Period." Midwest Japan Seminar, University of Wisconsin Oshkosh, November 2003.

"Trying to Create a Sober Japan: Christian Women and Temperance Outreach in the Meiji Period." Annual Meeting of the Midwest Conference on Asian Affairs, Wittenberg University, September 2002.

"The Founding of the WCTU in Japan." Department of History Works-in-Progress Brown Bag Series, Wayne State University, December 2001.

"For God, Home, and Country: Anti-Prostitution Work and the Japan Woman's Christian Temperance Union." Annual Meeting of the American Historical Association Pacific Coast Branch, Park City, UT, August 2000.

M. Invited Seminars or Lectures Presented in Last Five Years

"Deng Xiaoping and the Remaking of China in the Late 20th Century." Society of Active Retirees (SOAR), Wayne State University, May 2021.

"Deng Xiaoping and the Remaking of China in the Late 20th Century." Cedarbrook Senior Living, Bloomfield Hills, MI, May 2021.

"The Bombing of Hiroshima and Nagasaki as Remembered by the Japanese." Commerce Township Community Library, Feb. 2021.

"Hiroshima and Nagasaki in History and Memory." SOAR, Wayne State University, October 2020.

"Samurai: Their World and Ways." SOAR, Wayne State University, November 2019.

"Japan's Modern Monarchs." SOAR, Wayne State University, May 2019.

"Japanese Nationalism and Its Evolution Since the Arrival of Commodore Matthew Perry in the Mid-19th Century." SOAR, Wayne State University, October 2018.

"The Birth of Japanese Pop Culture." SOAR, Wayne State University, May 2018.

"Japanese Nationalism and the Highs and Lows in Japan's Perception of Itself vis-à-vis the United States." IRP spring mini-series, Jewish Community of Metropolitan Detroit, March 2018.

"Northeast Asia in the 1910s: A Decade of great Promise and Even Greater Tumult."

SOAR, Wayne State University, November 2017.

"Concubines and Geisha: A Look at Stereotypes of and Realities for East Asian Women in the Late 19th and Early 20th Centuries." SOAR, Wayne State University, May 2017.

"China's Long 19th Century." SOAR, Wayne State University, October 2016.

"The Rise and Fall of Japan's Last Feudal Regime." SOAR, Wayne State University, April 2016.

"The 1903 National Industrial Exposition in Osaka as Microhistory." HIS 5010/7010: Colonial North America, Wayne State University, November 2015.

"The Meiji Restoration: The Revolution that Modernized Japan." SOAR, Wayne State University, October 2015.

"Mao and the Great Proletarian Cultural Revolution." SOAR, Wayne State University, April 2015.

N. Other Scholarly Work

Chair and Commentator. Panel entitled "Speaking of Empire: Communicating Colonial Discourse in Asia." Asian Forum, Western Michigan University, September 2018.

Meiji at 150 Podcast, episode 35, hosted by the University of British Columbia, 35 minutes, posted June 15, 2018.
https://meijiat150.podbean.com/e/episode-35-elizabeth-betsy-lublin-wayne-state/

Commentator. Panel titled "Rethinking Education and Women's Empowerment in Imperial, Occupied, and Postwar Japan." Annual Meeting of the Association for Asian Studies, Washington, DC, March 2018.

Commentator. Annual Meeting of the North American Labor History Conference, Wayne State University, October 2012.

Chair. Panel entitled "Vocal, Assertive, and Engaged: Japanese Christians in the Meiji and Taisho Periods." Midwest Conference on Asian Affairs, Miami University, October 2009.

Chair. Panel entitled "Ideology and the Commodification of Labor Power in Japan and Korea: Historical and Theoretical Considerations." North American Labor History Conference, Wayne State University, October 2002.

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

Humanities Center Advisory Board, 2020-present
LawStart Committee, 2018-present
Review Advisory Panel for the Department of Nutrition and Food Science, fall 2016

3. College/Department Committee Chaired

Department:
Executive, 2020-present
Undergraduate, summer 2015, 2016-summer 2019

Note: Director of Undergraduate Studies, Department of History, 2016-2019

4. College/Department Committee Membership

College:
Salary/Merit Evaluation Committee, 2020-present
Gender, Sexuality, and Women's Studies Advisory Board, 2016-2020
Master of Arts in Public History Advisory Board, 2016-2019

Department:
Alumni Relations, 2016-2017
Awards and Assessment, 2016-2017
Budget Advisory, 2016-2017, 2020-present
Chair Review, 2019-2020
Election, fall 2019, 2020-present
Executive, 2016-2019, 2020-present
Graduate, 2015, 2016-2019
Undergraduate, fall 2015, fall 2019, 2020-present

D. Positions Held in Professional Associations in Last Five Years

Chair, Midwest Japan Seminar, Jan. 2016-2019
Executive Committee, Midwest Japan Seminar, fall 2016, 2019-present

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline

2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

Guest Editor, *Japanese Religions* 29, nos. 1-2 (January 2004). Special double issue on Meiji Christianity

2. Editorial Board Memberships

Assistant Editor, "Women and Social Movements in Modern Empires Since 1820" [an archival database of 75,000 pages]. 2014-2017.
Associate Editor, *Japanese Religions* 28, no. 2 (July 2003). Special issue on visual art and religion.

H. Other Professionally Related Service

External reviewer for an honorary research award, 2013, 2014
External reviewer for a tenure and promotion case, 2012, 2020
Grant reviewer: Denison University, 2013; Social Sciences and Humanities Research Council of Canada, 2010, 2013; Royal Military College of Canada, 2010
Manuscript reviewer: University of Hawaii Press, 2020; University of Michigan Press, 2017; Westview Press, 2008, 2013; University of British Columbia Press, 2007, 2008; Midwestern Association of Graduate Schools, 2011; academic journals, including *Japan Forum*, *Harvard Journal of Asiatic Studies*, *Journal of Japanese Language and Literature*, *Journal of Women's History*, *Frontiers: A Journal of Women Studies*, *The Journal of Japanese Studies*, *U.S.-Japan Women's Journal*, *Pacific Historical Review*, and *Women's History Review*
Endorser: *Premodern Japan: A Historical Survey*, 2nd ed., Westview Press, 2015; *American Missionaries, Christian Oyatoi, and Japan, 1859-73*, University of British Columbia Press, 2009; *Modern Japan: A Historical Survey*, 4th ed., Westview Press, 2008
Judge, Master's Student Showcase, Wayne State University, April 2015

Lecturer: AP Day, Wayne State University, April 2014, April 2017, April 2018
Interviewer: Yale Alumni Association, 2003-present; Japan Exchange and Teaching (JET) Program, Consulate-General of Japan in Detroit, 2002-present; MEXT Japanese Studies Scholarship, Consulate-General of Japan in Detroit, 2017-present; MEXT Research Student Scholarship, Consulate-General of Japan in Detroit, 2019-present; MEXT Undergraduate Student Scholarship, Consulate-General of Japan in Detroit, 2020
Acting Chair: Midwest Japan Seminar, Illinois State University, February 2010
Host: Midwest Japan Seminar, April 2006, April 2014, April 2018
Member: Executive Board, JET Alumni Association of the Michigan-Ohio Area, 2005-2006
Volunteer: Japan Bowl, 2005

Professional Record

Howard N. Lupovitch
Associate Professor of History
Director, The Cohn-Haddow Center for Judaic Studies
Wayne State University
2311 Faculty Administration Building
656 W. Kirby
Detroit MI 48202
313-577-2679
hlupovitch@wayne.edu
www.judaicstudies.wayne.edu

Education: Columbia University: Ph.D, in History, 1996
University of Michigan: M.A. in History, 1987
University of Michigan: B.A. in History and Music, 1986

Academic Positions:

Wayne State University
Associate Professor of History, 2013-present
Director, Cohn-Haddow Center for Judaic Studies, 2013-present
University of Michigan, 2005-2006, Fall/2007, 2008-2009
Visiting Associate Professor of History, 2005-2006, Fall/2007, Fall/2008
Padnos Visiting Professor of Jewish Studies 2012-2013
Fellow at the Frankel Institute for Advanced Jewish Studies, Winter/2008
University of Western Ontario 2009-2013
Waks Family Chair in Jewish History
Associate Professor of History
Director, The Program in Jewish Studies (2009-present)
Colby College, 1998-2008
Pulver Family Chair in Jewish Studies
Associate Professor of History, 2005-2008
Assistant Professor of History, 1998-2005
Director, the Jewish Studies Program (1999-2000, 2002-2004, 2006-2007)
Cornell University – 1996-1997
Slovin/YIVO Visiting Assistant Professor of East European Jewish History

Related Employment

Detroit Institute of Arts
Consultant and Audio Guide for "Rembrandt and the Face of Jesus" (2011)

Rabbinical Assembly of Metropolitan Detroit (2004-2005)
Scholar in Residence for the five Conservative Congregations in Metro Detroit

The Florence Melton School of Adult Jewish Learning (2017)
Designed the curriculum for a ten-week course, "The Star and the Crescent: The Long Relationship of Judaism and Islam."

Now You Know Media (Audio lecture series)
Understanding Jewish History, Beliefs, and Practices (2019)
The History of the Holocaust (2018)

Instructor for the Wexner Foundation's Wexner Heritage Program, 2016-present
This program assembles a group of twenty highly engaged thirty-something members of a Jewish community and, over the course of two years, deepens their knowledge of Jewish History and Culture. I taught the five sessions on Modern Jewish History and Zionism in St. Louis(2016), New York(2017), Montreal(2018), Chicago(2019), and Pittsburgh(2020).

Awards, Honors, Grant, and Fellowships

University Student Council Honor Roll for Excellence in Teaching from the University of Western Ontario (2009-2010)
International Institute for Jewish Genealogy Research Grant (2010)
Benard L. Maas Prize for Excellence and Significance in the Field of Humanities from the Jewish Federation of Metropolitan Detroit (2009)
Fellow at the Frankel Institute for Advanced Judaic Studies (Winter/2009)
American Council of Learned Societies Post-Doctoral Research Grant for East European Studies, 2004-2005
Ephraim Urbach International Post-Doctoral Fellowship from the Memorial Foundation for Jewish Culture, 2000-2001
Yad Hanadiv/Brecha Foundation post-doctoral fellow conducting research at the Hebrew University, 9/97-6/98
Dissertation Fellowship from the Memorial Foundation for Jewish Culture, 1994- 1995
Foreign Language Areas Studies Fellowship (Hungarian), 1992-1993
International Research and Exchange Fellowship (Budapest), 1992-1993
President's Fellowship from Columbia University, 1990-1992

I. Scholarship

Books

Jews and Judaism in World History (London: Routledge Press, 2010)

Jews at the Crossroads: Tradition and Accommodation During the Golden Age of the Hungarian Nobility (Budapest: Central European University Press, 2007)

Edited Volumes

Poland and Hungary -- Jewish Realities Compared (*Polin: Studies in Polish Jewry* XXXI) Co-editor with Antony Polonsky and Francois Guesnet (Littman Library of Jewish Studies: London, 2019)

'A Man in the Street': Essays in Honor of Michael F. Stanislawski co-edited with Nancy Sinkoff, Jonathan Karp, and James Loeffler (Forthcoming from Wayne State University Press)

Current Books Projects

Transleitanian Paradise: The Jewish Community of Budapest, 1738-1938 (currently under review by Purdue University Press).

Neolog: Reforming Judaism in a Hungarian Milieu (Expected completion date: 9/1/21)

Table of contents:

Chapter 1 -- Introduction: Redrawing the Line between Tradition and Innovation
Chapter 2 -- Aron Chorin: Radical Change with a Conservative Rationale
Chapter 3 -- Leopold Löw: Harmonizing Liberal Politics and Traditional Judaism
Chapter 4 -- Abraham Hochmuth: Neolog's Dual-curriculum Education Program
Chapter 5 -- Immanuel Löw and Seminarians: A Movement Comes of Ages
Chapter 6 -- "One Synagogue fits all": Neolog Judaism in Small Towns
Chapter 7 -- Neolog Judaism's Tortuous Path to Zionism
Chapter 8 -- Exporting Neolog: The Roots of Reform and Conservative Judaism
Conclusion -- The Neolog Outlook in a Post-Denominational Jewish World

Articles and Essays

"Neolog: Reforming Judaism in a Hungarian Milieu" *Modern Judaism* vol. 40 no. 3 (September, 2020)

"Introduction" (with Antony Polonsky and Francois Guesnet) *Polin XXXI* (2019)1-30

"The Magnate-Jewish Symbiosis: Hungarian and Polish Variations on a Theme" *Polin XXXI* (2019) 31-40

"Morality, Motherland, and Freedom: The Arduous and Triumphant Journey of Michael Heilprin to America" (with Tamas Raj) *Polin XXXI* (2019) 159-178

"The *Kitzur Shulhan 'Aruch* and Its Impact, in Hungary and Beyond" *Judaism, Humanities, and the Social Sciences"* 2:1 (2018) 83-90

"Citizenship and the Ambiguities of Self-Confidence" in *The Meaning of Citizenship*, Richard Marback and Marc Kruman eds. (Wayne State University Press: Detroit, 2015) 213-224

"It takes a Village: Budapest Jewry and the Problem of Juvenile Delinquency" in *Juvenile Delinquency and the Limits of Western Influence, 1850-2000* edited by Lily Chang and Heather Ellis (Palgrave Macmillan, 2014) 69-92.

"The Skeleton and the Mummy: Kohut, Kohler, and American Jewry's Search for Authenticity" *Nineteenth Century Prose* 39 1/2 (2012) 353-376

"Communal Protocols and the Daily Life of Hungarian Jews - Proposal for a New Research Tool" *http://www.iijg.org/Research/HungarianCommunalProtocols* (2011)

"Mór Jókai and the Hungarian Philo-Semitic Tradition" in *Philosemitism in History*, Adam Sutcliffe and Jonathan Karp editors, (Cambridge University Press, 2011) 128-145

"Jews and the Zichy Estate: a Case Study in Magnate-Jewish Relations" *Simon Dubnow Institute Yearbook* vol. 7, (2008) 15-37

"Navigating Rough Water: Alexander Kohut and the Hungarian Origins of Conservative Judaism" *AJS Review XXXII* no.1 (2008) 49-78

"Beyond the Walls: The Beginnings of Pest Jewry" *Austrian History Yearbook* XXXVI, (Winter, 2005) pp. 40-64.

"'It would Never Happen Here': The Dreyfus Affair in the Hungarian-, German-, and Russian-Jewish Press" *Historical Reflections* 31:2 (December/2005) pp. 393-407.

"Searching for Catholic Israel in Focsani: Solomon Schechter's Childhood in Romania" *Studies in Jewish Civilization* 16 (2005) 313-328

"Between Orthodox Judaism and Neology: The Origins of the Status Quo Movement**"** *Jewish Social Studies* 9:2 (Winter/2003) pp. 123-153.

"Traversing the Rupture of Trianon: Anti-Semitism and the Holocaust in Hungary?" Review article, *Patterns of Prejudice* 37:4 (December, 2003) pp. 429-436.

Encyclopedia Entries

"Miskolc," "Alexander Bihari," and "Adolf Fényes" in Gershon Hundert ed., *YIVO Encyclopedia of Eastern Europe* (2008) 183-184, 1181-1182.

"Jews and Revolution in Europe" in *The International Encyclopedia of Revolution and Protest: 1500 to the Present*, Immanuel Ness ed.. (Wiley-Blackwell, 1999) 1918-1920

Book Reviews

Ismar Schorsch, *Leopold Zunz: Creativity in Adversity* (Univeristy of Pennsylvania Press: Philadelphia, 2016) reviewed in *European History Quarterly* 50:2 (2020).

Glenn Dynner and Francois Guesnet eds., *Warsaw, The Jewish Metropolis: Essays in Honor of the 75th Birthday of Professor Antony Polonsky* (Brill Academic Publishing: London, 2015) Reviewed for *Canadian Journal of History 52:1* (2017)

Mary Gluck, *The Invisible Jewish Budapest: Metropolitan Culture at the Fin de Siecle* (University of Wisconsin Press: Madison, 2016) Reviewed for *Hungarian Studies Review* XLIV (2017)

Michael L. Miller, *Rabbis and Revolution: The Jews of Moravia in the Age of Emancipation* (Stanford University Press, 2010) Reviewed for *Journal of Modern History* 84:4 (2012)

Rebecca Kobrin, *Jewish Bialystok and Its Diaspora* (Indiana University Press, 2010) Reviewed for *Austrian History Yearbook*

Susan Zimmerman, *Die bessere Hälte: Frauenbewegegung und Frauenbestrebung in Ungarn der Habsburgermonarchie 1848 bis 1918* Budapest: (Napvilág Kiadó,1999) Reviewed for *Austrian History Yearbook* 33 (2002).

Péter Hanák, *The Garden and the Workshop: Essays on the Cultural History of Vienna and Budapest*. Princeton: Princeton University Press, 1998. Reviewed for *H-Habsburg* 2/25/00.

Judit Frigyesi, *Béla Bartók and Turn-of-the-Century Budapest*. Berkely, Los Angeles, London: University of California Press: 1998. Reviewed for *Habsburg*, 2/25/00.

Eva H. Balazs. *Hungary and the Habsburgs, 1765-1800: An Experiment in Enlightened Absolutism*. Trans. Tim Wilkinson. Budapest: Central European University Press, 1997. Reviewed for *Habsburg*, 10/27/99.

Raphael Patai, *The Jews of Hungary: History, Culture, Psychology*. Detroit: Wayne State University Press 1996; and Zahava Szász Stessel, *Wine and Thorns in the Tokay Valley: The Jews of Abauj-Szanto*. New York, 1996. Reviewed for *AJS Review* XXIII: 2 (1998).

"Miskolc," "Alexander Bihari," and "Adolf Fényes" in Gershon Hundert ed., *YIVO Encyclopedia of Eastern Europe* (2008).

"Jews and Revolution in Europe" in *The International Encyclopedia of Revolution and Protest: 1500 to the Present*, Immanuel Ness ed.. (Wiley-Blackwell, 2009)

Current Research Projects (4)

The Transatlantic History of the Kohut Family from Hungary to Detroit via Manhattan
Three Generations of a family of rabbis and activists, including Alexander Kohut, Rebekka Bettleheim Kohut, George Alexander Kohut, and Elsie Kohut Sulzberger

The Trajectory of Radical Jewish Politics in Hungary from 1848 to 1919
Subjects include Adolf Fischhof(a Liberal in age of conservatism), Vilmos Vázsonyi(a Progressive in an age of Liberalism), Theodore Herzl(a Progressive-Zionist in an Age of Liberalism Assimilationism), and Béla Kun(a Cosmopolitan Communist in an age of Natonalism)

Hungarian-Jews in the American Midwest
A Comparative study of Conservative congregations founded by Hungarian Jews in Detroit, Cleveland, Columbus, Pittsburgh, and Cincinnati.

Hungarian Jews and Jews of the American South

Building on David F. Good's comparative analysis of Hungarian and the American South, this study focusses on five axes of comparison: (1) Jews in a society built on slavery or serfdom (2) Jews in a society dominated by a landed aristocracy or landed slave-owning class (3) Jews in the midst of a war of secession (1848 in Hungary, 1860s in the South), (4) The admission of Jews to the dominant class (noble in Hungary, white in the South)

Selected Conference Papers

"Defending the Old from the New: The Preservative Aims of the Hungarian Jewish Congress" presented at the conference "Unhealed Breach or a Good Divorce: The Hungarian Jewish Congress (1868-69) and the "Schism" in Historical Perspective" (Budapest, February 4, 2019)

"Jewish Emancipation in Hungary: A Sesquicentennial View" presented at the 2018 Conference on Religion and Citizenship, Wayne State University, April 12, 2018.

"Neolog: Reforming Judaism in a Hungarian Milieu" presented at the 2017 Meeting of the Association for Jewish Studies, December 17, 2017

"*Ki a Ghettóból*: Budapest Jewry's Working Class and Orthodox Minorities" presented at the 2014 meeting of the Association for Jewish Studies December 18, 2014

"From *Pest Kehilla* to *Neolog Hitközség*: The Maturing of Pest Jewry" presented at the 2013 meeting of the Association for Jewish Studies, December 21, 2013

"Between the Seams: Hungarian Jewish Immigration to America, 1848-1924" presented at the American Jewish Historical Society's Scholars' Conference on American Jewish History in New York City, June 12, 2012.

"A Silent, Moderate Majority: The Religious Outlook of Czech and Slovak Jews" presented to the Society for the History of Czechoslovak Jews at the Czech Center in New York City, March 19, 2012.

"Searching for a Jewish Ethnoburb: Budapest and Vienna, 1900" presented at the Midwest Workshop on East-Central Europe, University of Illinois-Chicago, October 27, 2011

"The Image of Detroit in the European Jewish Press" presented at the "Detroit, Global City: the Motor City in the World" Conference, Wayne State University, September 24, 2011

"Conflicting Legacies: The Memoirs of Rebeka Bettleheim Kohut and Elsie Kohut Sulzberger" presented at the Midwest Jewish Studies Conference at Oakland University in Detroit, Michigan on October 27, 2011.

"Jews and Nobles, Jews as Nobles" presented at the 2011 Meeting of the Association for Jewish Studies in Washington DC, December 19, 2011

"The Neolog *Lamdan*: Tradition, Innovation, Authenticity" presented at the "*Lamdanut* [Scholarship]" conference at the Van Leer Institute in Jerusalem, December 28, 2011.

"From Eden to Hell: The Rise and Fall of Hungarian Jewry" presented at the Conference on Toleration and Intolerance, University of Southern California, March 23, 2008.

"The Jewish School as it was and as It Should be": Abraham Hochmuth and the Reform of Jewish Education in Hungary" presented at the 2008 conference of Network for Resources in Jewish Education, Siegal College, Cleveland, June 1, 2008.

"Making Jews, Making Magyars: The Burden of Jewish Motherhood in Budapest" presented at the *Gender and Modernity in Central Europe: The Austro-Hungarian Monarchy and its Legacy* to be held in Ottawa, Ontario, May 18, 2008.

"Coming of Age in Times of Crisis**:** Budapest Jewry and the Great Flood of 1838," *Thomas and Diann Mann Distinguished Symposium*, Melton Center for Jewish Studies at the Ohio State University, April 17, 2007.

"Neolog: Reforming Judaism in a Hungarian Milieu" presented at the 2007 meeting of the Association for Jewish Studies, December 17, 2007.

"Prairie Jew Companion: Jews on the American, Russian, and Hungarian Frontiers" presented to the Cohn-Haddow Center for Judaic Studies Colloquium, Wayne State University, 3/17/06.

"American Jewry Faces the 21st Century: Optimistic and Pessimistic Perspectives" delivered at the annual meeting of the American Jewish Committee and Jewish Historical Society of Michigan, April 4, 2005

"The Social Politics of Education Reform in Hungary" presented at the 2004 meeting of the Association for Jewish Studies, December 19, 2004.

"A Man for All Temperaments: the Many-Layered *Weltanshauung* of Aron Chorin" presented at the 2000 meeting of the Association for Jewish Studies, December 17, 2000.

"The Magyar-Jewish Symbiosis: Reflections in Hungarian Jewish History" Colloquium on Judaic Studies, University of Michigan, January 30, 2002.

"The Last Crusade," Inaugural Lecture of the Pulver Family Chair in Jewish Studies, Colby College, October 26, 2002.

"Down from the Pedestal: Thoughts on the Historical Experiences of Modern Jewish Women" presented to the Colby College Women Symposium, February 28, 2000.

"Widows and Wine Merchants: Jewish Women in the Commercial World of Pre-emancipation Hungary" presented at the 2000 Meeting of the American Historical Association, January 9, 2000.

II. Teaching

Courses

Winter 202	History 3995/Honors 4250	"Jews in the Age of Revolution"	(9 students)
Fall 2020	Historu 3995/Honors 4250	"Jews and the City"	(10 students)
Winter 2020	History 3995/Honors 4250	"Jews, Christians, and Muslim"	(28 students)
Fall 2019	History 3995/Honors 4250	"Modern Jewish Politics"	(31 students)
Winter 2019	History 3995/History6000/Honors4250	"Anti-Semitism and the Holocaust	(33 students)
Fall 2018	History 3995/History6000/Honors4250	"Zionism and the Jewish State"	(25 students)
Winter 2018	History 3995/History6000/Honors4250	"Jews and the City"	(21 Students)
Fall 2017	History 3995/History6000/Honors4250	"Jews, Christians, and Muslims"	(22 students)
Winter 2017	History 5460	"The Holocaust"	(12 students)
Winter 2016	History 1300	"Europe since 1500"	(38 students)
Winter 2016	History 3995/6000	"Jewish Politics"	(12 students)

Graduate Student Supervision

Tom Yaari Supervised Master's Essay; Advisor for Doctoral Study
Miriam Bernstein Mora Second reader on Doctoral Committee
Corrina Peete Second reader on Doctoral Committee

III. Service

History Department

Undergraduate Committee -- 2015-2018
Executive Committee -- 2019-present (newly appointed chair)
Teaching on AP Day -- (2017, 2018)

Wayne State University Press -- Editorial Board, 2015-2018

Director, Cohn-Haddow Center for Judaic Studies

Fund Raising: To date, the Center has raised $52,000 since the arrival of Director Lupovitch

On Campus Engagement

-- Jewish Studies Learning Community, beginning Fall/2020 (See attached description)
-- "**Engaging Israeli Technology**" -- The Center organized and sponsored a 12-day student trip to Israel to learn about Technology and Entrepreneurship. Led by Edith Covensky (Instructor of Hebrew at Wayne) sixteen Muslim, Jewish, and Christian students participated. The students had several opportunities to present their experience on campus and to the Jewish Community.
-- Working with the National Center for Civil Discourse

-- Participating in Campus Events
Sponsoring two panels at the 2018 Conference on Religion and Citizenship
"Rethinking Jewish Emancipation -- Hungarian and French Perspectives,"
presentations by Howard Lupovitch and Jeffrey Haus(Kalamazoo College)

"Israeli Citizenship -- Past and Present" presntations by Alex Kaye(Ohio State University) and Yael Aronoff (Michigan State University)

Community Engagement with the Metropolitan Detroit Community

Detroit Jewish Consortium(DJC) -- The Cohn-Haddow Center was instrumental in organizing this working group of all organizations engaging in Jewish Education programming in the City of Detroit. Last year, DJC received a $25,000 pilot grant from the Farber Foundation to launch *Dor Hadash*, a learning program for Jewish families in the city of Detroit (the first since the 1960s) that includes Hebrew instruction for children and parents and an intensive text-based course ("Judaism's Ten Best Ideas") for adults, taught by the five rabbis in the City of Detroit. This year, the Cohn-Haddow Center secured a three-year $95,000 grant from the Covenant Foundation to fund this program for the next years.

"**Shared Futures**" (2017-present) -- for the last three years, the Cohn-Haddow Center has participated in the "Shared Futures" program, a series of three lectures by Center director Lupovitch and Saeed Khan, co-sponsored by Jewish Community Relations Council and the Michigan Muslim Association. Each year, the three lectures took place at a Jewish location, a Muslim location, and on Wayne campus. The series have dealt with "hot topics" in Jewish-Muslim relations, most recently, Muslim and Jewish views of the City of Jerusalem. The 2019 theme, "Destination America," deals with immigration, assimilation, and diaspora politics from Muslim and Jewish perspectives. This year, the theme was "Religious Freedom in American: Jewish and Muslim Perspectives."

Teaching in the Metropolitan Detroit Jewish Community

JLearn Program at the JCC(previously the FedEd Program at the Jewish Federation) -- Fall, winter, and spring lecture series each year on a wide variety of Jewish topics (Detailed list of courses available upon request)

Scholar in Residence for Temple Israel of West Bloomfield trip to Eastern Europe (October, 2015)

Scholar in Residence for the Cohn-Haddow Center/JCC of Metropolitan Detroit Trip to Italy (2016)

Hillel of Metro Detroit Israel Fellowship -- Two annual learning sessions lectures on Zionism and the State of Israel (2011-2020)

WAYNE STATE UNIVERSITY

Professional Record

Name: **William T. Lynch** Date Prepared: 3/2/2021

Office Address:
History Department
656 W. Kirby
F/AB, 3161
Wayne State University
Detroit MI 48202
Email: William.Lynch@wayne.edu
Web page: https://clasprofiles.wayne.edu/profile/ae8917

Faculty Appointment:
Department of History, College of Liberal Arts and Sciences

Present Rank and Date:
Associate Professor, 2003

WSU Appointment History:
Year Appointed to Assistant Professor: 1998
Year Awarded Tenure: 2003
Year Promoted to Associate Professor: 2003

Citizenship:
United States

Education:

Baccalaureate: Rensselaer Polytechnic Institute, Troy, New York
B.S., Physics, August 1987

Graduate: Cornell University, Ithaca, New York
Ph.D., Science and Technology Studies, May 1996
M.A., Science and Technology Studies, May 1993
Virginia Polytechnic Institute and State University, Blacksburg, Virginia
M.S., Science and Technology Studies, December 1989

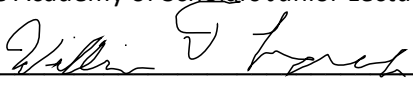
Postdoctoral: Max Planck Institute for the History of Science, Berlin, Germany
Postdoctoral Research Fellow, January-August, 1999

Dissertation

"Method in the Early Royal Society of London," Cornell University, 1996.

Honors/Awards:

Online Course Development Fellowship, May 10-17, 2016
General Education Faculty Summer Institute, May 17-21, 2010
Grant for developing Interdisciplinary Studies department anchor course in Science and Technology Studies, Spring/Summer 2005
University Research Grant, Wayne State University, 2003
Small Research Grant, Wayne State University, March 2002
Nominated for Bonner Award, Academy of Scholars, Wayne State University, 2002
Selected to give Academy of Scholars Junior Lecture, Wayne State University, March 22, 2001

Signature:  3/4/2021

Small Research Grant, Wayne State University, February 2001
Awarded 1998-99 Postdoctoral Research Fellowship, Max Planck Institute for the History of Science, Berlin, Germany

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I. TEACHING

A. Years at Wayne State University: 23
B. Years at other colleges/universities: 0
C. Courses taught at Wayne State in last five years:

Undergraduate:

HIS 1995:	Nature and Societal Transitions
HIS 3585/5585:	Science, Technology, and Society
HIS/GLS 5540:	World Environmental History since 1900
HIS 5996:	Junior or Senior Research Seminar (Topic: Science, Socialism, and the Roots of Free Market Conservatism, 1931-1980)

Graduate:

HIS 5585:	Science, Technology, and Society
HIS 7540:	Readings in World Environmental History

D. Essays/Theses/Dissertations Directed
Jeana Tall, Master's in Interdisciplinary Studies, "The Missions of Non-Profit Entities in Darkar, Senegal and Detroit, Michigan," December 2012.
Branden McCuen, Ph.D., History, history of eugenics, in progress.
E. Essays/Theses/Dissertation Committees
Neam Zalzala, PhD, Education, "Astronomy Past and Present to Educate Kids (APPEK): Mother-Daughter Dialogue from a Cultural/Religious Perspective," in progress.
Kirkland Ellens, Ph.D., History, environmental history of airports, in progress
F. Course or Curriculum Development
HIS 4430 / HIS 7430: Beyond Human Nature: The New Sciences of Cultural Evolution (approved for Winter 2021)
HIS 5996: (Capstone seminar): "Science, Socialism, and the Roots of Free Market Conservatism, 1931-1980," Winter 2020
HIS 5540 / HIS 7540 / GLS 5540: World Environmental History since 1900 (developed for the online World History Bridge Certificate program and the new Global Studies program)

II. RESEARCH

A. Research in Progress:

Science, Socialism, and Neoliberalism: A Political History of Philosophy of Science. Research for planned book in progress.
The Science and Politics of Chemical and Radiological Hazards in the Twentieth Century. Research for planned book in progress.
Beyond Human Nature: The New Science of Cultural Evolution. Research for planned book in progress.

III. PUBLICATION

A. Scholarly Books Published

Minority Report: Dissent and Diversity in Science. Collective Studies in Knowledge and Society series. Lanham, MD: Rowman and Littlefield, 2021. Actual publication date: 11/5/2020.
Solomon's Child: Method in the Early Royal Society of London. Writing Science series. Stanford, CA: Stanford University Press, Writing Science series, 2001.

B. Chapters Published

"A Society of Baconians?: The Collective Development of Bacon's Method in the Royal Society of London," in Julie Robin Solomon and Catherine Gimelli Martin, eds., *Francis Bacon and the Refiguring of Early Modern Thought: Essays to Commemorate* The Advancement of Learning *(1605-2005),* 173-202. Aldershot, Eng.: Ashgate, 2005.

"Surveying and the Cromwellian Reconquest of Ireland," in Steven A. Walton, ed., *Instrumental in War: Science, Research, and Instruments between Knowledge and the World*, 47-84. Leiden: Brill, 2005.

C. Editorships of Books/Proceedings

Thomas Brante, Steve Fuller, and William Lynch, eds., *Controversial Science: From Content to Contention*. Albany: State University of New York Press, 1993.

D. Journal Articles Published

1. Refereed Journals

"Method and Control: Naturalizing Scientific Culture in Bacon's Novum Organum," *Epistemology & Philosophy of Science* 58, (2021), forthcoming.

"Between Kin Selection and Cultural Relativism: Cultural Evolution and the Origin of Inequality," *Perspectives on Science* 27 (2) (2019): 278-315.

"The Domestication of Animals and the Roots of the Anthropocene," *Journal of the History of Biology* 52 (1) (2019): 201-217.

"Imre Lakatos and the Inexhaustible Atom: The Hidden Marxist Roots of History and Philosophy of Science," *Epistemology & Philosophy of Science* 55 (3) (2018): 25-34.

"The Challenge to Consensus: The Relevance of the Lakatos-Feyerabend Debate for Contemporary Science and Technology Studies," *Epistemology & Philosophy of Science* 55 (3) (2018): 57-61.

"After the Gold Rush: Cleaning Up after Steve Fuller's Theosis," *Philosophy of the Social Sciences 48* (5) (2018): 505–523.

"Cultural Evolution and Social Epistemology: A Darwinian Alternative to Steve Fuller's Theodicy of Science," *Social Epistemology* 31 (2) (2017): 224-34.

"Social Epistemology Transformed: Steve Fuller's Account of Knowledge as a Divine Spark for Human Domination," *Symposion: Theoretical and Applied Inquiries in Philosophy and Social Sciences*, 3 (2) (2016): 191-205.

"Second-Guessing Scientists and Engineers: Post Hoc Criticism and the Reform of Practice in Green Chemistry and Engineering," *Science and Engineering Ethics* 21 (5) (2015): 1217-40.

"The Ghost of Wittgenstein: Forms of Life, Scientific Method, and Cultural Critique," *Philosophy of the Social Sciences* 35 (2) (2005): 135-74.

"The Utility of the Present in Reconstructing Science's Past: Historical Counterfactuals and Contemporary Possibilities," *Scientia Poetica* 8 (2004): 241-50.

"Beyond Cold War Paradigms for Science and Democracy" (review essay of Steve Fuller, *Thomas Kuhn: A Philosophical History for Our Times*), *Minerva* 41 (4) (2003): 365-79.

"Engineering Practice and Engineering Ethics," *Science, Technology & Human Values* (with Ronald Kline), 25 (2) (2000): 195-224.

"Teaching Engineering Ethics in the United States," *IEEE Technology & Society Magazine* 16 (4) (1997-98): 27-36.

"Ideology and the Sociology of Scientific Knowledge," *Social Studies of Science* 24 (2) (1994): 197-227.

"What Does the Double Hermeneutic Explain/Justify?," **Social Epistemology**, 7 (2), 1993, 193-204.

"Reply to Harbers and De Vries," *Social Epistemology* 7 (2) (1993): 209-211.

"Ethnomethodology as Technocratic Ideology: Policing Epistemic Boundaries," *Science, Technology & Human Values* (with Ellsworth Fuhrman), 17 (2) (1992): 234-36.

"Politics in Hobbes' Mechanics: The Social as Enabling," *Studies in History and Philosophy of Science* 22 (2) (1991): 295-320.

"Recovering and Expanding the Normative: Marx and the New Sociology of Scientific Knowledge," *Science, Technology & Human Values* (with Ellsworth Fuhrman), 16 (2) (1991): 233-48.

"Arguments for a Non-Whiggish Hindsight: Counterfactuals and the Sociology of Knowledge," *Social Epistemology*, 3 (4) (1989): 361-65.

2. Non-refereed Journals

"Science and Socialism in the Time of Coronavirus." *Social Epistemology Review and Reply Collective* 9(10) (2020): 16-25. https://wp.me/p1Bfg0-5up.

"Complexity, Natural Selection, and Cultural Evolution," *Social Epistemology Review and Reply Collective* 5(3) (2016): 64-72, http://wp.me/p1Bfg0-2Ln.

"Darwinian Social Epistemology: Science and Religion as Evolutionary Byproducts Subject to Cultural Evolution," *Social Epistemology Review and Reply Collective* 5(2) (2016): 26-68, http://wp.me/p1Bfg0-2Ci.

"Thresholds of Change: Why Didn't Green Chemistry Happen Sooner," *Technology's Stories*, Society for the History of Technology, 2 (1) (February 2015): https://www.technologystories.org/thresholds-of-change-why-didnt-green-chemistry-happen-sooner/.

"King's Evidence," *New Scientist*, Aug. 20, 2005, 39-40.

E. Book Reviews Published

Michael Worboys, Julie-Marie Strange, and Neil Pemberton, *The Invention of the Modern Dog: Breed and Blood in Victorian Britain*. Reviewed in *Metascience* 29 (2020): 509-510.

Harry Collins and Robert Evans, *Rethinking Expertise*. Reviewed in Isis 100 (1) (2009): 205-206.

David N. Livingstone, *Putting Science in its Place: Geographies of Scientific Knowledge*. Reviewed in *Endeavour* 29 (4) (2005), 137-38.

Marie Boas Hall, *Henry Oldenburg: Shaping the Royal Society*. Reviewed in *Isis* 95 (2) (2004): 289-91.

Barbara J. Shapiro, *A Culture of Fact: England, 1550 – 1720.* Reviewed in *Metascience* 12 (1) (2003): 121-24.

Stephen H. Cutcliffe and Carl Mitcham, eds., *Visions of STS: Counterpoints in Science, Technology, and Society Studies.* Reviewed in *Science, Technology & Human Values* 28 (2) (2003): 26-31.

Alexander Bird, *Thomas Kuhn*. Reviewed in *Isis*, 93 (4) (2002): 665-666.

Galileo Galilei, *Galileo on the World Systems: A New Abridged Translation and Guide* by Maurice A. Finocchiaro. Reviewed in *Isis* 90 (3) (1999): 595-96.

Rosa Lynn B. Pinkus, Larry J. Shuman, Norman P. Hummon, and Harvey Wolfe, *Engineering Ethics: Balancing Cost, Schedule, and Risk--Lessons Learned from the Space Shuttle* and Diane Vaughan, *The Challenger Launch Decision: Risky Technology, Culture, and Deviance at NASA*. Reviewed in *Isis* (with Ron Kline and Jamey Wetmore), 89 (4) (1998): 761-63.

Christa Jungnickel and Russell McCormmach, *Cavendish*. Reviewed in *Isis* 89 (3) (1998): 548-49.

Andrew Pickering, *The Mangle of Practice: Time, Agency, and Science*. Reviewed in *Historical Studies in the Physical and Biological Sciences* 27 (1) (1996): 189-90.

Robert P. Kraynak, *History and Modernity in the Thought of Thomas Hobbes*. Reviewed in *Isis*, 83 (1) (1992): 130-31.

F. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

"Second-Guessing Engineers: Post Hoc Criticism and the Reform of Engineering Practice in Green Chemistry," Society for Social Studies of Science annual meeting, Cleveland, Ohio, November 3, 2011.

"Second-Guessing Engineers: How to Learn from Blunders in Technology," Bovay Lecture, Cornell University, November 7, 2007.

Commentary on Peter Taylor, *Unruly Complexity: Ecology, Interpretation, Engagement*, Society for Social Studies of Science annual meeting, Montreal, Canada, October 13, 2007.

"History in the Footnotes? Reconsidering the Philosophy of Lakatos and Feyerabend," STS (R)evolutions conference, Virginia Tech, Blacksburg, Virginia, March 19, 2005.

"Between the Open Society and the Elitism of Expertise: Lakatos, Feyerabend, and a Public Philosophy for Science Studies," Society for Social Studies of Science annual meeting, Paris, France, August 27, 2004.

"A Role for Science Criticism: Reconsidering the Lakatos-Feyerabend Debate after Science and Technology Studies," Connecting S&TS: The Academy, the Polity and the World," Cornell University, Ithaca, New York, September 26, 2003.

"Projectors in the Scientific Revolution: The Case of William Petty," Society for Social Studies of Science annual meeting, Milwaukee, Wisconsin, November 9, 2002.

"Surveying and the Cromwellian Reconquest of Ireland," Society for the History of Technology annual meeting, Toronto, Canada, October 18, 2002.

"Seeing, Doing, and Uncovering: Interpreting Bacon's Method in the Early Royal Society of London," History of Science Society annual meeting, Denver, Colorado, November 10, 2001.

"Metaphors and Method: Historical Reflections on Science and Engineering Practice," Wayne State University Academy of Scholars Junior Lecture, March 22, 2001.

"Mapping Up: Surveying and the Cromwellian Reconquest of Ireland," Interdisciplinary Studies Program Brown Bag Colloquium, Wayne State University, March 22, 2000.

"Reconstructing Instrumental Skill in the Down Survey of Ireland," Society for the History of Technology annual meeting, October 8, 1999.

"Material Practice in Petty's Down Survey of Ireland," Experimental History of Science research group, Max Planck Institute for the History of Science, Berlin Germany, July 22, 1999.

Commentator, Patricia Fara, "The Apple Tree and Other Newtonian Myths," Scientific Personae Research Group, Max Planck Institute for the History of Science, February 23, 1999.

"How Science and Technology Studies Can Reform Engineering Ethics Pedagogy," Society for Social Studies of Science, Halifax, Nova Scotia, October 30, 1998 (Chair and Organizer of Session: "Engineering Ethics").

"Analogy, Baconian Method, and the Mechanical Philosophy in Hooke's Micrographia," History of Science Society, San Diego, California, November 1997.

"Meaning, Past and Present: Persisting Narrative Interrogations of Expertise," Knowledge in Practice Workshop, Cornell University, May 2, 1997.

"The Uses of Methodological Discourse: The Case of the Early Royal Society of London," Science and Technology Studies, Cornell University, January 22, 1996.

Commentator, Session on "The Perils of Pre-Modern Practice," Doing is Believing: Credibility and Practice in Science and Technology, Cornell University, April 22, 1995.

"The Place of Science," Society for Social Studies of Science, New Orleans, Louisiana, October 1994 (Chair and Organizer of Session: "Making a Place for Theoretical Exchanges").

Co-organizer and Commentator, Science Studies and Social Theory (2 sessions), Society for the Social Studies of Science, Bloomington, Indiana, November 1993.

"Explanation and Power in Latour," Society for Social Studies of Science, Cambridge, Massachusetts, November 1991.
"Counterfactual Reasoning in Interpreting Scientific Discourse: The Case of Anti-Enthusiasm in Restoration England," History of Science Society, Madison, Wisconsin, November 1991.
"Constraints on Interpretative Flexibility: Rhetoric and the Legitimation of the Early Royal Society," Science and Rhetoric Conference, Virginia Polytechnic Institute, April 20, 1991.
"Social Epistemology for Metatheory," Social Epistemology and Social Theory of Knowledge, affiliated meeting of the International Congress for the Logic, Methodology, and Philosophy of Science, Uppsala, Sweden, August 1991.
"The Failure of Disciplines," Center for the Study of Science in Society, Virginia Polytechnic Institute, November 1, 1990.
"Ideology and the Sociology of Scientific Knowledge," Society for Social Studies of Science, Minneapolis, Minnesota, October 1990.
"Politics in Hobbes' Mechanics: A Case Study in the Sociology of Scientific Knowledge," Society for Social Studies of Science, Irvine, California, November 1989.

2. Invited and/or Refereed Locally/Regionally

Online Teaching Peer-Mentoring-Peer Workshop, Department of History, Wayne State University, February 14, 2020.
"Why Didn't Green Chemistry Happen Sooner?" Working Group on Science and Society, Wayne State University, February 26, 2015.
Commentator, "Borders, Boundaries and Beyond," Annual Graduate Student Conference in Transnational and Comparative Historical Studies, Central Michigan University, April 13, 2012.
Presentation on *Darwin's Nightmare*, directed by Hubert Sauper, Friends of Detroit Film Theatre, April 2, 2006.
Presentation on *Genesis*, directed by Claude Nuridsany and Marie Perennou, Friends of Detroit Film Theatre, September 25, 2005.
"How the West was Won ... Starting in Ireland," Humanities Center, Wayne State University, December 9, 2004.
Presentation on Using the Web in the Classroom, Teaching with Technology Workshop, Wayne State University, March 24, 2000.

IV. SERVICE

A. Committee Assignments in Last Five Years

1. College

Educational Development Grants Committee, 2017-2018

2. Department

a. Department Committee Chaired:

Director of Undergraduate Studies, 2019-present

b. Department Committee Membership:

Executive Committee, 2019-present
Personnel Committee, 2017-2019
Awards Committee, 2015-2018
Salary Committee, 2015-2016
Undergraduate Committee, 2015-2017
Election Committee, 2017-2018
Department Parliamentarian, 2016-2017

B. Other University Service in Last Five Years

Steering Committee, Working Group on Science and Society, Humanities Center, 2002-2017
Advanced Placement Day lecture, April 24, 2018

C. Journal/Editorial Activity

Editorial Board, *Philosophy of the Social Sciences*, 2019 to present
Editorial Consultant, *Social Epistemology: A Journal of Knowledge, Culture, and Policy*, 1992 (vol. 6) – 2009 (vol. 23)
Editorial Assistant, *Isis: An International Review Devoted to the History of Science and Its Cultural Influences,* 1994, vol. 84, no. 1-3
Assistant Editor, *Social Epistemology: A Journal of Knowledge, Culture, and Policy*, 1991, vol. 5.
Managing Editor, *Technoscience*, *Newsletter of the Society for Social Studies of Science,* 1990.

D. Other Professionally Related Service

Reviewer: Fund for Scientific Research-FNRS Brussels, Belgium (2020); *Philosophy of the Social Sciences* (2019); Science and Society, Palgrave Macmillan (2019, 2017); *Science and Engineering Ethics* (2017), *Social Epistemology* (2019, 2018, 2016), *Minerva* (2015)
Member, Social Epistemology Review and Reply Collective, 2016 to present.
Reader, Advanced Placement, European History, ETS, Kansas City, Missouri, 2010-2012

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: Karen Marrero

DATE PREPARED: July 26, 2021
DATE REVISED:

OFFICE ADDRESS:
3145 FAB, 656 W. Kirby
Detroit, MI 48202

HOME ADDRESS:

OFFICE PHONE: 313-577-2525

HOME PHONE:

DEPARTMENT/COLLEGE: History/Liberal Arts and Sciences

PRESENT RANK & DATE OF RANK: Associate Professor/August 17, 2020

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2014/Assistant Professor
Year Awarded Tenure: 2020
Year Promoted to Associate Professor: 2020
Year Promoted to Full Professor:

CITIZEN OF: United States and Canada

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate:	University of Windsor, Windsor, ON, Canada, 1988 B.A., English Language and Literature (with honors)
Graduate:	Yale University, New Haven, CT, 2011 M.A., MPhil, Ph.D., History
	University of Windsor, 2000 M.A. History and Archival Studies
	University of Windsor, 1994 M.A. English Language and Literature

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signature:

09/07/21

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):
[Not administrative appointments; see below.]

PROFESSIONAL SOCIETY MEMBERSHIP(S): American Historical Association; Berkshire Conference of Women Historians; Canadian Historical Association; Organization of American Historians, Western History Association

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HONORS/AWARDS:

*Councilor, Teaching Division, American Historical Association, 2022-2025
*Wayne State University Board of Governors Faculty Recognition Award, 2021
*Wayne State University College of Liberal Arts and Sciences Teaching Award, 2020
*Member, Committee on Canadian Studies, MacMillan Center, Yale University, 2020-
*Associate, L. R. Wilson Institute for Canadian History, McMaster University, 2020-2023
*National Endowment for the Humanities Next Generation Humanities PhD Faculty Mentoring Fellowship, Wayne State University, 2016-2017
*University Research Grant, Wayne State University, 2016-2017
*Insight Development Grant, Social Science and Humanities Research Council of Canada, 2016-2018 (Collaborator) – "Aller faire souche au-delà des limites de la vallée laurentienne : l'émigration de familles « canadiennes » vers les Grands Lacs à l'ère préindustrielle (1760-1840)" ("Settling Beyond the Limits of the St. Lawrence Valley: The migration of French Canadian Families to the Great Lakes in the Preindustrial Era (1760-1840)")
*National Endowment for the Humanities Summer Seminar fellowship for "Bridging National Borders in North America," Newberry Library, June 2 – June 27, 2014
*Earhart Foundation on American History Post-Doctoral Fellowship, William L. Clements Library, University of Michigan, 2012
*Short-Term Fellowship for Individual Research at the Newberry Library, 2004
*Lamar Scholar Graduate Fellowship, Howard R. Lamar Center for the Study of Frontiers and Borders, Yale University, 2004-2005
*John F. Enders Fellowship from the Graduate School of Arts and Sciences, Yale University, 2004
*Archibald Hanna, Jr. Fellowship in American History at the Beinecke Rare Book and Manuscript Library, Yale University, 2004
*Jacob M. Price Visiting Research Fellowship at the William L. Clements Library, University of Michigan, 2004
*American Philosophical Society Phillips Fund Grant for Native American Research, 2003
*SSHRC (Social Sciences and Humanities Research Council of Canada Doctoral Fellowship), 2001-2004

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING

A. Years at Wayne State -- 8

B. Years at Other Colleges/Universities (please list)

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

History 2040	U.S. History to 1877
History 3000	Historian's Craft
History 3998	Topics in American History: Native American History
History 3998	Topics in American History: Borderlands: Understanding the Detroit River Border Region
History 4990	Internship
History 5010	Colonial American History
History 5996	Junior or Senior Research Seminar

2. Graduate

History 6010	Topics in American History: Native American History
History 6010	Topics in American History: Borderlands: Understanding the Detroit River Border Region
History 7010	Colonial American History
History 7830	Methods and Research in History
History 7990	Directed Readings in Indigenous History
History 8010	Seminar in Early American History

3. Graduate Professional School

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Matthew Hoerauf, Masters Thesis, "Tecumseh and Tenskwatawa: Men, Myths, Memories and Messages for Present Times" (Fall 2020)

Aya Beydoun, Honors Thesis, "Women in Antebellum Detroit: An Examination of Roles, Class, Race, and Expectations" (Winter 2020)

Kyra Goeller, Honors Thesis, "'We did not make them equal, to our homes, to our tables, to our bosoms': Race, Citizenship, and Suffrage Rights during the Michigan Constitutional Conventions" (Winter 2019)

Committee Member, Reader

Merlin Chappius, M.A. "Land of the Free: Liberia, Race, and What it Means to Belong" (Winter 2021) (Advisor: Hart)

Kevin Nichols, PhD, "Frontier Freemasons: Masonic Networks Linking the Great Lakes to the Atlantic World, 1750-1820" (Fall 2020) (Advisor: Ash)

Michael Wyner, M.A. "'Protecting the Weak against the Strong; the Few against the Many': Cincinnati v. Minor, the Regulation of Protestant Morality, and the Rise of Secularism and Individual Rights" (Summer 2020) (Advisor: Kruman)

Daniel Harrison, PhD, "The Transformation of the St. Clair Maritime Cultural Landscape from the Seventeenth to the Twentieth Centuries" (Winter 2020) (Department of Anthropology, Advisor: Killion)

Joelle Del Rose, PhD, "'The Luxurious Fancies of Vice': Sexuality, Luxury, and Space in the Eighteenth-Century British Social Sphere" (Winter 2017) (Advisor: Ash)

Craig Rinkus, Honors Thesis, "Lutheran Confessions: How Key Figures in the Lutheran Church-Missouri Synod Navigated Doctrinal Discipline, Secular Society, and Ecclesiastical Electioneering during the Seminex Controversy (Winter 2016) (Advisor: Hummer)

Maria Spencer Wendeln, PhD, "Princess on the Margins: Toward a New Portrait of Madame Élisabeth de France" (Winter 2015) (Advisor: Lanza)

PhD Oral/Written Examiner

PhD exam committee, Stacy Markel (Anthropology; advisor Chrisomalis) (in progress – to take place August 2021)
PhD exam committee, Kirkland Ellens (History; advisor Richmond) (Winter 2019)
PhD exam committee, Erik Noren (History; advisor Ash) (Fall 2018)
PhD exam committee, Kevin Nichols (History; advisor Ash) (Fall 2017)
PhD exam committee, Mitchell Fleischer (History; advisor Neumann) (Fall 2017)
PhD exam committee, Kathryn Slocum (Anthropology; advisor Killion) (Fall 2017)
PhD exam committee, Amanda Hoover (History; advisor Gidlow) (Winter 2015)

2. Continuing Students

Advisor, PhD, Rochelle Danquah
Advisor, PhD, Brandon Dean
Advisor, MAPH, Audrey Langley
Advisor, MAPH, Lily Chen (incoming Fall 2021)
Advisor, AGRADE, Luke Hyde (incoming Fall 2021)
PhD dissertation committee, Erik Noren (History; advisor Ash)

PhD dissertation committee, Stacy Markel (Anthropology; advisor Chrisomalis)
PhD dissertation committee, Kelly Plante (English; advisor Maruca)

E. Course of Curriculum Development

F. Course Materials (Unpublished)

II. RESEARCH

A. Research in Progress, Not Funded

Indigenous Spaces and Shadow Republics: Mobility, Community, and Nation at North American and Australian Borders in the Early Nineteenth-Century (book project)

B. Funded Research in Last Five Years

*Submitted: "Mapping Historic Michigan," Library of Michigan Improving Access to Information Grant Program (Alex Hill, Karen Marrero, Alexandra Sarkozy)
* Insight Development Grant, Social Science and Humanities Research Council of Canada, 2016-2018 (Collaborator) – "Aller faire souche au-delà des limites de la vallée laurentienne : l'émigration de familles « canadiennes » vers les Grands Lacs à l'ère préindustrielle (1760-1840)" ("Settling Beyond the Limits of the St. Lawrence Valley: The migration of French Canadian Families to the Great Lakes in the Preindustrial Era (1760-1840)")
*University Research Grant, Wayne State University, 2016-2017

C. Fellowships/Grants/Special Awards in Last Five Years

*Wayne State University Board of Governors Faculty Recognition Award, 2021
*Wayne State University College of Liberal Arts and Sciences Teaching Award, 2020
*University Research Grant, Wayne State University, 2016-2017
* NEH Next Generation Humanities PhD Faculty Mentoring Fellowship, 2016-17

III. PUBLICATION

A. Scholarly Books Published

1. Authored

Marrero, Karen. *Detroit's Hidden Channels: The Power of French-Indigenous Families in the Eighteenth Century* (Michigan State University Press & University of Manitoba Press, 2020)

2. Co-Authored

B. Chapters Published

1. Authored

"'Borders Thick and Foggy': Mobility, Community, and Nation in a Northern Indigenous Region." In *Warring for America: Cultural Contests in the Era of 1812*. Eds. Nicole Eustace and Fredrika J. Teute. Chapel Hill: University of North Carolina Press, 2017. 419-444.

"Women at the Crossroads: Trade, Mobility, and Power in Early French America and Detroit." In *Women in Early America: Transnational Histories, Rethinking Master Narratives*. Ed. Thomas Foster. New York: New York University Press, 2015. 159-185.

"On the Edge of the West: The Roots and Routes of Detroit's Urban Eighteenth Century." *Frontier Cities: Encounters at the Crossroads of Empire*. Eds. Jay Gitlin, Barbara Berglund, and Adam Arenson. Philadelphia: University of Pennsylvania Press, 2013. 66-87.

"'Quaint Customs and Beautiful Traditions': Delineating Frenchness in Nineteenth-Century Detroit." *Auguste Chouteau's Journal: Memory, Mythmaking and History in the Heritage of New France*. Ed. Gregory P. Ames. St. Louis: St. Louis Mercantile Library of the University of Missouri – St. Louis, 2010. 25-38.

2. Co-Authored

Teasdale, Guillaume and Karen Marrero. "From Voyageurs to Emigrants: Leaving the St. Lawrence Valley for the Detroit River Borderland, 1796-1846." In *French Connections: Cultural Mobility in North America and the Atlantic World*. Eds. Robert Englebert and Andrew Wegmann Baton Rouge: Louisiana State University Press, 2020. 170-192.

Extensive contribution to *Women of New France*. Eds. José António Brandão, Stacey L. Moore, and Michael Nassaney. Fort St. Joseph Archaeological Project Booklet Series, No. 1, Kalamazoo: Western Michigan University, 2011.

C. Editorships of Books/Proceedings

Karen Marrero and Andrew Sturtevant, eds. *A Place in Common: Telling Histories of Early Detroit* (Michigan State University Press, in progress)

D. Journal Articles Published

1. Refereed Journals

"'She is Capable of Doing a Good Deal of Mischief': A Miami Woman's Threat to Empire in the Eighteenth-Century Ohio Valley." *Journal of Colonialism and Colonial History*, 6.3 (2005). Special Issue on Indigenous Women and Colonial Cultures.

"Finding the Space Between: The Means and Methods of Comparative History." *Canadian Review of American Studies/Revue canadienne d'études américaines.* 33.2 (2003): 147-51.

2. Invited Review Articles

3. Nonrefereed Journals

"'Fait Chorus': Telling New Histories of Detroit's French Community." *Michigan's Habitant Heritage*, 39.4 (2018): 164-167.

E. Papers Published in Conference Proceedings

1. Refereed Papers

"Encountering Cadillac: Detroit before 1701." *Le Passage du Détroit: 300 ans de présence francophone/Passages: Three Centuries of Francophone Presence at Le Détroit.* Ed. Marcel Bénéteau. Working Papers in the Humanities 11, Windsor: University of Windsor, 2003. 37-46.

Marrero, Karen. "Sharp Borders and Blurred Boundaries: Identities of the Americas." *Proceedings of the Fourth International Conference on the Americas*. Tampa: University of South Florida, 1998. 103-7.

2. Nonrefereed Papers

Greci Green, Adriana and Karen Marrero. "'Fixing Their Camp in Their Own Manner': The Critical Role of the Miami in British Operations in the Revolutionary Era." *Gateway* (Magazine of the Missouri History Museum) Volume 34, 2014. 30-41.

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

2. Magazines/Newspapers

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition

2. Refereed or Judged: Local/Regional Competition

3. Not Refereed

J. Creative Performances

1. Outside Metropolitan Area

2. Metropolitan Area

3. Campus

K. Instructional Materials Formally Published

1. Textbooks

2. Study Guides/Laboratory Workbooks

3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

"Detroit's Hidden Channels: French-Indigenous Families in the Eighteenth Century," Michigan State University Press Podcast and Book Launch with author (Karen Marrero) and interviewer Dr. Kurt Milberger, October 30, 2020 (https://player.fm/series/msu-press-podcast/detroits-hidden-channels-french-indigenous-families-in-the-eighteenth-century)

Detroit's Hidden Channels Virtual Book Launch, University of Manitoba Press, September 17, 2020 with author (Karen Marrero) and guests Kathryn Labelle (Department of History, University of Saskatchewan) and Guillaume Teasdale (Department of History, University of Windsor)

"Potawatomi and Patriots: Mobility, Community and Nation at the Michigan-Upper Canada Border." To have been presented at the Canadian Historical Association Annual Meeting, Western University, London, Ontario, Canada, June 1-3, 2020. (cancelled due to COVID-19)

Participant in Roundtable "The 'Other' Border: Canada's Place in U.S. History, from the Revolution to Reconstruction." To have been presented at the Organization of American Historians Annual Meeting, Washington, DC, April 2-4, 2020. (cancelled due to COVID-19)

"Detroit and the 'Fox Wars':" Telling Local and Imperial Histories in the Middle Ground." Presented at the conference of the American Historical Association, New York, January 3-6, 2020.

"'On Such Does the Fate of Empires Depend':" The Threat of French and Indigenous Women of the Eighteenth-Century Great Lakes Fur Trade." Presented at the annual meeting of the French Colonial Historical Society, Université de Sherbrooke, Longueuil, Quebec, June 13-15, 2019.

"Angelique's World: Marriage, Family, and the Fur Trade in Old Detroit." Presented at Buck Recreation Center, Littleton, Colorado, April 6, 2019.

"Angelique's World: Marriage, Family, and the Fur Trade in Old Detroit." Presented at Denver Central Library, Denver, Colorado, April 7, 2019.

"Angelique's World: Marriage, Family, and the Fur Trade in Old Detroit." Presented at Tesoro Cultural Center, Denver, Colorado, April 7, 2019.

"War, Slavery and Baptism: The Rise of French-Indigenous Networks at Detroit." Presented at the American Society for Ethnohistory Conference, Oaxaca, Mexico, October 11-13, 2018.

Chair and Commentator for the Panel: "Indigenous Political Actors and Networks in the Eighteenth-Century Great Lakes and Ohio Valley." Presented at the American Society for Ethnohistory Conference, Oaxaca, Mexico, October 11-13, 2018.

"'Fait Chorus': Reclaiming Displaced Histories through Song." Presented at the Organization of American Historians Annual Meeting, Sacramento, CA, April 12-14, 2018.

"For Family or Empire: Troubling Accounts of the Fox Wars in Early Eighteenth-Century Detroit." Presented at the Society for French Historical Studies 64th Annual Conference, Pittsburgh, March 8-10, 2018.

Chair and Commentator for the Panel: "Rhetoric of Marginalization during the Revolutionary Era." Presented at the American Society for Ethnohistory Conference, Winnipeg, Manitoba, October 12-14, 2017.

"From Raised to Trade to Razed by Trade: French and Native Women in the Eighteenth Century Fur Trade." Presented at the Seventeenth Berkshire Conference on the History of Women, Genders and Sexuality, Hofstra University, Hempstead, New York, June 1-4, 2017.

"Defying Nation and Defining Community: Stories and Histories of Detroit's Mixed Blood Families." Presented at the American Society for Ethnohistory Conference, Nashville, Tennessee, November 9-12, 2016.

"Angelique's World: Marriage, Family and Regime Change in Old Detroit." Presented at the AYA (Association of Yale Alumni) Redpath Seminar, Detroit, Michigan, October 1, 2016.

"Nations as Neighborhoods: Understanding Border Communities of the Past." Presented at the 12th Annual Midwest Historical Archaeology Conference, Wayne State University and University of Michigan, September 23-24, 2016.

"The Reinvention of George Drouillard: The Portrayal of Hybridity in the U.S. and Canada after the War of 1812." Presented at the Thirty-Eighth Annual Meeting of the Society for Historians of the Early American Republic, New Haven, Connecticut, July 21-24, 2016.

Chair and Commentator for the Panel "Indigenous Peoples and the State in North America." Time Place, and Space: International Graduate Historical Studies Conference, Central Michigan University, April 8-9, 2016.

"Indigenous Spaces and Shadow Republics: Potawatomi, Patriots and the Early Nineteenth-Century Northern Border." Presented at the Fifty-Fifth Annual Conference of the Western History Association, Portland, Oregon, October 21-24, 2015.

"From Bad Spirit to Good Conduct: Converting Character in Early Eighteenth-Century Detroit." Presented at the joint Omohundro Institute of Early American History and Culture and Society of Early Americanists conference, Chicago, June 18-21, 2015.

"Stories of Old Times: Restoring Detroit's Early History, One Image at a Time," 2015 Lecture Series, William L. Clements Library, University of Michigan, March 11, 2015.

"Roots of Rebellion: Anishinaabeg of Upper Canada and the Challenge of Transnationality." Presented at the conference of the American Historical Association, New York, January 2-5, 2015.

"Roots and Routes: Mapping Women in the French Colonial World." Presented at A Great City from the Start: The Founding and Lasting Significance of St. Louis, Missouri History Museum, February 14, 2014.

"'Carry'd on by their Women': Catherine, Angelique, and the Forgotten Story of Pontiac's War." Presented at The War Called Pontiac's: 1763-2013, McNeil Center for Early American Studies, University of Pennsylvania, April 4-5, 2013.

"'Borders Thick and Foggy': The 1837 Upper Canada Rebellion and Emerging American Nationhood." Presented at the Early American History Seminar, Scholl Center, Newberry Library, February 7, 2013.

"'What the Indians Desired Them to Say': The Complex Roles of Detroit's French-Native Intermediaries in the Latter Eighteenth Century." Presented at the Filson Historical Institute, Louisville, Kentucky, October 26-27, 2012.

"Independent Nations and Neutral Powers: Stories of Emerging Identities in the Early 19th-Century Midwest." Presented at the William L. Clements, University of Michigan, July 12, 2012.

"History's Silent Scapegoat: Stories of the Woman Who Thwarted Pontiac." Presented at the Fourth Annual Meeting of the Native American and Indigenous Studies Association, Uncasville, CT, June 3-6, 2012.

"'To Run After the Indians': Women, Mobility, and Social Cohesion in the Eighteenth-Century Fur Trade." Presented at the Thirty-Eighth Meeting of the French Colonial Historical Society/Société d'histoire coloniale française, New Orleans, May 20-June 2, 2012.

"Making New Nations: Natives, Euro-Americans and the Reconfiguration of the Midwest Region in the Nineteenth Century." Presented at the Organization of American Historians Annual Meeting, Milwaukee, April 19-22, 2012.

"'Unveiling the Conspiracy': The Role of the Woman Informant in Pontiac's Rebellion." Presented at the Berkshire Conference on the History of Women, University of Massachusetts, Amherst, June 9-11, 2011.

Panelist speaking on Eighteenth-Century Detroit as part of "Roundtable: Defining and Recovering Frontier Cities in America," The Urban History Association's Fifth Biennial Conference, Las Vegas, October 20-23, 2010.

"The Strange Long Life of Pepé Rouge: Métis Identity in Nineteenth- Century Southwestern Ontario and Southeastern Michigan." Presented at the American Society for Ethnohistory Annual Meeting, Ottawa, October 13-17, 2010.

"On the Edge of the West: The Roots and Routes of Detroit's Urban Eighteenth Century." Presented at "Frontier Cities" A Joint Conference Sponsored by the Howard R. Lamar Center for the Study of Frontiers and Borders, Yale University and The St. Louis Mercantile Library Association, University of Missouri-St. Louis, February 29-March 1, 2008.

"'Father we hope your breasts have not gone dry': The Use of Gendered Conversations between Native- and Euro-Americans to Negotiate Power Relations in the Late Eighteenth-Century Ohio Valley." Presented at the Omohundro Institute of Early American History and Culture Twelfth Annual Conference, Laval University, June 9-11, 2006.

"Chief, Mother, Trader, and Sister: A Native Woman in an Eighteenth-Century Miami Community." Presented at the North American Conference on British Studies, Philadelphia, October 29-31, 2004.

"Métis Family History and Locality". Presented at Charles Darwin University, Darwin, Australia, August 9, 2004 as part of the conference "Narrating Frontier Families in Australia and North America", sponsored jointly by Yale University, Australian Centre for Indigenous History at Australia National University, Canberra, Australia National Museum, and Charles Darwin University.

"Métis: The Local and the Familial". Presented at the Australia National Museum, Canberra, Australia, August 5, 2004 as part of the conference "Narrating Frontier Families in Australia and North America", sponsored jointly by Yale University, Australian Centre for Indigenous History at Australia National University, Canberra, Australia National Museum, and Charles Darwin University.

"Inheriting Tacumwah: Gender, Power, Authority, and Family in the Late Eighteenth-Century Ohio Valley." Presented at the Omohundro Institute of Early American History and Culture Tenth Annual Conference, Smith College and Historic Deerfield, June 11-13, 2004.

"Gendered Expectations: Native Women in Eighteenth-Century British and American Contact Zones." Presented as part of the Yale Group for the Study of Native America Colloquium Series, May 4, 2004.

Commentator on Keynote Presentation "Women and Colonization: The North American and Australian Frontiers Compared," by Ann McGrath (Director, Australian Centre for Indigenous History, Australian National University), Yale University, September 19-20, 2003.

"Guy Johnson's Laudable Ambition: The King's Indian Agent on the Anglo-American Frontier in the Revolutionary Era." Presented as part of Yale British Studies Colloquium Series, October 31, 2002.

"Finding the Space Between: The Means and Methods of Comparative History." Presented as part of the session "Challenging the Boundaries of Geography: A Roundtable on Comparative History" at the Canadian Historical Association Annual Meeting, University of Toronto, May 27-29, 2002.

"The Mothers of Colonial Invention: Recreating French Founding Myths in the Midwest." Presented at the Twenty-Eighth Meeting of the French Colonial Historical Society/Société d'histoire coloniale française, Yale University, May 15-19, 2002.

"Encountering Cadillac: Detroit before 1701." Presented at Passages: Three Centuries of Francophone Presence at le Détroit/Le Passage du Détroit: 300 ans de présence francophone, University of Windsor, July 19-21, 2001.

"Determining Historical Significance: Alternate Histories of a Coureur de Bois and his Native Miami Wife in Early Eighteenth-Century Detroit." Presented at the Omohundro Institute of Early American History and Culture Sixth Annual Conference, University of Toronto, June 9-11, 2000.

"Individual and Context: Stories from the Place Where History and Genealogy Meet." Presented at the Annual Meeting of the Society of Indiana Archivists, Indianapolis, November 18, 1999.

"Sharp Borders and Blurred Boundaries: Identities of the Americas." Presented at the Fourth International Conference on the Americas, University of South Florida, Tampa, January 28-31, 1998.

2. Invited and/or Refereed Locally/Regionally

The Clements Bookworm: Author Conversation with Karen Marrero, author of *Detroit's Hidden Channels: The Power of French-Indigenous Families in the Eighteenth Century*, Virtual interview and discussion hosted by the William L. Clements Library, University of Michigan, July 16, 2021.

"Hidden Channels: Researching and Writing a History of Detroit's Early French-Indigenous Families," Virtual Book Launch hosted by Wayne State University Native American Student Organization, Native Development Network and Learning Community, and Office of Multicultural Student Engagement, November 11, 2020.

"Où sont les femmes?": Reclaiming the History of French and Indigenous Women of Detroit and the Pays d'en Haut." Presented at Présence française dans les zones limitrophes de la Nouvelle-France, Pays d'en Haut et Pays des Illinois, Collège Boréal, Windsor, ON, October 6-7, 2018.

"'Va à la rivière': What Songs Can Tell Us about the History of le détroit." Presented at the French-Canadian Heritage Society of Michigan, Mount Clemens Public Library, May 13, 2017.

"New Stories of Old Times: Restoring Detroit's Early History, One Image at a Time." William L. Clements Library, University of Michigan, March 11, 2015.

"Recalling Community: Family Stories as Historical Markers at le détroit." Presented at the French-Canadian Heritage Society of Michigan, Mount Clemens Public Library, May 10, 2014.

"A Tale of Three Marguerites: Women's Lives and Roles in New France and Detroit." Presented at the Western Michigan University Speaker Series, Niles Public Library, July 28, 2010.

M. Invited Seminars or Lectures Presented in Last Five Years

"Viewing the Midwest from Detroit, Ontario, Canada and Points in Between." Presented in University of Iowa course HIS 3249 (History of Iowa and the Midwest), instructor Dr. Stephen Warren, February 2021.

"Women at the Crossroads: French and Indigenous Women in the Fur Trade." Presented in Horace Mann School course Vast Early America, instructor Dr. Barry Bienstock, January 2021.

"Smallpox and Epidemics among Indigenous People of North America." Module developed and designed for the Wayne State University course Pandemic Perspectives – Historical Accounts of Pandemics and Epidemics, July 2020.

"Detroit's Early Indigenous History," Presented in Wayne State University course ANT 3530 (Native Americans), instructor Dr. Tom Killion, February 24, 2020.

"Lines Drawn Across the Water: Shifting Perceptions of the Detroit River and the Great Lakes," Presented in Wayne State University course ANT 5565 (Urban Archaeology), instructor Dr. Krysta Ryzewski, March 2017.

N. Other Scholarly Work

III. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

*Reviewer, Masters Scholarships, Master's Office and Recruitment, Graduate School, 2016

3. College/Department Committee Chaired

*Alumni Advisory Board, Department of History, 2020-21, 2019-20, 2017-18
*Speaker Series Committee, Department of History, 2016-17
*Colloquium Committee, Department of History, 2014-15

4. College/Department Committee Membership:

*Faculty Council, College of Liberal Arts and Sciences, 2018-2021

*Graduate Studies Committee, Department of History, 2021-22, 2020-21, 2019-20, 2018-19, 2016-17, 2015-16
*Executive Committee, Department of History, 2021-22, 2018-19, 2017-18, 2014-15
*Salary Committee, Department of History, 2021-22, 2018-19, 2016-17, 2015-16
*Budget Committee, Department of History, 2021-22
*Undergraduate Committee, Department of History, 2017-18
* Appointed by Dean to the Search Committee for Chair of Department of History, 2014-15
*Master of Public History Advisory Board, Department of History, 2016-present
*Gender, Sexuality, and Women's Studies Board, 2014-2020

D. Positions Held in Professional Associations in Last Five Years

*Councilor, Teaching Division, American Historical Association, 2022-2025
*Program Committee, National Humanities Conference, Detroit, November 11-14, 2021
*Recruitment Sub-Committee, National Humanities Conference, Detroit, November 11-14, 2021
*Walter Rundell Award Committee, Western History Association, 2016-18

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

*President, Center for French Colonial Studies, 2012-2014
*Member, Board of Directors, Center for French Colonial Studies, 2011-2014

F. Professional Consultation

1. Public Presentations as an Expert in Discipline

2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

Book Review Editor, *Le Journal* (journal of the Center for French Colonial Studies) (2011-2016)

2. Editorial Board Memberships

Editorial Board, Wayne State University Press, 2019-2022
Editorial Board, *Michigan Historical Review*, 2019-2022

H. Other Professionally Related Service

Collaborator, Detroit River Region Research Group/Group de la recherche sur la région de la rivière Détroit, 2021-

Ad hoc reviewer, *William and Mary Quarterly* (2021)

Ad hoc reviewer, *Canadian Historical Review* (2020)

Member, Latinx Faculty and Staff Association, Wayne State University, 2019-

Member, Yale MacMillan Center, Committee on Canadian Studies, 2018-

Ad hoc reviewer, *French Colonial History* (2018)

Co-organizer, Wayne State Indigenous Studies Group, 2017-present

Co-organizer, Borderland Stories International Student conference, March 2020 (cancelled due to COVID-19)

Co-organizer, Borderland Stories International Student conference, March 2019

Co-organizer, Borderland Stories International Student conference, March 2018

Co-organizer, Borderland Stories International Student conference, March 2017

Advisory Board, Detroit River Border Region International Digital History Project, 2017-2021

Co-Chair, 23rd Annual Conference of the Omohundro Institute of Early American History and Culture, Ann Arbor, June 15-18, 2017

Planning Committee, Midwest Conference on British Studies, 2014-15

Co-organizer, Association of Yale Alumni Redpath Seminar, Detroit, October 1, 2016

Ad hoc reviewer, *Journal of Early American History* (2016) – two articles

Participant, University of Michigan Detroit Center Symposium: "Beyond the Ivory Tower: Co-Creating Community-University Partnerships That Work," Jun 6-7, 2016

Ad hoc reviewer, *Middle West Review* (2015)

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: Tracy Neumann

DATE PREPARED: November 2011
DATE REVISED: September 7, 2021

OFFICE ADDRESS:
656 W. Kirby, 3094 FAB
Detroit, MI 48202

OFFICE PHONE: 313.577.2525

DEPARTMENT/COLLEGE: History/CLAS

PRESENT RANK & DATE OF RANK: Associate Professor/August 2017

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2011/Assistant Professor
Year Awarded Tenure: 2017
Year Promoted to Associate Professor: 2017
Year Promoted to Full Professor:

CITIZEN OF: United States

EDUCATION:

Baccalaureate: University of Michigan, Ann Arbor, MI, 1998
BA in History (with honors) and Russian & East European Studies

Graduate: Cornell University, Ithaca, NY, 2001
MA in Historic Preservation Planning

New York University, New York, NY, 2011
PhD in History

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):

Lecturer on History, Harvard University, 2015-16

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Association for State and Local History, American Historical Association, Global Urban History Project, National Council on Public History, Urban History Association

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signature: Tracy Neumann 09/07/21

HONORS/AWARDS:

- Career Development Chair, Wayne State University, 2018-2017
- Board of Governors Faculty Recognition Award, Wayne State University, 2017
- CLAS Excellence in Teaching Award, Wayne State University, 2014

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING

A. Years at Wayne State 9 years

B. Years at Other Colleges/Universities (please list)

1. Harvard University, 2015-16 (1 year)

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate

   (a) HIS 1050: American Civilization Since WWII (F11, W12, F12, W13, F13, W14)
   (b) HIS 3650: History of Detroit (W15, F18, W19, W21)

2. Undergraduate/Graduate

   (a) HIS 3998/6010: The Post-Industrial City (W12)
   (b) HIS 3998/6010: History of Detroit (F12)
   (c) HIS 5665/7665: Global Cities (F13, F17)
   (d) HIS 5760/7670: Modern American Cities (W13, W17, W19)
   (e) HIS 6993: History Communication (W21)

3. Graduate

   (a) HIS 7830: Methods & Research in History (W14, F16)
   (b) HIS 7832: History Practicum (W20)
   (c) HIS 7835: Public History: Theory & Method (W15, F16, F18, F20)
   (d) HIS 7990: Directed Study
      (i) Comparative Urban History, Andrew Hnatow (S12)
      (ii) The Cold War and Urban Development, Alan Hurvitz (F13)
      (iii) 1960s Detroit, Jana Alpaslan (W14)
      (iv) History of Detroit, Meghan McGowan (W15)
      (v) Urban History, Lillian Wilson (F15)
      (vi) Modern US History, Lillian Wilson (W16)
      (vii) Public History, Nathaniel Arndts (S17)

4. Graduate Professional School

D. Essays/Theses/Dissertations Directed

1. Master's Essays/Projects

   Directed:

   (a) Leah Buhagiar, "Collections Management Plan and Internship Program For Wayne County Parks," 2020
   (b) Nathaniel Arndts, "On the Forks of the Kalamazoo: Creating Virtual Exhibits with Local Archives," 2019
   (c) Laura Kennedy, "Using Storymap JS and Timeline JS to Create Digital Public History," 2019
   (d) Kaitlin Scharra, "Experimenting with History: Introducing STEM Hands-On Learning and Dialogue Facilitation into the Modern History Museum," 2017
   (e) Mitchell Fleischer, "Urban Renewal Coalitions in Detroit: The Gratiot Redevelopment Project," 2014

   Second Reader:

   (a) Kristin Waterbury, "Unsettled Lives Exhibit," 2019
   (b) Michael Polano, "The Great Terror: Violence, Ideology, and the Building of Stalin's Soviet Empire," 2017
   (c) Robert Pfaff, "Rubber Versus Rail: The Decline of Detroit Street Railways, 1922-1956," 2015
   (d) Andrew Hnatow, "The Port Huron Statement: SDS and the Creation of the New Left in the United States, 1959-1962," 2014
   (e) Amanda Walter, "Becoming a Priority: Unionizing University Clerical Workers through SEIU District 925," 2013

2. PhD Dissertations

   Directed:

   Committee Member:

   (a) Amanda Walter, "'I've Always Had A Voice. Now I'm Going to Use It!'" The Working Women's Movement and Clerical Unionism in Higher Education," 2019
   (b) Andrew Hnatow, "Envisioning the City of the Future: Responses to Deindustrialization, Segregation, and the Urban Crisis in Postwar Detroit, 1950-1970," 2018
   (c) Josiah Rector, "Accumulating Risk: Environmental Justice and the History of Capitalism in Detroit, 1880-2015," 2016
   (d) Ann Marie Wambeke, "Republican Feminists and Feminist Republicans: The Search for the Sensible Center in Michigan, 1968-1984," 2016

3. Continuing Students

   MA Advisees:

MAPH Advisees:

(a) Haley Behr
(b) Amber Harrison
(c) Grace Moore
(d) Andrea Ozanich
(e) Genevieve Prange
(f) Allison Salcido
(g) Harry Smith
(h) Kayla Wendt
(i) William Wall-Winkel

PhD Advisees:

(a) Jason Dulany
(b) Mitchell Fleischer
(c) Lillian Wilson Szlaga

E. Course or Curriculum Development

1. Online MA/MLIS Pilot Program (effective fall 2021)

   Developed two-year pilot program for online master's program, during which period the History Department will assess the viability of a fully-online master's degree.

2. World History Bridge Certificate Revision (effective fall 2021)

   Working with Graduate Committee, revised World History curriculum to reflect the state of the field in world history training and to reduce the credit hours required to complete the certificate.

3. History MA Curriculum Revision (effective fall 2020)

   Working with the Graduate Committee, modernized MA program curriculum to make our master's program more competitive in our regional market. Major changes include reducing credit hour requirements, eliminating minor fields, and updating major fields.

4. Teaching Public History Online Working Group member (summer 2020)

   Selected as one of 20 participants in a National Council on Public History (NCPH) Working Group tasked with developing best practices for teaching public history online. The working group was a response to COVID-19. Members produced activities, assignments, and a best practices guide that have been made freely available by NCPH for public history faculty to use when crafting online courses.

5. MA Program in Public History (added 2015)/MAPH-MLIS Joint Degree Program (added 2017)

With Elizabeth Faue, created a new interdisciplinary Master's Degree in Public History (approved in 2015). We won a Master's Program Innovation and Development Grant from the Graduate School and worked together to develop the program and its curriculum. We also created an advisory body that includes faculty from affiliated departments and community partners from local cultural institutions. I designed one of the program's core courses and its internship program. In response to student demand, I worked with Eric Ash to create a dual degree program in public history and library and information science, one of a few such programs in the nation (approved in 2017).

6. HIS 3650: History of Detroit (added 2014; revised after gen ed designation in 2018; created fully online version of the course in 2021)

   Developed a service learning course that covers the history of Detroit from colonization to the present, with an emphasis on the twentieth century; students conduct original research in support of a project or projects completed with a community partner. Projects have included research on historic sites for a website on the automotive history of Southwest Detroit for the National Park Service and research and oral histories conducted in support of Detroit Historical Museum exhibits. In 2021, created a fully online, asynchronous version of the course, with new course content and activities.

7. HIS 5665/7665: Global Cities (added 2013; renamed and substantially revised 2017)

   Developed an advanced undergraduate/graduate seminar that employs a global urban history approach with a focus on the nineteenth and twentieth centuries. Students write blog entries, a book review, and a longform feature article for a general audience and post them on websites of their own design.

8. HIS 5670/7670: Modern American Cities (added 2013)

   Developed an advanced undergraduate/graduate seminar on the social, political, and economic development of metropolitan America since 1945. Students conduct archival research to produce a work of original historical scholarship.

9. HIS 7832: History Practicum (added 2019)

   Developed a graduate seminar that enables career exploration, facilitates professional development, and introduces students to the basics of teaching history, required of all students enrolled in the MA and PhD programs in History. Students produce professional development plans, teaching portfolios, and contribute to a public humanities project.

10. HIS 7835: Public History (added 2013)

    Developed a graduate seminar on the theory and practice of public history, required of all students enrolled in the MA Program in Public History. The course provides a broad survey of public history fields and careers, and helps students develop skills essential to many public history jobs, such as grant writing, budgeting, project management, and historical interpretation for popular audiences.

F. Course Materials (Unpublished)

G. Fellowships/Grants for Course or Curriculum Development

1. OTL Faculty Teaching Travel Grant, 2020 ($1,250)
2. Michigan Department of Natural Resources Hines Heritage Trail Cooperative Agreement, 2019-2020 ($22,000)
3. American Historical Association Career Diversity Implementation Grant (with Elizabeth Faue and Eric Ash), 2018-2020 ($30,000)
4. OTL Faculty Teaching Travel Grant, 2018 ($1,500)
5. NEH Next Generation Humanities PhD Faculty Mentoring Fellow, 2016-17 ($2,500)
6. GSAS Master's Program Innovation and Development Fund grant to develop Master's Program in Public History (with Elizabeth Faue), Wayne State University, 2014-15 ($38,838)
7. Educational Development Grant for History of Detroit, Wayne State University, 2012 ($5,000)

H. Undergraduate Research Directed

1. Kenneth Alyass, "Detroit's Ivory Tower: A Historical Study of Wayne State University's Development, and the Influence of the Public Research University in Detroit," Undergraduate Research and Creative Projects Award (UROP), 2018

II. RESEARCH

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years

1. Book manuscript: *The Urban International: Design and Development from the Marshall Plan to Microfinance* (in progress)
2. Book: *Remaking the Rust Belt: The Postindustrial Transformation of North America* (Philadelphia: University of Pennsylvania Press, 2016)

C. Fellowships/Grants/Special Awards in Last Five Years

1. External Awards

   (a) Rockefeller Archive Center grant-in-aid, 2016 ($3,000)
   (b) William Lyon Mackenzie King Postdoctoral Fellowship, Weatherhead Center for International Affairs, Harvard University, 2015-2016 ($68,000)
   (c) Residency Research Fellowship, Eisenberg Institute for Historical Study, University of Michigan, 2012-2013 ($5,000)
   (d) CLIR/Mellon Fellowship for Dissertation Research in Original Sources, 2008-2009 ($15,000)
   (e) Scholar-in-Residence, Pennsylvania State Archives, 2008 ($1,500)
   (f) International Council for Canadian Studies Graduate Student Scholarship, 2008 ($6,000)

(g) Canadian Government Graduate Student Fellowship, 2007 ($10,000)

2. Internal Awards

(a) Career Development Chair, 2018-2019 ($19,000)
(b) Humanities Center Faculty Fellowship, 2018 ($6,000)
(c) Research Enhancement Award in the Arts & Humanities, 2015-2016 ($27,500)
(d) GSAS Graduate Research Assistant Award, 2015-2016 ($18,000)
(e) University Research Grant, 2014-2015 ($10,000)
(f) Humanities Center Faculty Fellowship, 2013-2014 ($6,000)

3. Intramural Funding for MPSI Centennial Events (Co-PIs John Hannigan, Hilary Ratner, Tracy Neumann), 2018-present

Museum Exhibit: *Merrill Palmer in Detroit: A Century of Community Making*
Symposium: *Illuminating the Future for Children, Families and Community*

(a) OVPR Arts and Humanities Research Support Grant ($40,000)
(b) College of Education ($5,000)
(c) Libraries and School of Information Sciences ($2,500)
(d) School of Social Work ($1,500)
(e) College of Liberal Arts and Sciences ($5,000)
(f) Psychology Department ($1,000)
(g) The McGregor Fund ($10,000)
(h) Anonymous ($20,000)

D. Other Research Activities

1. Research Affiliate, North American Cultural Diplomacy Initiative, Queen's University, 2017-present
2. Merrill Palmer Skillman Institute centennial events, 2019-present

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III. PUBLICATION

A. Scholarly Books Published

1. Authored

(a) *Remaking the Rust Belt: The Postindustrial Transformation of North America* (Philadelphia: University of Pennsylvania Press, 2016)

2. Co-Authored

B. Chapters Published

1. Authored

(a) "The Post-Industrial City," in Mark Rose and Roger Biles, eds., *The American President and Capitalism Since 1945* (The University Press of Florida, 2017), 249-267
(b) "'Goodbye, Steeltown': Planning Post-Steel Cities in the US and Canada," in Steven High, Lachlan MacKinnon, and Andrew Perchard, eds., *The Deindustrialized World: Confronting Ruination in Post-Industrial Places* (Vancouver: University of British Columbia Press, 2017), 190-207

2. Co-Authored

C. Editorships of Books/Proceedings

D. Journal Articles Published

1. Refereed Journals

(a) "Transnational History from the Survey to the Dissertation," *Journal of Transnational American Studies* (December 2020): 191-196
(b) "Reforging the Steel City: Symbolism and Space in Post-Industrial Pittsburgh," *Journal of Urban History* 44 (July 2018): 582-602
(c) Comments on Alexia Yates' *Selling Paris: Property and Commercial Culture in the Fin-de-siècle Capital*, *Canadian Historical Review* 28 (December 2017): 144-148
(d) "Renaissance and Retrenchment in the 1970s," *Journal of Urban History* 39 (January 2015): 39-43
(e) "Privatization, Devolution, and Jimmy Carter's National Urban Policy," *Journal of Urban History* 40 (March 2014): 283-300; Reprinted in Stephen J. McGovern, ed., *Urban Politics: A Reader* (New York: Sage, 2016): 297-307

2. Invited Review Articles

3. Nonrefereed Journals

E. Papers Published in Conference Proceedings

1. Refereed Papers

2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books

2. Articles or Creative Works

G. Abstracts Published in Academic Journals

H. Book Reviews Published

1. Academic Journals

(a) Review of *Blazing the Neoliberal Trail: Urban Political Development in the United States and the United Kingdom*, by Timothy P.R. Weaver. Reviewed for *Planning Perspectives* 33 (April 2018): 308-309
(b) Review of *The Roots of Urban Renaissance: Gentrification and the Struggle over Harlem*, by Brian D. Goldstein. Reviewed for the *American Historical Review* 122 (December 2017): 1651-1653

2. Magazines/Newspapers

3. Academic Websites/Online Communities

(a) Review of *Neoliberal Cities: The Remaking of Postwar Urban America*, ed. By Andrew J. Diamond and Thomas J. Sugrue. Reviewed for The Metropole, December 10, 2020
(b) Review of *From Steel to Slots: Casino Capitalism in the Postindustrial City*, by Chloe Taft. Reviewed for H-Pennsylvania, September 2016
(c) Review of *Confronting Decline: The Political Economy of Deindustrialization in Twentieth-Century New England*, by David Koistinen. Reviewed for EH.net, May 2014

I. Creative Shows/Exhibits

1. Refereed or Judged: National Competition

2. Refereed or Judged: Local/Regional Competition

3. Not Refereed

(a) *Merrill Palmer in Detroit: A Century of Community* exhibit, Walter P. Reuther Library, Detroit, MI (co-curated with Hilary Ratner and John Hannigan); exhibit is in fabrication and will be installed in spring 2021 (postponed due to COVID-19)

J. Creative Performances

1. Outside Metropolitan Area

2. Metropolitan Area

3. Campus

K. Instructional Materials Formally Published

1. Textbooks

2. Study Guides/Laboratory Workbooks

3. Other Published Materials

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

(a) "Metzgar's Striking Steel: A Twenty Year Retrospective" roundtable panelist, Labor and Working Class History Association Conference, virtual, May 22, 2021
(b) "New Perspectives on Deindustrialization (Part 1)" workshop panelist, Deindustrialization and the Politics of Our Time workshop, virtual, May 15, 2021
(c) "Building Career Diversity into the Graduate Curriculum" roundtable panelist, The American Historical Association annual meeting, New York, January 2020
(d) "Neoliberalism and the City: A Discussion of Andrew Diamond's Chicago on the Make," roundtable panelist, Urban History Association Conference, Columbia, S.C., October 2018
(e) "The Ford Foundation's American-Yugoslav Project," European Association for Urban History, Rome, August 2018
(f) "The Public History of Labor," roundtable panelist, National Council on Public History annual meeting, Las Vegas, April 2018
(g) "Large Scale Forms of U.S. Urban History," roundtable panelist, Organization of American Historians annual meeting, Sacramento, April 2018
(h) "Author-Meets-Critics: Jeremy Milloy, Blood, Sweat, and Fear: Violence in the North American Auto Industry, 1960-1980," roundtable panelist, Social Science History Association annual meeting, Montreal, November 2017
(i) "Canadian Urbanism in the 'American Century'," Canadian Historical Association annual meeting, Toronto, May 2017
(j) "A Roundtable on Alexia M. Yates' *Selling Paris: Property and Commercial Culture in the Fin-de-siècle Capital*," roundtable panelist, Canadian Historical Association annual meeting, Toronto, May 2017
(k) "Mobilizing the Third Sector: On the Transnational Reach of American Philanthropy" roundtable panelist, Organization of American Historians annual meeting, New Orleans, April 2017
(l) "Reflections on Workers in Global Cities: Detroit and Beyond" capstone session panelist, North American Labor History Conference, Wayne State University, Detroit, October 2016
(m) "Placing Postindustrialism" roundtable panelist, Urban History Association biennial conference, Chicago, October 2016
(n) "Capitalism and the Metropolis" roundtable panelist, Urban History Association biennial conference, Chicago, October 2016
(o) "A Roundtable Discussion of *Beyond Rust: Metropolitan Pittsburgh and the Fate Of Industrial America,* by Allen Dieterich-Ward" roundtable panelist, Pennsylvania Historical Association annual meeting, Shippensburg (PA), October 2016
(p) "Bringing History to Life: Infusing Public History into the Undergraduate Curriculum," roundtable panelist, National Council on Public History annual meeting, Baltimore, March 2016
(q) "The Politics of Postindustrialism in the North American Rust Belt," Canadian Historical Association annual meeting, Ottawa, June 2015
(r) "Library-Faculty Collaboration for Digital Scholarship: Partnerships, Knowledge Sharing and Skill Building from the Ground Up," Freedman Center for Digital Scholarship Colloquium: Pedagogy and Practices, Case Western University, Cleveland, November 2014 (with Alexandra Sarkozy and Janine Lanza)
(s) "'Pardon My Lunchbucket': Postindustrialism in Hamilton, Ontario," Canadian Historical Association annual meeting, St. Catharines (ON), May 2014
(t) "Urban Space and the Post-Industrial Imagination," Organization of American Historians annual meeting, Atlanta, April 2014

(u) "Renaissance and Retrenchment in the 1970s," Society for American City and Regional Planning History biennial meeting, Toronto, October 2013
(v) "The Failure of Comprehensive Planning and the Decline of the Liberal State in Ontario, 1966-1975," Social Science History Association annual meeting, Vancouver, November 2012
(w) "Rebranding the Steel City," Urban History Association biennial conference, New York, October 2012
(x) Panelist, book panel for Scott Martelle's *Detroit: A Biography*, North American Labor History Conference, Detroit, October 2012
(y) "Jimmy Carter's Urban Policies," Policy History Conference, Richmond (VA), June 2012
(z) "Hamilton's 'Pittsburgh Solution': 'Post-Industrial' As Public Policy," Urban Affairs Association annual conference, Pittsburgh, April 2012
(aa) "Neoliberalization in Canada, 1968-1984," Transformation: State, Nation, and Citizenship in a New Environment conference, York University, Toronto, October 2011
(bb) "'More than a Lunchbucket Town': Planning Postindustrial Cities in North America," European Association for Urban History biennial conference, Ghent, 2010
(cc) "Hamilton's Postwar Urban Development in a North American Context," Association for Canadian Studies in the United States biennial meeting, San Diego, November 2009
(dd) "'Goodbye, Steeltown'? Postindustrial Urban Landscapes in the Great Lakes Region," TGK Berlin-New York annual conference, New York, September 2008
(ee) "Inside Out: The Othering of Pittsburgh's Manufacturing Workers," *Local Space and Social Conflict* workshop, Technische Universität Berlin Center For Metropolitan Studies, Berlin, May 2007

3. Invited and/or Refereed Locally/Regionally

(a) "The Ford Foundation's American-Yugoslav Project," paper presented at the Humanities Center Faculty Fellows Conference, Wayne State University, Detroit, April 2019
(b) "Writing Global Urban History," Wayne State Humanities Center Brown Bag Talk, December 2018
(c) "Community Engagement and the History of Detroit," Wayne State College of Nursing Office of Health and Research Seminar, October 2018
(d) "There Isn't a Long Line of Something Elses": Basic Industry, High Technology, and Land Use in Pittsburgh's Hazelwood Neighborhood," Conference in Citizenship Studies, Wayne State University, Detroit, March 2015
(e) "From Sites of Production to Sites of Consumption: The Politics of Redevelopment in Pittsburgh," Humanities Center Faculty Fellows Conference, Wayne State University, April 2014
(f) "Space and Place in Recent US History," Wayne State Humanities Center Brown Bag Talk, February 2014
(g) "Neoliberal Urban Governance and the Post-Industrial Transformation in North America," Urban Disruptions symposium, Wayne State University, Detroit, February 2013

(h) "Pittsburgh's Cultural Strategy," Wayne State University Humanities Center annual symposium, Detroit, November 2011
(i) "'Steeltown Radicals': Labor and the Politics of Urban Development in Pittsburgh," North American Labor History Conference, Detroit, October 2011
(j) "Your Town Tomorrow? Detroit in a Time of Crisis," roundtable panelist, Detroit: Global City conference, Wayne State University, Detroit, September 2011

3. Chair, Comment, and Session Organization

(a) Chair, "The Learning Environment," Midwestern History Conference, virtual, May 26, 2021
(b) Chair, "Prisons, Symphonies, Demolitions, Pamphlets," Midwestern History Conference, virtual, May 26, 2021
(c) Chair, "Making Moves at Mid-Career," National Council on Public History annual meeting, virtual, March 17, 2021
(d) Comment, "Still Living with Deindustrialization: The Economics of Small Industrial Cities" paper, Small Cities Symposium, Oxford (OH), April 2019
(e) Chair and comment, "Policing the Urban Empire" panel, Urban History Association Conference, Columbia, S.C., October 2018
(f) Chair and comment, "Race, Public Policy, and the Twentieth Century American City" panel, Social Science History Association annual meeting, Montreal, November 2017
(g) Chair, "Workers in Post-Industrial(izing) Urban Contexts" panel, North American Labor History Conference, Wayne State University, Detroit, October 2016
(h) Chair, "Sovereignty and the Geopolitics of Asylum" panel, Shifting Landscapes of Asylum in North America symposium, Harvard University, May 2016
(i) Comment, "Urban Space, Entrepreneurial Dreams" panel, International Graduate Historical Studies Conference, Central Michigan University, March 2015
(j) Moderator, "Policy, Locale and Citizenship" panel, Conference in Citizenship Studies, Wayne State University, Detroit, March 2015
(k) Chair, book talk for Charles Hyde's *Arsenal of Democracy: The Automobile Industry in WWII*, North American Labor History Conference, Detroit, October 2014
(l) Moderator, "Space and a Sense of Place" panel, Conference in Citizenship Studies, Wayne State University, Detroit, March 2014
(m) Chair and organizer, author-meets-critics roundtable for Elizabeth Tandy Shermer's *Sunbelt Capitalism: Phoenix and the Transformation of American Politics*, Social Science History Association annual meeting, Chicago, November 2013
(n) Moderator, "Localized Citizenship" panel, Conference in Citizenship Studies, Wayne State University, March 2013
(o) Chair, book panel for George Galster's *Driving Detroit*, North American Labor History Conference, Detroit, October 2013
(p) Chair and comment, "Perceptions, Power, and Possible Revival in the Rustbelt" panel, Urban History Association biennial conference, New York, October 2012
(q) Organizer (with Roger Picton and Matthew Wendeln), "Postwar Planning in Transnational Perspective," major session for the European Association for Urban History biennial meeting, Prague, August 2012

M. Invited Seminars or Lectures Presented in Last Five Years

1. "Planning Postindustrial Cities in North America," Eastern Michigan University, January 24, 2019
2. "Planning Postindustrialism in Pittsburgh and Beyond," Global Studies Center, University of Pittsburgh, February 2018
3. "Making Postindustrial Cities in North America," CSUS and F. Ross Johnson Distinguished Speaker Series, Munk School of Global Affairs, University of Toronto, February 2017
4. "Remaking the Rust Belt: The Postindustrial Transformation of North America," invited lecture at the Weatherhead Center for International Affairs Lunchtime Speaker Series, Harvard University, March 2016
5. "The Post-Industrial City," invited lecture at the Larkin Symposium on The President and American Capitalism since 1945, Florida Atlantic University, February 2016
6. "Goodbye, Steeltown," invited seminar at the Pittsburgh History Roundtable, Heinz History Center, Pittsburgh, February 2013
7. "Social, Spatial, and Economic Transformations in Deindustrializing Cites," invited lecture at the UCSUR Urban and Regional Brownbag Seminar, University of Pittsburgh, Pittsburgh, February 2013

N. Other Scholarly Work

1. "Incorporating Labor History in a Public History Curriculum," *History@Work* blog, August 11, 2020
2. "Neoliberalism: Kim Phillips-Fein And Tracy Neumann Unpack the Knotty Realities and History of The Ubiquitous Term," *The Metropole*, June 5, 2019
3. "Postindustrial Cities and Urban Inequality," *Poverty & Race*, April-June 2016, 7-10
4. "The 'Spiritual Capital' of the Rust Belt: Pittsburgh and the Postindustrial Transformation of North Atlantic Cities," *Global Urban History* blog, February 1, 2016

IV. SERVICE

A. Administrative Appointments at Wayne State in Last Five Years

B. Administrative Appointments at Other College/University in Last Five Years

C. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

   (a) Network Detroit Advisory Board, 2019-present
   (b) OVPR Arts and Humanities Research Support Program Review Committee, 2017-present
   (c) AAUP-AFT Council Representative, 2014-present
   (d) Review Advisory Panel, CMLLC Academic Program Review, 2019
   (e) Board of Governors' Faculty Recognition Awards Review Committee, 2018

(f) Walter P. Reuther Library Fishman Travel Grant Review Committee, 2017, 2018
(g) Graduate-Professional Scholarship Committee, 2014
(h) Yamasaki Advisory Committee, 2012

3. College/Department Committee Chaired

(a) CLAS/History—Graduate Committte, 2020-present
(b) CLAS/History—MAPH Advisory Board, 2016-present
(c) CLAS/History—NALHC Steering Committee, 2017
(d) CLAS/History—Colloquium Committee (co-chair), 2011-2014

4. College/Department Committee Membership

Current:

(a) CLAS/History—Executive Committee, 2020-present (*ex officio*)
(b) CLAS/History—Website and Communications Committee, 2015-present

Completed:

(a) CLAS—Budget Advisory Committee, 2018-2020
(b) CLAS/History—Budget Committee, 2018-2019
(c) CLAS/History—Executive Committee, 2018-2019
(d) CLAS/History—Personnel Committee, 2018-2019
(e) CLAS/History—Graduate Committee, 2012-2019
(f) CLAS/History—NALHC Steering Committee, 2011-2018
(g) CLAS/History—Budget Committee, 2016-2017
(h) CLAS/History—Executive Committee, 2013-2014; 2016-2017 (elected)
(i) CLAS/History—Public History Committee, 2015-2016
(j) CLAS/History—Salary Committee, 2014-2015 (elected)
(k) CLAS/History—Website Committee, 2012—2013
(l) CLAS/History—Award Committee for Graduate Studies, 2012
(m) CLAS/History—Graduate Placement Committee, 2011-2012

D. Positions Held in Professional Associations in Last Five Years

1. National Council on Public History Nominating Committee, 2019-present; co-chair, 2020-present
2. National Council on Public History Professional Development Committee, 2018-present; co-chair, 2020-present
3. Treasurer and founding Board Member, Global Urban History Project, 2017-present
4. Program Committee Co-Chair (with Andrew Kahrl), Society for American City and Regional Planning History 2019 biannual conference, 2019
5. Urban History Association Board of Directors, 2018-2020
6. Urban History Association 2015 Michael Katz Dissertation Award Committee, 2016

E. Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

F. Professional Consultation

1. Public Presentations as an Expert in Discipline

2. Testimony before Public Bodies

3. Consulting to Public Agencies, Foundations, Professional Associations

   (a) Case Study Consulting Partner, PlacePress NEH Enhancing the Humanities Grant, 2020-present
   (b) Humanities Advisory Team, "Mapping Renewal: Digitalization and Georeferencing Visual Artifacts of Urban Renewal and Segregation," University of Arkansas at Little Rock, 2018-present
   (c) Advisory Committee Member, "Mapping Renewal" NEH Digitization Project Proposal, University of Arkansas at Little Rock, 2017
   (d) Oakland County Public Schools, American History Curriculum Development Project, 2012

4. Consulting to Private Enterprises

G. Journal/Editorial Activity

1. Editorships

   (a) Editor, Global Urban History Elements series, Cambridge University Press (with Michael Goebel and Joseph Ben Prestel), 2019-present
   (b) Editor, *Global Urban History* blog, www.globalurbanhistory.com (with Michael Goebel and Joseph Ben Prestel), 2016-present

2. Editorial Board Memberships

   (a) International Advisory Board member, *Urban History*, 2016-present
   (b) Editorial board member, Pennsylvania History series, Temple University Press, 2015-2018

3. Manuscript Review

   (a) *The Public Historian* (Article manuscript, 2019)
   (b) University of Chicago Press (Book manuscript, 2018)
   (c) University of Pennsylvania Press (Book manuscript, 2018; 2019)
   (d) Oxford University Press (Encyclopedia entries, 2017, 2018)
   (e) Northern Illinois University Press (Book manuscript, 2017)
   (f) Temple University Press (Book manuscript, 2016)
   (g) Policy Press (Book chapter, 2015)

H. Other Professionally Related Service

1. Co-Coordinator, Global Urban History Project Mentorship Program, 2020-present
2. Coordinator, WSU CHAPS Social Sciences Graduate Consortium, 2020-present

3. Department Representative, American Historical Association Career Diversity for Historians Summer Institutes, 2017, 2018
4. Creator and moderator, History Department Facebook page, 2014-2019
5. Co-organizer, History Department Career Diversity Series, 2014-2016
6. Participant, WSU Office of Undergraduate Admissions Postcard Campaign, 2014
7. Creator and moderator, grad_announcements@lists.wayne.edu, and historyevents@lists.wayne.edu, 2013-present

I. Community Engagement

1. "Postindustrial Cities" lecture, Society of Active Retirees, Farmington Hills, MI, 2016
2. Member, local arrangements committee, Michigan State Historic Preservation Office Legacy Cities Conference, Detroit, 2016
3. "Detroit in the Classroom" lecture, Library of Congress Teaching With Primary Sources program, Wayne State University, 2014
4. "Teaching the History of Detroit" lecture, Detroit Historical Museum, 2012
5. "Southwest Detroit's Auto Heritage" lecture, MotorCities National Heritage Area board meeting, Detroit, 2012

J. Fellowships/Grants/Special Awards in Last Five Years

WAYNE STATE UNIVERSITY

Professional Record
Faculty

NAME: **Andrew Ian Port**

DATE PREPARED: **May 1, 2005**
DATE REVISED: **March 5, 2021**

OFFICE ADDRESS: **3137 FAB**

HOME ADDRESS:
2524 Antietam Drive
Ann Arbor, MI 48105

OFFICE PHONE: **313-577-2525**

HOME PHONE: **734-389-5952**

DEPARTMENT/COLLEGE: **History / Liberal Arts & Sciences**

PRESENT RANK & DATE OF RANK: **Professor**

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: **2003 / Assistant Professor**
Year Awarded Tenure: **2007**
Year Promoted to Associate Professor: **2007**
Year Promoted to Full Professor: **2016**

CITIZEN OF: **USA**

EDUCATION: [Give name of institution, place, and date of degree.]

Baccalaureate: **Yale University, New Haven, CT (1989)**

Graduate: **Harvard University, Cambridge, MA: Ph.D. (2000), A.M. (1995)**

Certification: **Institut d'Etudes Politiques, Paris, Certificat d'Etudes Politiques (1988)**

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):
[Not administrative appointments; see below.]

Yale University, Lecturer, Dept. of History (Jan.-May 2001, July 2002 – July 2003)

Harvard University, Lecturer, Dept. of Social Studies (Sept. 2000 – June 2001)

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signature: _____

09/07/21

PROFESSIONAL SOCIETY MEMBERSHIP(S):

American Historical Association

American Institute for Contemporary German Studies (Johns Hopkins Univ.)

--Non-Resident Fellow

Central European History Society (Board Member)

Council of Europeanists

German Studies Association

German History Society (UK)

HONORS/AWARDS:

Wayne State University Board of Governors Distinguished Faculty Fellowship (2018-20)

Wayne State University GRA Scholarship (PhD candidate Katie Parks, 2019-2020)

Leverhulme Trust Visiting Professorship, Nottingham Trent University (UK) (2018)

Marie Curie Senior Fellowship at the Freiburg Institute for Advanced Studies (FRIAS), Germany (January-July 2016)

DAAD Prize for Distinguished Scholarship in German and European Studies (American Institute for Contemporary German Studies, Washington, DC, 2013)

President's Award for Excellence in Teaching (WSU, 2012)

Career Development Chair (WSU, 2010-2011)

Excellence in Teaching Award (CLAS, WSU, 2008)

Board of Governors Faculty Recognition Award (WSU, 2008)

University Research Grant (WSU, 2004)

Fritz Stern Dissertation Prize of the German Historical Institute (Washington, DC): finalist and first runner-up (2001)

Whiting Fellowship in the Humanities (1997-1998)

Derek Bok Award for Distinction in Teaching (Harvard University, 1997)

Chancellor Fellowship, Alexander von Humboldt Foundation (1995-1996)

Krupp Foundation Fellowship (Harvard University, 1994-1995)

Max Weber Fellowship (Harvard University, 1991-1993)

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING

A. Years at Wayne State **18**

B. Years at Other Colleges/Universities (please list) **2 (please see above)**

C. Courses Taught at Wayne Sate in Last Five Years

Undergraduate:

i) Capstone for History Majors, ii) World History since 1945

iii) Twentieth-century Europe, iv) Genocide in the Modern World

v) Modern Germany, 1918-pres., vi) Nazi Germany

Graduate:

i) Historical Methods and Research, ii) Modern Europe seminar

iii) Twentieth-century Europe, iv) Genocide in the Modern World

v) Modern Germany, 1918-present, vi) Nazi Germany, vii) History & Memory

D. Essays/Theses/Dissertations Directed

1. Students by Name, Level, Title of Project, Year

Katie Parks, PhD thesis, "Catholic Responses to Lebensborn" (in progress)
Timothy Parker, MA essay, "International Human Rights" (in progress)
Rae Manela, MA thesis, "Book Burnings in Nazi Germany" (in progress)
Wilhelm Kruse, MA essay, "Hitler's Final Days" (in progress)
David Moore, MA thesis, "'By Any Means, Fair or Fowl': The Tactics of Britain and Germany in Colonial Southern Africa," 2015
Phil Beckert, MA essay, "The Reich and the Holy See: The Concordat of 1933," 2007 (adviser)

Matt Hoerauf, MA thesis, "The Legacies of Tecumseh and Tenskwatawa," 2020 (second reader)
Miriam Borenstein, PhD thesis, "From Talking Softly to Carrying a Big Shtick: Jewish Masculinity in Twentieth-Century America," 2019 (committee member)
Jeff Lambrecht, PhD thesis, "Eisenhower's Vietnam Policy 1953-1955," 2011 (committee member)
Christoph Schiessel, PhD thesis, "The Search for East European Nazi Collaborators in the United States," 2009 (committee member)
Hani Bawardi, PhD thesis, "Arab Immigrant Political Organizations from 1915 to 1951: Transnationalism as a Marker of Arab-American Identity Development," 2009 (committee member)
George DiMichele, MA essay, "Nightmares in February: Johnson, Westmoreland, and the Battle of Khe Sanh," 2007 (second reader)

PhD Theory Reading Group

Independent studies:

Timothy Parker, Readings in Human Rights, Winter 2018
Benjamin Arthur Thomason (undergraduate), Winter 2017
--winner of CLAS Undergraduate Research Prize & Stern-Lion Award
Lynda Litigot, PhD, Origins of the French Revolution, Winter 2008
Jason Black, undergr., Nationalist Violence in Frmr Yugoslavia, Fall 2007
Daniel Beneteau, MA, Twentieth-century Europe, Spring/Summer 2007
Gabriel Kikas, MA, Scottish Nationalism and the European Community, Summer 2006
Matthew Kapell, PhD, West German Historians' Controversy, Fall 2005
Charlotte Massey, undergr., Resistance during the Third Reich, Spring 2005
George DiMichelle, MA, Twentieth-century Europe, Winter 2005

II. RESEARCH

A. Research in Progress, Not Funded

***Germany* (Polity Press, under contract) (*Polity Histories* series)**

B. Funded Research in Last Five Years

"German Reactions to Post-Holocaust Genocide since 1945" (current project)

C. Fellowships/Grants/Special Awards in Last Five Years

Wayne State University Board of Governors Distinguished Faculty Fellowship (2018-20)

Leverhulme Trust Visiting Professorship, Nottingham Trent University (UK) (2018)

Marie Curie Senior Fellowship at the Freiburg Institute for Advanced Studies (FRIAS), Germany (January-July 2016)

III. PUBLICATIONS

A. Scholarly Books Published

1. Authored

Conflict and Stability in the German Democratic Republic **(Cambridge University Press, 2007; paperback, 2008)**

Die rätselhafte Stabilität der DDR. Alltag und Arbeit im sozialistischen Deutschland **(Ch. Links Verlag, 2010) (2nd edition: 2010)**

Die rätselhafte Stabilität der DDR. Alltag und Arbeit im sozialistischen Deutschland **(Bundeszentrale für politische Bildung, 2011 (2nd edition: 2012).**

B. Chapters Published

Authored

"Wschodnioniemieccy robotnicy I 'ciemna strona' samo-woli: Podziały społeczne w zakładach przemysłowych a porażka rewolucji z 17 czerwca 1953 roku," in *Eigen-Sinn: Życie codzienne, podmiotowość I sprawowanie władzy w XX wieku*, ed. Thomas Lindenberger and Alf Lüdtke, trans. Antoni Górny et al. (Posnan: Wydawnictwo Nauka I Innowacje, 2018), 599-622. [translation of 2013 chapter]

"All We are Saying Is Give GDR History a Chance!," in *Die DDR als Chance. Neue Perspektive auf ein altes Thema*, ed. Ulrich Mählert (Metropol: Berlin, 2016), 165-171.

"History from Below, the History of Everyday Life, and Microhistory," in *International Encyclopedia of the Social & Behavioral Sciences*, 2nd ed., vol. 11, ed. James D. Wright (Oxford: Elsevier, 2015), 108-113.

"'There Will Be Blood": The Violent Underside of the 'Peaceful' East German Revolution of 1989," in José Brunner, ed., *Tel Aviver Jahrbuch für deutsche Geschichte* (2014), 217-235.

"Introduction: The Banalities of East German Historiography," in Mary Fulbrook and Andrew Port, eds., *Becoming East German: Structures and Sensibilities after Hitler* (Berghahn Books, 2013), 1-30.

"Predispositions and the Paradox of Working-Class Behavior in Nazi Germany and the German Democratic Republic," in Mary Fulbrook and Andrew Port, eds., *Becoming East German: Structures and Sensibilities after Hitler* (Berghahn Books, 2013), 201-218.

"'To deploy or not to deploy': The Erratic Evolution of German Foreign Policy since Unification," in Konrad Jarausch, ed., *German Unification: Processes, Problems, and Prospects* (Berghahn Books, 2013), 267-277.

"The Dark Side of *Eigensinn*: East German Workers and Destructive Shopfloor Practices," in Hartmut Berghoff and Uta Balbier, eds., *Falling Behind or Catching Up? The East German Economy, 1945-2010* (Cambridge University Press, 2013), 111-128.

"Democracy and Dictatorship in the Cold War: The Two Germanies, 1949-1961," in Helmut Smith, ed., *The Oxford Handbook of Modern German History* (Oxford University Press, 2011), 619-643.

"A Cold-War Cudgel? The West German Print Media and the Cambodian Genocide," in Martin Sabrow, ed., *ZeitRäume. Potsdamer Almanach des Zentrums für Zeithistorische Forschung 2010* (Wallstein Verlag, 2011), 147-159.

„Deutsche Gesellschaft und Mentalität im Wandel?", in Heiner Timmermann, ed., *Historische Erinnerung im Wandel. Neuere Forschungen zur deutschen Zeitgeschichte* (LIT Verlag: Berlin, 2007), 92-97.

"American Perceptions of Europe: A Curious Ambivalence," in Institut für Auslandsbeziehungen and Robert-Bosch-Stiftung, eds., *Kulturreport. Fortschritt Europa* (ifa, 2007), 35-37 (also appeared in French, German, and Polish translation).

"Revolution and Reciprocity: Transatlantic Relations during the Baroque Era", in *The Glory of Baroque Dresden* (Hirmer Verlag, 2004), 15-16.

"Ringen um die Macht: Konflikte an der Basis der frühen DDR. Die Zeiss-Fertigungsstätte Saalfeld in den fünfziger Jahren", in Rüdiger Stutz, ed., *Macht und Milieu. Jena zwischen Kriegsende und Mauerbau* (Hain Verlag: Rudolstadt, 2000), 307-326.

"The 'Grumble *Gesellschaft*': Industrial Defiance and Worker Protest in Early East Germany," in Klaus Tenfelde and Peter Hübner, eds., *Arbeiter in der SBZ/DDR* (Essen: Klartext, 1999), 787-810.

C. Editorships of Books/Proceedings

Mary Fulbrook and Andrew Port, eds., *Becoming East German: Structures and Sensibilities after Hitler* (Berghahn Books, 2013; paperback 2015).

***Central European History* (Editor-in-Chief)**

Vol. 47 no. 3 (Sept. 2014)
Vol. 47 no. 4 (Dec. 2014)
Vol. 48 no. 1 (March 2015)
Vol. 48 no. 2 (June 2015)
Vol. 48 no. 3 (Sept. 2015)
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Vol. 51 no. 1 (March 2018)
Vol. 51 no. 2 (June 2018)
Vol. 51 no. 3 (Sept. 2018)
Vol. 51 no. 4 (Dec. 2018)
Vol. 52 no. 1 (March 2019)
Vol. 52 no. 2 (June 2019)

***German Studies Review* (Book Review Editor)**

Vol. 35 no. 1 (Feb. 2012)
Vol. 35 no. 2 (May 2012)
Vol. 35 no. 3 (Oct. 2012)
Vol. 36 no. 1 (Feb. 2013)
Vol. 36 no. 2 (May 2013)
Vol. 36 no. 3 (Oct. 2013)
Vol. 37 no. 1 (Feb. 2014)
Vol. 37 no. 2 (May 2014)
Vol. 37 no. 3 (Oct. 2014)

D. Journal Articles Published

(1) Refereed Journals

Introduction, "In Memory of the 'Two Helmuts': The Lives, Legacies, and Historical Impact of Helmut Schmidt and Helmut Kohl: A Forum," *Central European History* 51, no. 2 (2018): 282-283.

"'Awkward Encounters': East German Relations with the Third-World 'Other,'" *German History* 35, no. 4 (2017): 630-637.

"Rethinking Regime Stability: The Life Stories of "Loyal" East German Activists in the Early German Democratic Republic," *Jahrbuch für Wirtschaftsgeschichte* (Nov. 2017): 367-412.

Introduction (and commentary), "Holocaust Scholarship and Politics in the Public Sphere: Reexamining the Causes, Consequences, and Controversy of the *Historikerstreit* and the Goldhagen Debate. A Forum with Gerrit Dworok, Richard J. Evans, Mary Fulbrook, Wendy Lower, A. Dirk Moses, Jeffrey K. Olick, and Timothy D. Snyder," *Central European History* 50, no. 3 (2017): 375-403.

"Courting China, Condemning China: East and West German Reactions to Beijing's Role in the Cambodian Genocide," *German History* (December 2015): 588-608.

"Central European History since 1989: Historiographical Trends and Other Post-*Wende* 'Turns,'" *Central European History* (June 2015): 238-48.

"Triumphalist History and Totalitarian Theory," *RARITAN* (Spring 2014): 141-56.

"Love, Lust, and Lies under Communism: Family Values and Adulterous Liaisons in the German Democratic Republic," *Central European History* (Sept. 2011), 478-505.

"Der erste Arbeiteraufstand in der DDR," in *Deutschland Archiv* 4 (2007), 605-13.

"When Workers Rumbled: the Wismut Upheaval of August 1951 in East Germany," *Social History* 22/2 (May 1997): 145-73.

2. Invited Articles

"Ein verständiger Patriot. Zum Tod von Peter Bender (1923-2008)," in *Deutschland Archiv* 6 (2008): 969-971.

3. Nonrefereed Journals

"Embracing Democracy: The Storming of the US Capitol and the Mixed Lessons of Weimar Germany," *Public Seminar* (online, Jan. 2021)

"The 70th Anniversary of World War II," lead blog, Cambridge University Press journals website, Aug. 24, 2015.

"Why Not Leave History to the Historians: The Problematic Popularization and Politicization of Modern Germany," *H-German* (May 2011).

"Das Land der verpassten Geschichte(n), or Wie es eigentlich gewesen wäre," *H-German* (June 2009).

Papers Published in Conference Proceedings

4. Refereed Papers **See chapters published.**

5. Nonrefereed Papers

E. Translations of Other Authors Published

1. Books, Articles or Creative Works

"Dictatorship and Democracy in the Age of Extremes," travelling contemporary history exhibition, Institut für Zeitgeschichte and Bundestiftung zur Aufarbeitung der SED-Diktatur, Sept. 2013 (from German).

"Youth Opposition in the German Democratic Republic," travelling contemporary history exhibition, Robert-Havemann-Gesellschaft and Bundestiftung zur Aufarbeitung der SED-Diktatur, July 2013 (from German).

"We want to be free men! The East German People's Uprising of 17 June 1953," travelling contemporary history exhibition, Bundestiftung zur Aufarbeitung der SED-Diktatur, Oct. 2012 (from German).

Peter Bender, "America: The New Roman Empire?," *Orbis: A Journal of World Affairs* (Winter 2003), 145-159 (translated from German). Reprinted as "The New Rome", in Andrew J. Bacevich, ed., *The Imperial Tense: Prospects and Problems of American Empire* (Ivan R. Dee: Chicago, 2003), 81-92.

A. Abstracts Published in Academic Journals

B. Book Reviews Published

Academic Journals

Andrew Demshuk, *Demolition on Karl Marx Square: Cultural Barbarism and the People's State in 1968* (Oxford University Press, 2017), in *American Historical Review* 124, no. 4 (Oct. 2019): 1541-42.

Eric Burton, "Navigating global socialism: Tanzanian students in and beyond East Germany," and Tao Chen, "East German pragmatism, China's policy of differentiation, and Soviet miscalculation: Hermann Matern's 1961 trip to China revisited," *Cold War History* 19, no. 1 (2019): 63-83, 85-99, on *H-Diplo* (Oct. 2019).

Andrea Bahr, *Parteiherrschaft vor Ort. Die SED-Kreisleitung Brandenburg 1961-1989* (Ch. Links Verlag, 2016), on *H-Soz-und-Kult* (Aug. 2017).

Detlev Brunner and Mario Niemann, eds., *Die DDR – eine deutsche Geschichte. Wirkung und Wahrnehmung* (Ferdinand Schöningh, 2011), in *English Historical Review* 128 (Oct. 2013): 1311-1313.

Patrick Major, *Behind the Berlin Wall: East Germany and the Frontiers of Power* (Oxford University Press, 2010), and Pertti Ahonen, *Death at the Berlin Wall* (Oxford University Press, 2011), in *American Historical Review* (Oct. 2012): 1316-1318.

Juliane Schütterle, *Kumpel, Kader und Genossen: Arbeiten und Leben im Uranbergbau der DDR. Die Wismut AG* (Ferdinand Schöningh, 2010), in *English Historical Review* 127 (2012): 1027-1028.

Paul Betts, *Within Walls: Private Life in the German Democratic Republic* (Oxford University Press, 2010), in *History: Reviews of New Books* 40:1 (2012): 18-19.

Jan Palmowski, *Inventing a Socialist Nation: Heimat and the Politics of Everyday Life in the GDR, 1945-1990* (Cambridge University Press, 2009), in *Central European History* 44/4 (2011): 770-772.

Silke Satjukow, *Befreiung? Die Ostdeutschen und 1945* (Leipziger Universitätsverlag, 2009), in *Journal of Modern History* 83/2 (2011): 472-474.

Gerhard Schulz, *Mitteldeutsches Tagebuch. Aufzeichnungen aus den Anfangsjahren der SED-Diktatur 1945-1950* (Oldenbourg Verlag, 2009), in *Journal of Modern History* 83/2 (June 2011): 474-476.

***Ilko-Sascha Kowalczuk, Endspiel. Die Revolution von 1989 in der DDR* (Verlag C.H. Beck, 2009), in *German History* 29/2 (2011): 351-354.**

Esther von Richthofen, *Bringing Culture to the Masses: Control,*

Compromise and Participation in the GDR **(Berghahn Books, 2009), in** ***American Historical Review*** **115/4 (2010): 1246-1247.**

Zeithistorische Forschungen/Studies in Contemporary History **vols. 1-4 (2004-2007), on** ***H-German*** **(July 2009).**

Gerhard Wettig, ***Stalin and the Cold War in Europe: The Emergence and Development of East-West Conflict, 1939-1953*** **(Rowman & Littlefield, 2008), in** ***Journal of Cold War Studies*** **11/1 (2009): 161-164.**

Jeannette Madarasz, ***Working in East Germany: Normality in a Socialist Dictatorship, 1961-1979*** **(Palgrave Macmillan, 2007), in** ***Slavic Review*** **68/1 (2009): 148-149.**

Jonathan Zatlin, ***The Currency of Socialism: Money and Political Culture in East Germany*** **(Cambridge University Press, 2007), on** ***H-German*** **(Nov. 2008).**

Mark Landsman, ***Dictatorship and Demand: The Politics of Consumerism in East Germany*** **(Harvard University Press, 2005), in** ***Journal of Cold War Studies*** **10/1 (2008): 161-163.**

Dirk Spilker, ***The East German Leadership and the Division of Germany: Patriotism and Propaganda 1945-53*** **(Oxford University Press: Oxford and New York, 2006), in** ***Central European History*** **41/1: 169-171.**

Kevin McDermott & Matthew Stibbe, eds., ***Revolution and Resistance in Eastern Europe: Challenges to Communist Rule*** **(Berg: Oxford and New York, 2006), in** ***German History*** **26 (2008), 144-146.**

Mark Landsman, ***Dictatorship and Demand: The Politics of Consumerism in East Germany*** **(Harvard University Press, 2005), in** ***Journal of Cold War Studies*** **10:1 (Winter 2008), 161-163.**

Adelheid von Saldern, ed., ***Inszenierte Einigkeit. Herrschaftsrepräsentationen in DDR-Städten*** **(Franz Steiner, 2003); Adelheid von Saldern, ed.,** ***Inszenierter Stolz. Stadt-repräsentationen in drei deutschen Gesellschaften, 1935–1975*** **(Franz Steiner, 2005), in** ***Social History*** **32/2 (2007), 229-232.**
Heinz Hoffman, ***Als privater Unternehmer in der DDR. Eine Dresdner Firemengeschichte*** **(Sax Verlag, 2003), on H-German (March 2007).**

Frank Ebbinghaus, ***Ausnutzung und Verdrängung. Steuerungsprobleme derSED-Mittelstandspolitik 1955-1972*** **(Duncker & Humblot: Berlin, 2003): in H-German (January 2006).**

Theresia Bauer, ***Blockpartei und Agrarrevolution von oben*** **(Oldenbourg Verlag: Munich, 2002): in** ***Social History*** **30:3 (August 2005): 411-413.**

Rainer Karlsch and Zbynek Zyman, ***Urangeheimnisse. Das Erzgebirge im Brennpunkt der Weltpolitik 1933-1960*** **(Ch. Links Verlag: Berlin, 2003): in** ***German History*** **23:2 (May 2005): 287-289.**

Padraic Kenney*, Rebuilding Poland: Workers and Communists, 1945-1950* **(Cornell UP, 1996), in *Social History* (January 1999): 103-105.**

Jonathan Osmond*, Rural Protest in the Weimar Republic* **(St. Martin's Press, 1993), in *German Politics and Society*** **(Spring 1994): 148-152.**

1. Magazines/Newspapers

"'Deklassierte Elemente': Wie Arbeiter in Thüringen schon 1951 den Aufstand probten", in "Die Gegenwart", *Frankfurter Allgemeine Zeitung* (June 17, 2002).

Papers Presented

Invited and/or Refereed Internationally or Nationally:

Roundtable Participant: "In Search of New Narratives," Conference in Honor of David G. Blackbourn, Vanderbilt University, Nashville, TN, November 2019.

Roundtable Organizer and Participant: "Globalizing Contemporary German History: Frank Bösch's *Zeitenwende 1979. Als die Welt von heute begann*," German Studies Association Annual Conference, Portland, OR, Oct. 2019.

Workshop Presenter: "A Genocide By Any Other Name…: Early East and West German Responses to the Cambodian Genocide, 1975-1978," Central European History Seminar, Vanderbilt University, Nashville, TN, March 2019.

Invited Lecture: "Linguistic Amnesia: Superlative German Reactions to Post-Holocaust Genocides," Max Kade Center for European Studies, Vanderbilt University, Nashville, TN, March 2019; Institute of Advanced Studies, University College London (UK), Oct. 2018; presented at "Politics of Amnesia: Germany and Beyond, 1800-2018," Cambridge University (UK), July 2018.

Invited Lecture: "The Reverberations of 1968 in Germany," presented at "Tracing the Impacts and Representations of 1968," University of Wisconsin-Madison, Oct. 2018.

Invited Lecture: "The Boat Is Full": German Political, Humanitarian, and Discursive Responses to Refugee Crises during the Cambodian and Bosnian Genocides," Stanley Burton Centre, University of Leicester (UK), Oct. 2018; York University (Toronto, Canada), Nov. 2016; University of Münster, Germany, May 2016; Freiburg Institute for Advanced Studies, University of Freiburg, Germany, May 2016.

Workshop Co-organizer: "Life Stories, Personal Narratives, and Ego-Documents: Problems and Perspectives from German, Central and Eastern European History," Cambridge University (UK), Sept. 2018.

Roundtable Participant: "The Transatlantic Scholarly Community of German History: History, Present, Perspectives," German Studies Association Annual Conference, Pittsburgh, PA, Sept. 2018.

Workshop: "Contemporary History Journals in the Digital Age - Challenges and Perspectives," University of Vienna, Austria, April 2018.

Workshop: "Memory, *Vergangenheitsbewältigung als Praxis*, and Successful Redemption: Rethinking the Metanarrative of the Federal

Republic," presented at "Democracy Today: Lessons from the German Past and Present," University of Cambridge (UK), Nov. 2017.

Roundtable: "Publishing: A Conversation with Journal Editors," German Studies Association Annual Conference, Atlanta, GA, Oct. 2017.

Invited Lecture: "Rethinking Regime Stability: The Life Stories of "Loyal" East German Activists in the Early German Democratic Republic," University of North Carolina at Chapel Hill, April 2017.

Invited Lecture: "What *Do* Germans Talk about When They Talk about Genocide?," University of Toronto, Nov. 2016.

"Memory and Successful Redemption: A Non-Cold War Narrative of the Federal Republic," presented at three-day seminar at the German Studies Association Annual Conference, San Diego, CA, Oct. 2016.

Invited lecture: "The Banalities of East German Historiography," Freiburg Institute for Advanced Studies, University of Freiburg, Germany, March 2016.

Roundtable Participant: "Die DDR als Chance. Neue Perspektive auf ein altes Thema," Bundestiftung zur Aufarbeitung der SED-Diktatur, Berlin, Germany, March 2016.

"To Intervene or Not To Intervene – in Foreign Genocides: The Political Use of the Holocaust in German Intervention Debates in the 1990s." Delivered at "Human Rights, Genocide, and Germans' Moral Campaigns in the World," three-day seminar at the German Studies Association Annual Conference, Washington, DC, Oct. 2015.

Invited Lecture: "To Intervene or Not To Intervene – in Foreign Genocides: The Political Use of the Holocaust in German Intervention Debates in the 1990s." Delivered at "Public History of the Holocaust," Clark University, Worcester, MA, March 2015.

"Central European History since 1989: Historiographical Trends and Other Post-*Wende* 'Turns.'" Delivered at the German Studies Association Annual Conference, Kansas City, MO, Sept. 2014.

Roundtable Participant: "How has a Yale Education – and a College Education – Changed Since 1989," Yale University, New Haven, CT, May 2014.

"In Search of a Masterable Past." Delivered at "What Was the Twentieth Century? A Roundtable Event in Honor of Charles S. Maier, Harvard University, Center for European Studies, April 2014.

Commentator: "'Havarien': A Communist Type of Disaster? Regime Society Interaction in States of Emergency and Trauma." To be delivered

at the German Studies Association Annual Conference, Denver, CO, Oct. 2013.

"The Ties that Bind: The Unexpected Similarities between East and West Germany." Delivered at the American Historical Association Annual Meeting, New Orleans, LA, Jan. 2013.

"Courting Mao, Condemning Mao: East and West German Reactions to China's Role in the Cambodian Genocide." Delivered at the German Studies Association Annual Conference, Milwaukee, WI, Oct.. 2012.

Commentator: "Working Women Before and Behind the Camera: Iris Grusner Rediscovered." German Studies Association Annual Conference, Milwaukee, WI, Oct. 2011.

Invited Lecture: "Diplomacy, Ideology, and Morality during the Cold War: The Two Germanys and the Cambodian Genocide." Delivered at the Max Kade Center for European and German Studies, Vanderbilt University, Nashville, TN, October 2011.

Commentator: "The German Democratic Republic and Responses to the World Around It." German Studies Association Annual Conference, Louisville, KY, Sept. 2011.

Invited Lecture: "Debating East Germany: A dictatorship – but what kind?" Public lecture and debate at the Centre for German Studies, University of Waterloo, Canada, March 2011.

"Human Rights during the Cold War: East and West German Political, Diplomatic, and Media Reactions to the Cambodian Genocide, 1975-1992." Delivered at Zentrum für Zeithistorische Forschung, Potsdam, Germany, December, 2010.

Commentator: "Debating the Results of Unification: Foreign Troop Deployment in the New Germany." German Studies Association Annual Conference, Oakland, CA, Oct. 2010.

"'It's the economy, stupid!' -- or is it?: The Paradox of Working-Class Behavior in Nazi Germany and the GDR." Delivered at the German Studies Association Annual Conference, Oakland, CA, Oct. 2010; colloquia on modern German history, Free University, Berlin, November, 2010, University of Göttingen, December 2010.

Commentator: "Generation und Milieu," DFG-Graduiertenkolleg: "Option Generation. Zur generationellen (Selbst-)Verortung in Ostdeutschland," University of Göttingen, Germany, Oct. 2009.

"Beyond the Stasi: The Resourceful Use of East German Sources." Delivered at the Colloquium in Honor of Henry A. Turner, Jr., Yale University, New Haven, CT, Oct. 2009.

"Democracy and Dictatorship in the Cold War: The Two Germanies, 1949-1961." Delivered at the German Studies Association Annual Conference, Washington, DC, Oct. 2009.

""The Dark Side of Eigensinn." Delivered at "Falling Behind or Catching up? The East German Economy in the Twentieth Century," German Historical Institute, Washington, DC, Sept. 2009.

"The Nature of the East German Regime: A Matter of Perspective." Delivered at "Writing East German History: What Differences Does the Cultural Turn Make?" University of Michigan, Ann Arbor, December 2008.

"Rethinking the East German Revolution *Manquée* of June 1953." Delivered at the German Studies Association Annual Conference, St. Paul, MN, Oct. 2008.

"'A Holocaust Like the Others?' German Reactions to Non-German Genocides since 1945". American Academy, Berlin, Germany, June 2008.

"Wäre es schön? Es wäre schön! oder: Die frühe DDR als Möglichkeits-raum," 4th Annual Literature Festival, Frankfurt/M, Germany, May 2008.

"Family Values and Adultery in the German Democratic Republic". Delivered at the University of Erfurt, Germany, May 2008.

"West German Reactions to the Genocide in Cambodia". Delivered at the German Studies Association Annual Conference, San Diego, CA, Oct. 2007.

"The Silence of the Lambs, and Other Myths about the German Democratic Republic". Delivered at "Past and Future: East Germany before and after 1989," Munk Centre of International Relations, University of Toronto, March 2007.

"Three German Postwar Societies: Mental Continuities and Caesura". Delivered in German at the 2005 German Democratic Republic Researcher Conference (sponsored by the Akademie Rosenhof and Bundeszentrale für Politische Bildung), Weimar, Germany, November 2005.

Chair and Commentator: "Strategies of Survival and Advancement in German Dictatorships: Professionals in Industry in Nazi Germany and the German Democratic Republic". German Studies Association Annual Conference, Milwaukee, WI, Oct. 2005.

"Moralizing 'from Above' and 'from Below': Social Norms, Family Values, and Adultery in the German Democratic Republic." Delivered at the Conference of Europeanists, Chicago, IL, March 2004.

"'I want to enjoy my life': Working-Class Pacifism and Opposition to Rearmament in the German Democratic Republic". Delivered at the North American Labor History Conference, Wayne State University, Detroit, MI,

October 2003.

"Generational and Biographical Views of Power: the Atlantic Relationship and Competing Perspectives for a Civil Society". Delivered at the CES-Berlin Dialogues, Berlin, Germany, October 2002.

"The Limits of *Eigen-Sinn*: A Response to the 'So-What?' Question of East German 'Resistance Studies'". Delivered at the German Studies Association Conference, San Diego, CA, October 2002.

"'You're just here for popular amusement': Gender Relations in the German Democratic Republic." Delivered in German in the colloquium on modern German history, Univ. of Jena, Germany, April 2002; Univ. Chemnitz, July, 2002.

"Moralizing 'from Above' and 'from Below': Social Norms, Family Values, and Adultery in the German Democratic Republic." Delivered at the German Studies Association Conference, Salt Lake City, Utah, Oct. 1998.

"The 'Uprising *Manqué*': June 1953 in East Germany." Delivered at the Graduate Student Conference on New Directions in the Study of East European State Socialism, Center for European Studies at Harvard University, November 1997.

"The History of Worker Conflict in Thuringia." Delivered in German at the Conference on East German Workers, Institut zur Erforschung der europäischen Arbeiterbewegung, Ruhr University in Bochum, Germany, October 1997.

"Worker Opposition in the German Democratic Republic in the 1950s." Delivered at the Southern Labor Studies Conference, College of William and Mary, September 1997.

"The Wismut Upheaval of August 1951 in East Germany." Delivered in German in the colloquium on modern German social history, University of Bielefeld, Germany, January 1996, and in the colloquium on modern German history, University of Jena, Germany, January 1996.

"East German Local Studies: the Advantages and Disadvantages of Studying the GDR 'from below'". Delivered in German in the colloquium on modern German history, University of Jena, Germany, May 1995.

Invited and/or Refereed Locally/Regionally

Invited Lecture: "Living the Lessons of History: German and American Responses to Refugee Crises in the Wake of Genocide," Jewish Family Services of Washtenaw County, Ann Arbor, MI, Oct. 2019.

"The Boat Is Full": German Political, Humanitarian, and

Discursive Responses to Refugee Crises during the Cambodian and Bosnian Genocides," Society of Advanced Retirees (SOAR) (Farmington Hills, MI), Nov. 2016.

"'There Will Be Blood": The Violent Underside of the 'Peaceful' East German Revolution of 1989," Wayne State University Humanities Center, March 2014.

"'We had suddenly become Jews': The German Jewish Community on the Eve of the Holocaust." Delivered at the Holocaust Memorial Center, Farmington Hills, MI, February 2013.

"The Altruism of the German Human Rights Activist Rupert Neudeck". Delivered at the Fourth Annual Symposium on Altruism, Holocaust Memorial Center, Farmington Hills, MI, April 2008.

"The Rise of Adolf Hitler and the Nazis". Delivered at the Advanced Placement European History Mini-Conference, Wayne State University, Detroit, MI, May 2006.

"Nazi Germany and the Perversion of the Rule of Law". Delivered at the Holocaust Remembrance Day Program (organized by the Oakland County Circuit and Probate Courts, Oakland County Board of Commissioners, and Oakland County Bar Association), Pontiac, MI, May 2005.

"The Essence of Fascism". Delivered at the Advanced Placement European History Mini-Conference, Wayne State University, Detroit, MI, May 2005.

"Moralizing 'from Above' and 'from Below': Social Norms, Family Values, and Adultery in the German Democratic Republic". Delivered at the History Dept. Colloquium, Wayne State University, Detroit, MI, March 2004.

"'I want to enjoy my life': Working-Class Pacifism and Opposition to Rearmament in the German Democratic Republic". Delivered at the War Studies Group, University of Michigan, Ann Arbor, MI, January 2004.

N. Other Scholarly Work

Co-organizer (with Chris Young, Cambridge University, and Nikolaus Katzer, German Historical Institute Moscow), "Life Stories, Personal Narratives, and Ego-Documents: Problems and Perspectives from German, Central and Eastern European History," three-day workshop at Pembroke College, Cambridge University (UK), Sept. 2018.

Co-organizer (with Thomas Pergalow Kaplan, Appalachian University), "Human Rights, Genocide, and Germans' Moral Campaigns in the World," three-day seminar at the German Studies Association Annual Conference, Washington, DC, Oct. 2015.

Co-Organizer (with Konrad Jarausch, University of North Carolina, Chapel Hill), "Debating the Results of Unification," German Studies Association Annual Conference (Oakland, CA, 2010)

Co-Organizer (with Mary Fulbrook, University College London), "Taking Stock of the GDR," German Studies Association Annual Conference (Oakland, CA, 2010)

Co-Organizer: "Past and Future: East Germany before and after 1989," Munk Centre of International Relations, University of Toronto: international /interdisciplinary conference co-organized with Prof. Jeffrey Kopstein (Dept. of Political Science, University of Toronto) and Prof. Raj Kollmorgen (Dept. of Sociology, University of Magdeburg/Germany), March 2007.

Co-Organizer: "New Directions in the Study of East European State Socialism," Center for European Studies, Harvard University: international/interdisciplinary conference co-organized with Jason Wittenberg (currently Professor, Dept. of Political Science, University of California/Berkeley), Nov. 1997.

. SERVICE

C. Administrative Appointments at Wayne State in Last Five Years

D. Administrative Appointments at Other College/University in Last Five Years

E. Committee Assignments in Last Five Years

1. University Committee Chaired

2. University Committee Membership

General Education Oversight Committee (2017-2018)

3. College/Department Committee Chaired

Chair, Executive Committee (2016-2017)

Chair, Library Committee (2012-2013)

4. College/Department Committee Membership

College:

Chair Review Committee, Department of History (2019-2020)

Humanities Center Advisory Board (2013-2015)

Undergraduate Research Committee (2013-pres.)

Department:

Executive	**2012-2015, 2016-2017, 2019-2020**
Personnel	**2012-2015, 2016-2017**
Graduate	**2012-2015, 2016-2017, 2020-2021**
Salary	**2013-2015, 2017-2018, 2018-2019, 2020-2021**
Assessment	**2018-2020**

F. Positions Held in Professional Associations in Last Five Years

Member (*ex-officio*), Executive Board, Central European History Society (July 2014-June 2019)

G. Journal/Editorial Activity

1. Editorships

Editor, *Central European History* (July 2014-June 2019) (Cambridge UP)

Review Editor, *German Studies Review* (2012-2014) (Johns Hopkins UP)

2. Editorial Board Memberships

***German History in Context* book series (2012-pres.) (Camden House)**

H. Other Professionally Related Service

Five-Year Review, University of Vienna (Austria)

Promotion Review, Department of History, Flinders University (Australia)

Tenure Review, Department of History, American University

Fellowship Selection Committee, DAAD Prize for Distinguished Scholarship in German and European Studies (awarded by the American Institute for Contemporary German Studies at the Johns Hopkins University)

Evaluated fellowship applications for:

Emmanuel College, University of Cambridge (UK)
Gonville & Caius College, University of Cambridge (UK)
Zukunftskolleg, University of Konstanz (Germany)
European Institutes for Advanced Studies (EURIAS, Paris)
Max Weber Centre for Advanced Cultural and Social Studies

(University of Erfurt, Germany)
Rapporteur, Economic & Social Research Council (UK)
Federal Foundation for the Reappraisal of the SED Dictatorship (Berlin, Germany)

Manuscript reviewer for:

Berghahn Books
Bloomsbury
Cambridge University Press
Camden House
Continuum
Lexington Books
Louisiana State University Press
Oxford University Press
University of Toronto Press

Central European History
Contemporary European History
East European Politics and Society
German History
German Politics and Society
German Studies Review
International History Review
Journal of Cold War History
Radical History Review
Social History

Advanced Placement European Exam (College Board):

--Question Leader: 2017
--Table Leader: 2014, 2015, 2016
--Reader: 2008, 2011, 2012, 2013

Professional Record
Aaron B. Retish, Associate Professor
Department of History

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DATE PREPARED: April 1, 2004
DATE REVISED: March 3, 2021

DEPARTMENT/COLLEGE: History Department/College of Liberal Arts

PRESENT RANK & DATE OF RANK: Associate Professor (August 2009)

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2003/Assistant Professor
Year Awarded Tenure: 2009

CITIZEN OF: United States of America

EDUCATION:

Baccalaureate: University of Wisconsin, Madison, WI, 1992
Graduate: M.A. The Ohio State University, Columbus, OH, 1996
Ph.D. The Ohio State University, Columbus, OH, 2003

PROFESSIONAL SOCIETY MEMBERSHIP(S):
Association for Slavic, East European, and Eurasian Studies, British Association of Slavic and East European Studies, Association for Women in Slavic Studies, Russian Peasant Consortium, Study Group on the Russian Revolution, Allan K. Wildman Group for the Study of Russian Politics, Society, and Culture in the Revolutionary Era, Center for the Study of Citizenship, Southern Slavic Studies Association, Midwest Russian Historians Workshop, Suomalais-Ugrilainen Seura (Finno-Ugrian Society)

HONORS/AWARDS: Career Development Chair (2011-2012)

signature: A B Retish 09/07/21

Extra Mile Award, Student Disability Services (2011)
Board of Governors Award (2009)
Presidential Award for Excellence in Teaching (2008)
Russian Language Honors Society

I. TEACHING

A. Years at Wayne State: 16 Years

B. Years at Other Colleges/Universities

Instructor, University of Michigan-Ann Arbor, Summer 2010

C. Courses Taught at Wayne Sate in Last Five Years

1. Undergraduate

HIS 1300 Europe and The World, 1500-1945 (Winter 2018, Fall 2019, Fall 2020)
His 1400 The World Since 1945 (WI 2015, WI 2016, Fall 2016, WI 2021)
His 2800/Global Studies 2800 Introduction to Global Issues and Institutions (WI 2017, WI 2019, WI 2020)
His 3490/5490 Russia and Eurasia to 1917 (Fall 2019)
His 3995 Post-Soviet Russia (WI 2019)
His 5450 History of Interwar Europe (Fall 2015, WI 2018)
His 5495 The Russian Revolution (WI 2015, WI 2017, WI 2020)
His 5500 History of the Soviet Union (Fall 2017, WI 2021)
His 5996 Capstone Course for Majors (Fall 2015, WI 2016, Fall 2017, Fall 2020)

2. Graduate

His 6000 Post-Soviet Russia (WI 2019)
His 7450 Readings in Interwar Europe (Fall 2015, Winter 2018)
His 7495 The Russian Revolution (WI 2015, WI 2017, WI 2020)
HIS 7500 Readings in Soviet History (Fall 2017, WI 2021)
His 8310 Seminar in World History (Fall 2016)

D. Essays/Theses/Dissertations Directed

Dissertations
Dakota Irvin, Phd thesis (external member, U. of North Carolina), 2020
Joshua Morris, Phd thesis (committee member), 2019
Frank Petersmark, PhD thesis (committee member), 2015
Maria Wendeln, PhD thesis (committee member), 2015
Maria Roti, PhD thesis (committee member), 2014
Guolin Yi, PhD thesis (committee member), 2012
Neil Butt, PhD thesis (committee member), 2010

Richard Fry, PhD thesis (committee member), 2010
David DeSilvio, PhD thesis (committee member), 2008

MA Theses/Essays
Kaitlin Martinelli (MA/MLIS), current
Ibrahim Hassan (MA/JD), current
Marwa Elshazly (MA), current
Stanley Putnam (advisor, world history bridge certificate), current
Ljeon Cacevic (advisor, world history bridge certificate), current
Michaela Lewalski (directed), 2020
Douglas Merriman (directed), 2019
Zachary Dropkin (directed), 2019
Thomas Yaari, Master's thesis (committee member), 2018
Michael Polano, Master's thesis (directed), 2017
Walter Lucken, Master's thesis (directed), 2016
Jarret Stapleton Master's thesis (directed), 2015
David Moore, Master's thesis (committee member), 2015
James Campbell, Mater's thesis (directed), 2013
Benjamin Tigay, Master's thesis (directed), 2012
Sean McDaniel, Master's thesis (directed), 2011
Cornelius Geerts, Master's thesis (directed), 2011
Mark Comfort, Master's thesis (directed), 2010
Meghan Mika, Master's thesis (committee member), 2008
Maureen MacLeod, Master's thesis (committee member), 2008
Christopher Swanson, Master's thesis (committee member), 2006
John Stanton, Master's thesis (committee member), 2005

Undergraduate theses and projects
Jeremy Tacon (directed) Honors thesis, current
Alyssa Hirsch, (directed) Honors thesis, 2020
Kyle Donahue, undergraduate research award, 2020
Kaitlin Martinelli, undergraduate research award, 2018
Benjamin Thomason, (directed) Honors thesis, 2018
Ali Kahil undergraduate research award, 2017
Randy Groseclose, undergraduate research award, 2010
Kevin Singer, undergraduate research award, 2009
Kristina Rozic, undergraduate honors thesis (director), 2008
Caroline Arnold, undergraduate honors thesis (committee member), 2008
Ankica Rozic, undergraduate honors thesis, 2007

PhD Field Exams last five years:
Erik Noreen (minor field) 2018
Kevin Nichols (minor field) 2017
Nathan Kuehnl (minor field) 2015
Amanda Hoover (minor field) 2015
Joshua Morris (minor field) 2015

E. **Course or Curriculum Development**

1. Online Teaching Fellowship, summer 2016
   Developed an online version of the world history graduate seminar at the Office of Teaching and Learning summer online institute. This is part of a larger project to explore the possibility of offering the world history bridge certificate online or in hybrid.

2. Co-led teaching institute on the Spanish Civil War for New York City teachers, Tamiment Library and New York University, February 2016 and April 2018

   Co-organized teaching institute on human rights and the Spanish Civil War for Detroit Public School teachers, July 2015

   Organized and helped lead workshops for secondary school teachers on new curriculum on the Spanish Civil War and human rights. Done through my involvement with the Abraham Lincoln Brigades Archive in New York City.

3. Member of committee to redesign Global Studies Program and curriculum, 2015-16

4. Developed course on the First World War for the war's Centenary, 2014

5. Developed survey course in the history of women, gender, and sexuality in the modern world (HIS 2605/GSW 2605), 2012

6. Developed "History of Russia and Eurasia" (HIS 3490), 2012

7. Developed Graduate Readings Seminar in European History (HIS 8225), 2010-11

8. Developed Graduate Student Seminar in World History (HIS 8310), 2007-08

9. Helped develop graduate-level bridge certificate in World History, 2007-08

10. Redesigned Russian history series (HIS 5450, 5495, 5500), 2007-08

II. RESEARCH

A. Research in Progress, Not Funded

Gender in Modern Russian History, 1860 to the Present. Book manuscript under contract and in progress, Bloomsbury Press.

B. **Funded Research in Last Five Years**

"In the Courts of Revolution: Justice and Social Inclusion in the Rural Soviet Courtroom, 1917-1939." Manuscript in progress.

Research funded by competitive grants from the Eisenberg Institute, Kennan Institute, Wayne State University, Harry Frank Guggenheim, American Philosophical Society, National Council for Eurasian and East European Research, and Friedrich-Schiller University Jena

"Russians Behind Bars: A History of Prisoners in Modern Russia, 1860-1939."

Study of local prisons in modern Russia with a particular focus on how prisoners experienced incarceration and how local prison officials understood the value of incarceration and rehabilitation. Funded by the National Endowment of Humanities, University of Illinois and Friedrich-Schiller University Jena.

Russia's Peasants in Revolution and Civil War: Citizenship, Identity, and the Creation of the Soviet State, 1914-1922. Cambridge: Cambridge University Press, 2008 /2012

Research funded by competitive grants from: Fulbright-Hays; American Council of Teachers of Russian/USIA; Foreign Language Area Studies Fellowship; The Ohio State University, Wayne State University, International Research and Exchanges Board, and Social Science Research Council.

C. **Fellowships/Grants/Special Awards in Last Five Years**

Wayne State University Tenured Faculty Professional Development Program, $3,950
National Endowment for the Humanities (NEH) Summer Research Stipend, 2019, $6,000
Imre Kertész Kolleg (an Institute of Advanced Studies) Jena Fellow, Friedrich-Schiller University Jena, Fall 2018 (est. $14,500)
Scholar in Residence, Illinois University Russian Research Laboratory, 2020-21 ($1,000 and lodging)
Wayne State Humanities Center Resident Fellow, 2017-18 ($800)
Wayne State Humanities Center Faculty Fellowship, 2015-16 ($6,000)
Harry Frank Guggenheim, 2012-2013 ($1,588 in 2012; $36,198 in 2013)
National Council for Eurasian and East European Research, Short Term Travel Grant, 2013 ($3000)
American Philosophical Society, 2011-2012 ($6,000)
Research Enhancement Award, Wayne State University, 2011-12 ($38,864)
Career Development Chair, Wayne State University, 2011-12 ($19,000)
Board of Governors Award, for *Russia's Peasants in Revolution and Civil War: Citizenship, Identity, and the Creation of the Soviet State, 1914-1922* (Cambridge, 2008) (awarded $2500)

III. **PUBLICATION**

A. **Scholarly Books Published**

1. Authored

Russia's Peasants in Revolution and Civil War: Citizenship, Identity, and the Creation of the Soviet State, 1914-1922. Cambridge: Cambridge University Press, August 2008. Republished in paperback, February 2012.

B. **Chapters Published**

1. **Authored**

All works in this section were peer reviewed.

"Social Revolutions: Peasant Aspirations," chapter in volume *A Companion to the Russian Revolution* edited by Daniel Orlovsky. John Wiley & Sons, 2020, 125-35. (12,000 words)

Комментария: "Жизнь в катасторофе," in *Гражданская война в России: Жизнь в эпоху социальных экспериментов и военных испытаний, 1917-1922*. St Petersburg, 2020.

"Judicial Reforms and Revolutionary Justice: The Establishment of the Court System in Soviet Russia, 1917-1922" in *Russia's Home Front in War and Revolution, 1914-22*, Book 4: *Reintegration—the Struggle for the State*, edited by Christopher Read, et al., Slavica Press, 2018, 371-401.

*"*Поиск справедливости в революции: Местная судебная система Вятской губернии в 1917-1922 гг." (The Search for Justice in Time of Revolution: The Local Court System of Viatka Province, 1917-1922), in *Эпоха войн и революций, 1914-1922* (Era of Wars and Revolution, 1914-1922), edited by B. Kolonitskii and D. Orlovskii. St. Petersburg: Nestor-Istoriia, 2017, 100-12.

The Taste of *Kumyshka* and the Debate over Udmurt Culture," in *Russian History through the Senses from 1700 to the Present*, edited by Tricia Starks and Matthew P. Romaniello (Bloomsbury Press, 2016), 141-64.

*"*The Izhevsk Revolt of 1918: The Fateful Clash of Revolutionary Coalitions, Paramilitarism, and Bolshevik Power" in *Russia's Revolution in Regional Perspective, 1914-1921* (Slavica Press, 2015), 299-322.

"A Kaleidoscope of Revolutions," (with Sarah Badcock and Liudmila Novikova) *Russia's Revolution in Regional Perspective, 1914-1921* (Slavica, 2015), 1-15.

"Eastward Ho! Russian Migratory Networks of Viatka Province during Peace and Revolution, 1850-1921," in *The Making of Russian History: Society, Culture, and the Politics of Modern Russia*. Essays in Honor of Allan Wildman, edited by Jonathan Steinberg and Rex Wade (Slavica Press, 2009), 91-108.

C. **Edited Works**

The Global Impact of the Russian Revolution. Edited volume with Matthew Rendle (U. of Exeter). Republication with revised introduction of special issue of *Revolutionary Russia*.

Routledge, October 2020.

Russia's Revolution in Regional Perspective, 1914-1921, Edited volume with Sarah Badcock (U. of Nottingham) and Liudmila Novikova (Higher School of Economics, Moscow). Slavica Press, 2015. Russia's Great War and Revolution Series, *Russia's Home Front in War and Revolution*, vol. 1.

Revolutionary Russia, senior Co-Editor in Chief. 2011-present (vol. 24-33).
Bi-annual journal published by Taylor and Francis. Leading international journal on the Russian Revolution with ranking by the SJR in the top quarter percentile (highest ranking) of history journals .

D. **Journal Articles Published**

1. Refereed Journals

"The Birth of Soviet Criminology: Mikhail Gernet's Vision of the Good State and the Dangers of the People in 1917," *Journal of Modern Russian History and Historiography* vol. 13 (2020): 184-213.

"From Lenin's Overcoat: The Global Impact of the Russian Revolution," (with Matthew Rendle), *Revolutionary Russia*, vol. 31 (December 2018): 145-51.

"Introduction," (with Matthew Rendle), *Revolutionary Russia*, vol. 33 (June 2020): 1-5.

"Silences and Noises: Commemorating 1917," (with Matthew Rendle), *Revolutionary Russia*, vol. 30 (December 2017): 151-57.

"The Long Legacy of World War I: Remembering and Forgetting in Russia," *Origins: Current Events in Historical Perspective*, http://origins.osu.edu/article/long-legacy-world-war-i. (1600 words)

"The 'Lessons' of 1917," (with Matthew Rendle) *Revolutionary Russia*, vol. 39 (June 2017): 1-5.

"Breaking Free From the Prison Walls: Prison Life in Revolutionary Life in Revolutionary Russia," *Historical Research* vol. 90 (February 2017): 134-50.

"Controlling Revolution: Victims of Social Violence and the Rural Soviet Courts 1917-1923," *Europe-Asia Studies* vol. 65 (November 2013): 1789-1806.

"Массовая политика и роль простых людей в Гражданской войне" (Popular Politics and the Role of Ordinary People in the Civil War) *Roundtable Discussion, Rossiiskaia istoriia* 5 (Sept.-Oct. 2013): 19-24.

Review Essay of A. V. Bushmakov, et al, eds. *1917 god v Permskoi gubernii: Sbornik dokumentov* and A. A. Ivanov, ed., *Pervaia sovetskaia vesna v derevne: Krest'ianstvo*

Mariiskogo kraiia i zemel'nyi vopros v 1918 godu: Dokumenty i materialy, *Revolutionary Russia* vol. 24 (June 2011): 91-93.

"Creating Peasant Citizens: Rituals of Power, Rituals of Citizenship in Viatka Province, February-October 1917," *Revolutionary Russia*, vol. 16 (June 2003), pp. 47-67. Republished in Special issue of *Revolutionary Russia*, February 2017.

"Becoming Enlightened: National Backwardness and Revolutionary Ideology," *Proceedings of the Ohio Academy of History 2002*, (published in 2003), pp. 79-90.

"Sotsial'nye konflikty v srede viatskogo krest'ianstva v khode provedeniia zemel'noi reformy v 1918 g." (Social Conflicts Among the Viatka Peasantry During the Implementation of the Land Reform in 1918). *Nauchnyi vestnik. Kirovskogo filiala Moskovskogo gumanitarno ekonomicheskogo instituta. Nauchno-metodicheskii zhurnal,* no. 5. Kirov, 2000, pp. 81-85.

"Statisticheskie istochniki i ikh znachenie pri izuchenii viatskogo krest'ianstva (1914-1921 gg.)." (Statistical Sources and their Significance in the Study of the Viatka Peasantry, 1914-21). *165 let gosudarstvennoi statistike v Kirovskoi oblasti: Etapy stanovleniia i razvitiia. Materialy mezhregional'noi nauchno-prakticheskoi konferentsii 18 maia 2000 g.* Kirov, 2000, pp. 90-92.

Review essay of Jeffrey Burds, *Peasant Dreams and Market Politics: Labor Migration and the Russian Village, 1861-1905* and O. G. Bukhovets, *Sotsial'nye konflikty i krest'ianskaia mental'nost' v Rossisskoi imperii nachala XX veka: Novye materialy, metody, rezul'taty*. *Kritika*, Winter 2000, pp. 208-12.

"A Foreign Perception of Russia: An Analysis of Anthony Jenkinson's Map of Russia, Muscovy and Tartaria," *The Portolan*, Summer 1995, pp. 1-10.

H. **Book Reviews Published**

1. Academic Journals

Stefan B. Kirmse, *The Lawful Empire: Legal Change and Cultural Diversity in Late Tsarist Russia*, *English Historical Review*, forthcoming.

David W. Darrow, *Tsardom of Sufficiency, Empire of Norms: Statistics, Land Allotments, and Agrarian Reform in Russia, 1700-1921*, *Journal of Modern History*, December 2020.

Tsuyoshi Hasegawa, *Crime and Punishment in the Russian Revolution: Mob Justice and Police in Petrograd*, *Journal of Social History*, June 2018.

Daniel Beer, *The House of the Dead: Siberian Exile Under the Tsars*, *Slavic Review*, Spring 2018.

Tony Brenton, ed., *Was Revolution Inevitable? Turning Points of the Russian Revolution*, *The Russian Review*, October 2017.

Jonathan D. Smele, *The "Russian" Civil Wars 1916-1926: Ten Years That Shook the World*, *American Historical Review,* June 2017.

F. A. Seleznev, ed., *Pervaia mirovaia voina: Vzgliad iz XXI veka: Rossiia i Nizhegorodskaia guberniia v 1914–1918 gg*. *Russian Review,* July 2016.

Kenneth M. Pinnow, *Lost to the Collective: Suicide and the Promise of Soviet Socialism, 1921-1929, Canadian American Slavic Studies,* December 2014.

Burton R. Miller, *Rural Unrest during the First Russian Revolution: Kursk Province, 1905-1906, Russian Review,* October 2013.

Olga Morozova, *Dva akta dramy: boevoe proshloe i poslevoennaia povsednevnost' veteranov grazhdanskoi voiny, Slavic Review,* Spring 2013.

Hugh D. Hudson, Jr, *Peasants, Political Police, and the Early Soviet State: Surveillance and Accommodation under the New Economic Policy, American Historical Review,* February 2013.

Catherine Evtuhov, *Portrait of a Russian Province: Economy, Society, and Civilization in Nineteenth-Century Nizhnii Novgorod, The Russian Review,* January 2013.

Boris B. Gorshkov, *Russia's Factory Children: State, Society, and Law, 1800-1917*, *Journal of Social History*, Summer 2011.

Jonathan Daly and Leonid Trofimov, eds. *Russia in War and Revolution, 1914-1922: A Documentary History*, *Canadian Slavonic Papers*, March 2011.

Sharon Kowalsky, *Deviant Women: Female Crime and Criminology in Revolutionary Russia, 1880-1930*, *Nep Era Journal*, January 2011.

S. A. Smith, *Revolution and the People in Russia and China: A Comparative History Review*, *European History Quarterly*, summer 2010.

Aaron J. Cohen, *Imagining the Unimaginable: World War, Modern Art, and the Politics of Public Culture in Russia, 1914-1917*, *Europe-Asia Studies*, January 2010.

Erik C. Landis, *Bandits and Partisans: The Antonov Movement in the Russian Civil War*, *Russian Review*, April 2009, pp. 346-47.

Mary Buckley, *Mobilizing Soviet Peasants: Heroines and Heroes of Stalin's Fields*, *Revolutionary Russia*, December 2008, pp. 221-22.

Francine Hirsch, *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet System*, *Canadian-American Slavic Studies*, January 2008, pp. 210-12.

Brian Bonhomme, *Forests, Peasants, and Revolutionaries: Forest Conservation and Organization in Soviet Russia, 1917-1929*, *Revolutionary Russia*, December 2006, pp. 233-34.

Brian Murphy, *Rostov in the Russian Civil War, 1917-1920: The Key to Victory*, *Revolutionary Russia*, June 2006, pp. 106-07.

Simon Franklin and Emma Widdis, eds., *National Identity in Russian Culture: An Introduction*. *Revolutionary Russia*, June 2005, pp.91-92.

Seppo Lallukka, *From Fugitive Peasants to Diaspora: The Eastern Mari in Tsarist and Federal Russia. The Russian Review*, January 2005, pp. 132-33.

Mark Steinberg, *Voices of Revolution, 1917. Revolutionary Russia*, December 2004, pp.145-47.

Bertrand M. Patenaude, *The Big Show in Bololand: The American Relief Expedition to Soviet Russia in the Famine of 1921. The Russian Review*, October 2003, p. 658.

K. Instructional Materials Formally Published

"Marxism" in Teacher's manual for Advanced Placement History, 2003. Located at: http://apcentral.collegeboard.com/members/article/1,3046,151-165-0-29422,00.html

3. **Other Published Materials**

"Robin D. G. Kelley on Fascism Then and Now, *The Volunteer* December 2020, (cover story).

"Students Shine During Pandemic-Era Watt Award," *The Volunteer* December 2020

"Faces of ALBA: Photography Curator Cynthia Young," *The Volunteer*, August 2020.

Faces of ALBA: Jack Meyerhofer," *The Volunteer*, June 2020, 15.

"'We Cannot Close our Eyes to Injustice.' Dr. Mona Hanna-Attisha Gives the 2020 Susman Lecture," *The Volunteer* March 2020

"ALBA Awards 21st Annual Watt Prizes," *The Volunteer*, December 2019

"Faces of ALBA-VALB: Eric Levenson," *The Volunteer*, September 2019

"Faces of ALBA-VALB: Dean Burrier Sanchis," *The Volunteer*, March 2019

"Watt Prize Draws Record Number of Submissions," *The Volunteer,* December 2018

"Faces of ALBA-VALB: Herman Schmidt," *The Volunteer* June 2018

"Watt Prizes Recognize Outstanding Student Writing," *The Volunteer,* December 2017

"Faces of ALBA: George Snook, Brooklyn History Teacher," *The Volunteer*, September 2017

"Faces of ALBA-VALB: Chris Brooks," *The Volunteer*, March 2017

"Three Students Awarded Watt Essay Prize," *The Volunteer*, December 2016

"Susman Lecture and Scholarships at Wayne State," *The Volunteer* September 2016

"Faces of ALBA-VALB: Kate Doyle," *The Volunteer* September 2016

"Faces of ALBA-VALB: Richard Bermack," *The Volunteer* March 2016

"ALBA's Essay Contest Rewards Exciting New Research," *The Volunteer* December 2015

"Faces of ALBA: Dale Hueber," *The Volunteer* December 2014

"Faces of ALBA: Bruce Barthol," *The Volunteer* September 2014

"Faces of ALBA: Don Myers, Production Manager," *The Volunteer*, June 2014

"Faces of ALBA: Eveyln Scaramella and Victor Grossman," *The Volunteer* December 2013

"Faces of ALBA: Josie and Andrew Plotch," *The Volunteer*, September 2013

"ALB Scholarship at Wayne State Recognizes Peace and Justice," *The Volunteer* March 2013

L. **Papers Presented**

1. Invited and/or Refereed Internationally or Nationally

Discussant on panel, "Shaykhs, Periodicals, and Livestock: Media of Resistance and Receptivity in the Revolutionary North Caucasus," Association for Slavic, East European, and Eurasian Studies (ASEEES) national conference, Washington, DC/Virtual, November 2020,

"Between State and Village: The Court Bureaucracy and the Problems of Representing Soviet Values in the Countryside, 1921-1939," ASEEES, San Francisco, December 2019

"Mikhail Nikolaevich Gernet's Struggle for Revolutionary Order," Workshop on the History of the Russian Revolution, Nottingham, UK, September 2019

"Rule of Law, Living Law, and Revolutionary Consciousness in Soviet Russia: Legal Innovations of the Local People's Courts, 1917-1922," Central and Eastern European Network of

Legal Scholars Conference, Higher School of Economics, Moscow, June 2019

"Жизнь в катастрофе," Гражданская война в России: Жизнь в эпоху социальных экспериментов и военных испытаний, 1917-1922, St Petersburg, June 2019

"Time, Forward (or Backward?)! *National Geographic*'s Imagination of Russia during the Revolution," Study Group on the Russian Revolution, Cardiff, UK, January 2019

"Tales of Despair and Demands for Rights: The Workings of the People's Courts in the Early Soviet Union, Imre Kertész Kolleg, Friedrich-Schiller-Universität Jena, Jena, Germany, 3 December 2018

"Cultural Education in Soviet Courts and Law: Trying to Make Good Soviet Citizens in the 1920s," Labor Schools and Settlement Houses: Global Efforts to Overcome Economic Inequity in Japan, The Soviet Union and the Anglosphere in the Interwar Period, Heidelberg University, 22-23 November 2018

"Mikhail Nikolaevich Gernet's Struggle for Revolutionary Order," The Russian Revolution at 100 (and One): New Research and Interpretations, Tel Aviv University, Tel Aviv, Israel, May 2018

"Revolutionary Law as Stabilizing Force? People's Courts in the Early Soviet Years, ASEEES conference, Chicago, November 2017

"Revolutionary Courts as a Stabilizing Force? People's Courts in the Early Soviet Years," Fifth European Congress on World and Global History, Budapest, Hungary September 2017

"It Takes a Village to Have a Revolution: Peasant Experience as Local Environmental History in the Russian Revolution," Study Group on the Russian Revolution, Newcastle, UK, January 2017

"Deadbeat Dads, Lying Wives, and Lost Wages: Fighting for What's Mine in Early Soviet Legal Claims," ASEEES conference, Washington, DC November 2016

"Kumyshka and the Debate over Udmurt Culture and National Belonging in War and Revolution," Study Group on the Russian Revolution, Newcastle, UK, January 2016

"Breaking Free from the Prison Walls: Penal Reforms and Prison Life in Revolutionary Russia," Association for Slavic, East European, and Eurasian Studies (ASEEES) conference, Philadelphia, PA, Nov. 2015

Chair on panel, "Soviet Power in Center and Localities, 1917-1920," ASEEES conference, Philadelphia, PA, Nov. 2015

"Everyday Law in the Soviet Countryside, 1920s," invited keynote public lecture, Wissenschaftkolleg zu Berlin (Institute for Advanced Study, Berlin), October 2015

"Keepers of Legal Culture or Administrative Hurdles? Mediation Centers in the Stalinist Countryside," Everyday Law in Russia, 17th to 21st Centuries, Wissenschaftkolleg zu Berlin, October 2015

"The Administration of local courts in 1920s Soviet Russia and the Kazakh ASSR," Study Group on the Russian Revolution, Norwich, UK, January 2015

"Mobilizing the Countryside: The Importance of the Village Economy in the Russian War Effort," ASEEES conference, San Antonio, November 2014

Chair on panel "Soviet Peasants and World War II," ASEEES conference, San Antonio, November 2014

"Daily Grievances and Stalinist Justice: Local Courts in the Lower Volga Countryside in the 1930s," Association for Slavic, East European, and Eurasian Studies/Central Asian Studies Joint Regional Conference, Astana, Kazakhstan, May 2014

"The Russian Revolution: The Next 40 Years," Study Group on the Russian Revolution, Norwich, UK, January 2014

"Disputes before the Local Courts in the Stalinist Countryside: Lay Courts and Legal Culture in the 1930s," ASEEES conference, Boston, Nov. 2013

"Teaching the Russian Revolution in the Twenty-First Century," ASEEES conference, Boston, November 2013

"Lies, Slander, and Runaway Brides in the Rural Comrade Courts: Keeping up Legal Appearances in Stalinist Russia," British Association for Slavonic and East European Studies/International Council for Central and East European Studies Conference, Cambridge, UK, April 2013

"Paramilitarism and Bolshevik Power: Workers and Soldiers in the Izhevsk Revolt of 1918," British Association for Slavonic and East European Studies/International Council for Central and East European Studies Conference, Cambridge, UK, April 2013

"The People's Court in the Village: Peasants and Soviet Legal Norms in the 1920s," ASEEES conference, New Orleans, November 2012

Roundtable participant, "Reassessing the Peasant and State Nexus in Imperial and Soviet Russia," ASEEES conference, New Orleans, Nov. 2012

"Meting Out Justice in Civil War: Understanding The Cases and Decisions of Provincial Tribunals, 1918-22," Study Group on the Russian Revolution international conference, Glasgow, January 2012

"Political Control and Social Order: Surprising Cases Before Provincial Revolutionary Tribunals," ASEEES conference, Washington, DC, November 2011

Chair on panel, "Radical Change and Women's Health in Modern Russia," ASEEES conference, Washington, DC, November 2011

"Creating Socialist Justice in the People's Courts: Soviet Law and Popular Legality, 1917-1924," The Practice of Law and Justice in Russia (from the 18th century to the present), Moscow, May 2011

Discussant on panel, "The Russian Homefront during World War I," ASEEES conference, Los Angeles, CA, November 2010

Chair on panel, "Endangered Women and the State from the Revolutionary Era to the Present," ASEEES conference, Los Angeles, CA, November 2010

"Peasant Identity and State Formation in Russia's Periphery," VII World Congress of the International Council for Central and East European Studies, Stockholm, July 2010

"Controlling Revolution: Victims of Social Violence and the Rural Soviet Courts, 1917-1923," Victims and Villains: Justice, Violence and Retribution in Late Imperial and Early Soviet Russia, Nottingham, England, April 2010

"Soviets against the Bolsheviks: The Izhevsk Revolt of 1918," American Association for the Advancement of Slavic Studies national convention, Boston, MA, November 2009

Roundtable participant, "Vlast' from the Past: State Building, State Practices, and Conceptions of State Power in 1917–1921," American Association for the Advancement of Slavic Studies national convention, Boston, MA, November 2009

"Constructing Narratives of Violence: Understanding Murder and Some Other Heinous Crimes in Revolutionary Russia," Eisenberg Institute Fellows Symposium on Topographies of Violence, Ann Arbor, MI, April 2009.

"The Trials of Revolution: Confronting Social Breakdown and Violence through the Rural Soviet Courts 1917-1922," the British Academy of Slavic and East European Studies conference, Cambridge, England, March 2009

Discussant on panel, "The Politics of Language and Nationhood in Central and Southeast Europe from the Late Nineteenth Century to the Early Twenty-First Century," American Association for the Advancement of Slavic Studies national convention, Philadelphia, November 2008

"Seeking Justice under Socialism: Peasants and Law in the Early Soviet Courts," American Association for the Advancement of Slavic Studies national convention, Philadelphia, PA, November 2008.

Discussant on panel, "The Politics of Language and Nationhood in Central and Southeast Europe from the Late Nineteenth Century to the Early Twenty-First Century," American Association for

the Advancement of Slavic Studies national convention, Philadelphia, PA, November 2008.

"Sacred Grounds, Contested Spaces: Meadows, Forests, and Church Lands in Revolutionary Russia," American Association for the Advancement of Slavic Studies national convention, New Orleans, November 2007.

Roundtable participant, "Academic Job Searches: Tales from the Trenches," American Association for the Advancement of Slavic Studies national convention, New Orleans, November 2007.

"Constructing the New Soviet Peasant: Bolshevik Enlightenment Campaigns in the Civil War," Midwest Slavic Conference, Columbus, OH April 2007.

Discussant on panel, "People on the Margins of Society in Revolutionary Russia," Southern Slavic Studies Association conference, Montgomery, AL, March 2007.

"Social Identities and Political Power in the Revolutionary Countryside," The Study Group on the Russian Revolution international conference, Aberdeen, Scotland, January 2007.

"Making Nations Revolutionary: The Creation and Mobilization of National Identities in Viatka Province, 1914-1921," American Association for the Advancement of Slavic Studies national convention, Washington, DC, November 2006.

Roundtable participant on panel "'Myths' Written about the Russian Peasantry," American Association for the Advancement of Slavic Studies national convention, Washington, DC, November 2006.

"The Masses Mobilized: Militarization, Conscription, and the First World War in the Village, 1914-17," Midwest Historians of Russia Workshop, Bloomington, IN, April 2006.

"Drinking, Ethnicity, and Revolution: Discourses on Samogon (*kumyshka*) and the "Corruptive" Influence of Udmurt Culture," American Association for the Advancement of Slavic Studies national convention, Salt Lake City, Utah, November 2005.

"The Civil War, Revolutionary Movements and the Dissemination of Power in Viatka Province," The Study Group on the Russian Revolution, Nottingham, England, April 2005.

"The Establishment of Soviet Power in the Viatka Countryside," American Association for the Advancement of Slavic Studies national convention, Boston, MA, December 2004.

Roundtable participant on panel "Interpreting and Misinterpreting the Russian Revolution: New Approaches, Sources, and Periodization," American Association for the Advancement of Slavic Studies national convention, Boston, MA, December 2004.

"Eastward Ho! Russian Peasant Migratory Networks During Peace and Revolution, 1850-1921," Social Science History Association national convention, Baltimore, November 2003.

Chair on panel, "Sedimentary Society in the Countryside: Rural Russia and the Challenges of Modernization, 1880-1917," American Association for the Advancement of Slavic Studies national convention, Toronto, Canada, November 2003.

"Peasant Agency and Revolutionary Politics, a Reexamination," American Association for the Advancement of Slavic Studies national convention, Toronto, Canada, November 2003.

2. **Invited and/or Refereed Locally/Regionally**

"Not One Step Back: The Soviet Union in World War II," Society of Active Retirees (SOAR), Farmington Hills/Zoom November 2020

Orientation to CLAS, incoming students orientation WSU, June 2018, June 2019 (three presentations)

"A Tale of Justice and Terror: The Life Story of a Judge Under Stalin," SOAR, Farmington Hills, May 2018

"US-Russian Relations," Lake Orion Library, Lake Orion, MI, July 2017

"Jews in Putin's Russia," Temple Beth Shalom, Oak Park, MI, June 2017

"The Rise of Putin's Russia," Birmingham NEXT, Birmingham, MI, May 2017

"To Avenge and Protect the Motherland: The Beginning of the Cold War from the Soviet Perspective," SOAR, Farmington Hills, March 2017

"Stalinist Russia: Survival and Repression," SOAR, Farmington Hills, November 2016

"Putin's Russia," SOAR, Farmington Hills, May 2016

"At Court in the USSR: Legal Culture and Social Control, 1917-1939," Exploring the Everyday, Wayne State University Humanities Center Faculty Fellow Conference, Detroit, MI April 2016

"Russia's Environmental Dream," Global Studies Program Launch Event, March 2016

"The End of the Soviet Union and Post-Soviet Russia," Institute for Retired Professionals, West Bloomfield, MI, March 2016

"The 1917 Russian Revolution," SOAR, Farmington Hills, MI, October 2015

"A Tale of Revolutionary Justice and Stalinist Terror: The Biography of Ivan Morozov, A Soviet People's Court Judge," Humanities Center Brownbag Talk, March 25, 2015

"When the Lamps Went out in Europe: The Background to the First World War," SOAR, Farmington Hills, MI, February 2015

"Workers against Bolsheviks: The 1918 Izhevsk Revolt and What it Tells us about Soviet Power, The North American Labor History Conference, Detroit, MI October 2010

"The Many Histories of Russia's Jews," Seminar for the Cohn-Haddow Center for Jewish Studies, Wayne State University, Detroit, MI, January 2010

"Birth of the Soviet Prison: Creating a Humane Prison in a Socialist World," Wayne State University Humanities Center Colloquium, Detroit, MI, January 2010

"In the Courts of Revolution," University of Michigan Russian/Soviet History Workshop, Ann Arbor, MI, November 2009

Organizer and Chair on roundtable, "Organizing Knowledge Workers in Higher Education: Issues in Contract Negotiation, The North American Labor History Conference, Detroit, MI, October 2009

"The People's Courts: Legality, Violence, and Citizenship and the Early Soviet Rural Courtrooms," Wayne State Department of History Colloquium, April 2009

"Teaching the Russian History Survey," Midwest Russian History Workshop, East Lansing, MI, April 2009

Moderator, "Revolution and Reform," Wayne State University Undergraduate Research Conference, November 2008

"Interactive Lecturer—How can you engage students in your lecture?' Wayne State University GTA orientation, August 2008.

"Peasants in a Modern State: Power and Identity in Russia's Age of War and Revolution, 1914-1921," Wayne State University Humanities Center Conference "Translation and Representation," March 2007.

"Illuminating 'Everything is Illuminated,'" Wayne State University Ukrainian Film Series, March 2007.

"Cultivating Peasants and Revolutionary Power," Humanities Center Roundtable, Wayne State University, Detroit, MI, December 2006.

"The First Word War in Russia: Militarization, Mobilization and Revolution in the Village," The War Studies Reading Group, Ann Arbor, February 2006.

Chair, "Rosa Luxemburg and Working-Class Strategy in the Wake of the 1905 Labor Upsurge," The North American Labor History Conference, Detroit, MI October 2005.

"The History of the Conflict Between Russia and Chechnya," Rochester Hills Museum, June 2005.

"Contesting Hegemony: Peasant and State Relations During Russia's Civil War, 1918-21," Wayne State University Humanities Center Colloquium, Detroit, MI, March 2005.

Chair and Commentator, "Faith in the Revolution: Literature and Religion in the Russian Revolutionary Movement," NALHC, Detroit, MI, October 2004.

Gender, Ethnic, and Class Tensions Over Citizenship in Russia's Constituent Assembly Elections of 1917," Center for the Study of Citizenship New Scholar's Conference, Detroit, February 2004.

Chair on panel, "Labor, State, and War in Global Perspective," North American Labor History Conference, Detroit, October 2003.

"Presentation on Multimedia Database, Recipient of Innovative Technology Grant," Technology and Learning Round Table, Detroit, February 2004.

M. Invited Seminars or Lectures Presented in Last Five Years

"Courts in the Russian Revolution," The Ohio State University, Columbus, OH, October 2017

"Making Justice Revolutionary: Legal Class Warfare and Popular forms of Justice in Russia," Centre d'études des mondes russe, caucasien et centre-européen (Cercec), Paris, France, May 2017

"In the Spirit of Revolution: Popular Revolutionary Justice, Soviet Laws, and New Gender Relations in the Soviet Courtroom," Invited paper, Robert J. Kemp Symposium, Ten Days that Shook the World: Reflections on the Russian Revolution, 100 Years Later, Bowdoin College, Brunswick, Maine, May 2017

"Soviet Justice in the Local Courts: Civil Claims, Messy Divorces, and Social Rights in Early Soviet Russia," University of Wisconsin-Madison, March 2017

"Dreams of Land and Freedom: Russian Peasants in Revolution," Miami University, Oxford Ohio, October 2016

"Поиск справедливости во время революции: Местная судебная система в Вятской губернии в 1917-1922 гг." (The Search for Justice in Time of Revolution: The Local Court System in Viatka Province, 1917-1922) Invited lecture at the international colloquium Эпоха войн и революций (1914 – 1922), (The Era of War and Revolution) St. Petersburg, Russia, June 2016

"Everyday Law in the Soviet Countryside, 1920s," invited keynote public lecture,

Wissenschaftkolleg zu Berlin (Institute for Advanced Study, Berlin), October 2015

"At Court in the USSR: Peasants, the Law, and the Early Soviet Legal System," Invited lecture at the New York University Jordan Russia Center, October 2014

"Securing the Benefits of Socialism: Understanding Peasant Legal Culture and Gender Dynamics in the People's Courts, 1917-1929," invited lecture, University of Illinois, June 2013

N. Other Scholarly Work

Podcast interview," Legacies of the Great War," History Talk, (https://www.npr.org/podcasts/381443700/history-talk-from-origins), December 2017

"Russian Peasants in Revolution," Sean's Russia Blog (http://seansrussiablog.org/2017/06/30/russian-peasants-in-revolution/). June 20, 2017

Co-coordinator of conference, "Networks," the 7th Annual Conference on Citizenship Studies, April 2010

Lead editor, H-citizenship (leading international listserv on citizenship studies), 2009-2015

IV. SERVICE

C. Committee Assignments in Last Five Years

4. College/Department Committee Member

Faculty Council, CLAS, 2016-present
Online syllabi and course description ad hoc committee, 2019-20
Diversity and Inclusion committee, 2019-present
College of Liberal Arts and Sciences, Elections Committee, 2011-17
History Department Undergraduate Committee, 2016-2017
History Department Executive Committee, 2014-16, 2019-2021
History Department Graduate Committee, 2014-16, 2019-2020
History Department Personnel Committee, 2014-15, 2016-17
History Department Chair Review Committee, 2014-15, 2019-2020
History Department Salary Committee, 2014, 2016, 2017-18
History Department Budget Committee, 2015-16, 2019-2021
History Department Parliamentarian, 2019-present
History Department Assessment and Awards Committee, 2020-21

5. University Committee Member

Chair, Wayne State University Press Editorial Board, 2018-present

General Education Oversight Committee, 2014-17, ex-officio member, 2017-2020
Wayne State University Cohn-Haddow Center for Jewish Studies Board
Diversity Requirement, General Education Review Subcommittee, 2016-17
Review Advisory Panel Internal Evaluator, Department of Criminal Justice, 2016
AAUP-AFT Union Representative of Bargaining Unit, 2014-present
Wayne State Humanities Center Advisory Board, 2014-16

E. **Positions Held in Professional Associations in Last Five Ye**ars

Executive Committee Board Member, Abraham Lincoln Brigade Archive Committee, 2015-Present (Secretary, at large, and Treasurer)
Member of Educational Committee, Abraham Lincoln Brigade Archive, 2014-present
Member of Ethics Committee, Abraham Lincoln Brigade Archive, 2017-present
Member of Planning Committee, Abraham Lincoln Brigade Archive, 2017-present
Chair, Watt Essay Prize in Best Spanish Civil War History Essay, 2014-present
Selection Committee Member, Citizenship Studies International Book Prize, 2014-15
Peer Mentor, Association for Slavic, East European, and Eurasian Studies, 2014-15, 2017-18

F. **Professional Consultation**

1. Public Presentations as an Expert in Discipline

"Russia Steps Into Syria As United States Withdraws," WDET, October 30, 2019

"How Does Russia Find its Insiders in American Politics?" WDET, January 16, 2019

"From Putin to NATO," The Craig Fahle Show, July 18, 2018

"Washington, Experts React to Trump-Putin Press Conference," WDET, July 17, 2018

"Russia's Perspective on the Sea of Japan," Global Studies Roundtable, March 2018

Interview with WAYN student radio, March 2018

"Ahead of Comey Testimony Russia Expert Talks Status, Scope of Investigation," WDET, June 9, 2017

"Local Experts Weigh in on Syrian Conflict and Balance of Power," WDET, April 10, 2017

"How Will U.S.-Russia Relations Change On Day One Of Trump's Presidency?" WDET, January 19, 2017

"Trump, Russia, and the Battle Over Intelligence," WDET, December 13, 2016

"Wikileaks, Propaganda, and Hacking: Russia Continues To Influence American Politics," WDET, October 13, 2016

"Russia and the US Vice Presidential Debates," WDET October 5, 2016

"What are the Possible Resolutions to the War and Proxy Wars in Syria," WDET, August 24, 2016

"Russia's Role in the Olympics and Presidential Elections," WDET, August 9, 2016
World Politics Today, WDET, March 15, 2016

"Law and Punishment in Russia," Detroit Downtown Synagogue Lunch and Learn, March 2016

"The Paris Climate Summit," WDET, December 1, 2015

"Russia's Complex History with the Middle East," WDET, November 3, 2015,

"Stalinism and the USSR during World War II," Utica Academy for International Studies, October 14, 2015

"One Year Later: Poland, Russia, Ukraine and the Russian-Ukrainian Conflict," Wayne State University, March 24, 2015

"Russia and Ukraine," WDET, Feb. 24, 2015

"Update on Ukraine," WDET, October 14, 2014

"37 Days to War: The Centennial of the Start of the First World War," Cinema Detroit, Aug. 4, 2014

"'Royal Cousins at War': Marking the End of Autocratic Europe with the Beginning of the First World War," Cinema Detroit, Aug. 3, 2014

"The Downing of Malaysian Airlines in Ukraine," WCHB, July 18, 2014

"The Presidential Elections in Ukraine," WDET, May 19, 2014

"Is Ukraine on the Brink of Civil War?" WDET, April 15, 2014

"Russia and the Crisis in Ukraine," Huntington Woods Library, March 27, 2014

"Negotiating New Paths: Poland, Ukraine, Russia, and the EU," Panel Discussion, March 25, 2014, Wayne State

"Crimea, Place and Citizenship," Conference on the Study of Citizenship, March 20, 2014

"Crimean Vote Has 'No Credibility Whatsoever,'" WDET, March 17, 2014

"Ukraine Update," WDET, March 3, 2014

"Kiev Citizen, Experts Discuss Roots of Ukraine Clashes," WDET, February 20, 2014

"Russian Politics and Security at the Olympics in Sochi," WDET, January 8, 2014

"Russia, Gays, and the Olympics," WDET, November 7, 2013

"Panel on Syria and the Russian Chemical Arms Proposal," WDET, September 11, 2013

"Panel on Possible War with Syria," WDET, August 29, 2013

"Russia and US Relations on the Rocks," WDET, August 8, 2013

"Chechnya and the Boston Bombings" WDET, April 19, 2013

2. Testimony before Public Bodies

Expert witness in Russian history, Court Case, Flint, MI, November 2004

G. **Journal/Editorial Activity**

1. Editorships
   senior Co-Editor, *Revolutionary Russia*, 2011-present
   Associate Editor, *The Volunteer* (journal of ALBA), 2013-present

H. **Other Professionally Related Service**

Co-Organizer, "Justice and Social Order under Stalin," Jena, Germany, June 2021.
Co-organizer, International Colloquium on Russian History: «Политическое пространство и пространства политического» (Political Space and the Space of Politics), St. Petersburg, Russia, June 2022
Group mentor for the Network for Undergraduate Students of Color in Russian, East European, and Eurasian Studies, a Howard University think tank project to guide under-represented minority undergraduates, 2020
Evaluator for grants to award CARES grants to Institutes of Higher Education for the US Department of Education, November 2020

Evaluator of Wayne State UROP applications, 2020
Co-organizer of organizing committee, International Colloquium on Russian History: «Гражданская война в России: Жизнь в эпоху социальных экспериментов и военных испытаний, 1917-1922» (The Civil War in Russia: Life in a Time of Social Experimentation and Military Ordeals), St. Petersburg, Russia, June 2019
Co-organizer, special centenary conference of the Study Group on the Russian Revolution, Newcastle Upon Tyne, January 2017
General Co-Editor, Homefront volumes, "Russia's Great War and Revolution," an international multi-volume project under contract with Slavica Press.
Evaluator of manuscripts for University of Toronto Press, Palgrave-Macmillan, Routledge, Pearson, Oxford University Press, Bloomsbury, 2008-present
Evaluator of applications for the American Philosophical Society, 2014, 2015, 2016, 2017
Evaluator of manuscripts for Carl Beck Papers, 2014
Evaluator of manuscripts for *Slavic Review*, 2012-present
Evaluator of manuscripts for *The Russian Review*, 2003-present
Evaluator of manuscripts for *Revolutionary Russia*, 2011
Evaluator of manuscripts for *Soviet and Post Soviet Review*, 2011-present
Evaluator of manuscripts for *Kritika*, 2011-present
Evaluator of manuscripts for *Cahiers du monde Russe*, 2012, 2020
Evaluator of manuscripts, Cambridge University Press, 2020
Evaluator of manuscripts, *Jahrbuch für Historische Kommunismusforschung*, 2016
Evaluator of manuscripts, *Europe-Asia Studies*, 2016
Evaluator of manuscripts, *International History Review*, 2016
Evaluator of manuscripts, *European Journal of Political Theory*, 2018
Evaluator of manuscripts, Routledge Press, 2018
Organizer of History Department Park-ing Day Parklet, 2014
Webmaster for the North American Labor History conference website, 2006-2011
Committee member, North American Labor History Conference Program, 2003-2016
Creator and Moderator, Wayne State University Slavic and Eurasian Scholars Listserv, 2004-
Associate, University of Michigan-Ann Arbor, Center for Russian and East European Studies, 2004-2018
Invited participant, Russian/Soviet History Workshop, University of Michigan, 2006-present
Member Faculty Advisory Board, Wayne State Center for Citizenship Studies, 2007- present
Participant in Wayne State University undergraduate orientation, 2010-2012
Wayne State University Global Studies Grant, 2006-2007
Reader for Advanced Placement European history College Board exam, 2003, 2007
Wayne State University Innovative Technology Grant, 2003-04

WAYNE STATE UNIVERSITY
Professional Record

Date Prepared: 12/15/1997
Date Revised: 3/4/2021

Name: **Marsha Leigh Richmond**

Office Address:		**Home Address:**
3163 F/AB		399 Parkview Drive
656 West Kirby		Detroit, MI 48214
Detroit, MI 48202		
Telephone:	734-277-2421	313-922-4200
Fax:	313-577-6987	313-922-4200
Email:	marsha.richmond@wayne.edu	
Web page:	http://www.clas.wayne.edu/richmond	

Faculty Appointment:
Department of History, College of Liberal Arts and Sciences

Present Rank and Date:
Professor, May 2017

WSU Appointment History:
Year Appointed to Assistant Professor: 1994
Year Awarded Tenure: 2000
Year Promoted to Associate Professor: 2000
Year Promoted to Professor: 2017

Citizenship:
United States

Education:

High School:	Muskogee Central High School, Muskogee, OK, 1968
Baccalaureate:	University of Oklahoma, 1972
Graduate:	University of Oklahoma, M.A. Program, 1976
	Indiana University-Bloomington, Ph.D., 1986

Dissertation
"Richard Goldschmidt and Sex Determination: The Growth of German Genetics, 1910–1935," Indiana University, 1986. (University Microfilms International, #8707816).

Appointments at Other Institutions:
Editor, *Correspondence of Charles Darwin*, American Council of Learned Societies, Cambridge University Library, Cambridge, England, 1987-1993

Professional Society Memberships:
History of Science Society
British Society for the History of Science
International Society for the History, Philosophy, and Social Studies of Biology
American Association for the Advancement of Science
American Society for Environmental History

Signature: Marsha L. Richmond 3/4/2021

Honors/Awards/Grants:

External:

Fellow, American Association for the Advancement of Science (AAAS), inducted February 2021.
NSF grant 1845977, "International Conference Travel: Unity and Disunity in Science: International; 14-17 September 2018, London, England," August 2018, $24,174.
Margaret W. Rossiter History of Women in Science Prize, Best article: "The Domestication of Heredity: The Familial Organization of Geneticists at Cambridge University, 1895-1910," History of Science Society, 2010, $1000.
Member of the Charles Darwin Correspondence Project Management Board, 2017-2022.
Foreign collaborator, Group of History and Theory of Biology (Grupo de História e Teoria da Biologia), CNPq (National Council for Scientific and Technological Development), Brazil, 2016-.
Visiting Scholar**,** Vrije University, Amsterdam, The Netherlands, March-April 2009.
NSF Scholar's Award 0620308, SES - Science & Technology Studies, "Women in the Early History of Genetics," 2007-2010, $136,065.

External applications pending:

NSF grant 19-610, SES - Science & Technology Studies 2020411, "Theo Colborn and the Discovery of Environmental Endocrine Disruptors," 24 months, $109,819. Submitted 2 February 2021.

Internal:

UROP mentor, student: Rob McCauley, 2019-2020, $750.
Office of the Vice President for Research, Arts & Humanities Research Fellowship, June 2019, $19,398.
Marilyn Williamson Endowed Distinguished Faculty Fellowship, Humanities Center, 2018-2019, $19,291.
Graduate Research Assistant award, Graduate School, 2018-2019, $23,119.
Faculty Fellow Award, Humanities Center, 2013-2014.
Faculty Mentor Award, Wayne State Undergraduate Research Award, 2011.
Faculty Fellow Award, Humanities Center, 2010-2011.
Resident Scholar**,** Humanities Center, 2018-2019; 2008-2009.
Teaching Award, College of Liberal Arts and Sciences, May 2006.
Teaching Award, College of Lifelong Learning, May 1999.

Biographical Citations:

Who'sWho in America, *Who'sWho in the Midwest, United Who'sWho, Who'sWho of American Women*

I. TEACHING

A. Years at Wayne State University: 26

B. Years at other colleges/universities: 0

C. Courses taught at Wayne State in last five years:

Undergraduate:

HIS 2240:	History of Michigan
HIS 3000:	Historian's Craft: Darwin and the Darwinian Revolution
HIS 3440/HON 4280:	American Medicine in the 20th Century
HIS 3998:	Agriculture and Food in American History
HIS 5240:	Perspectives in Michigan History
HIS 5425/ HON 4280:	American Environmental History
HIS 5996:	History Capstone for Majors

Graduate:

HIS 7425: American Environmental History
HIS 6440: American Medicine in the Twentieth Century

D. Essays/Theses/Dissertations Directed:

Leah Warren, [The Birth of Medical Statistics in the US], History Honors thesis, Winter 2021.

Honors Theses, Honors College

Muhammad Ahmed, "The History of Medicare" (May 2020).
Emily Arutyunova, "Women in Medicine" (May 2020).
Hannah Kieta, "A Comparison of the Development of the Salt Industries in Michigan and Ontario" (May 2018)
Raheel Khan, "Avicenna and His Impact on Medieval European Medicine" (May 2018)

Dissertations

Kirkland Ellens, PhD, [Environmental History of Airports], in progress

Master's Theses

Sarah Tropper, "American Nurses in the Second World War" (expected May 2021)
Alexandra Sarkozy, "Histories of the Future of Libraries: Technology Narratives and the Neoliberal University" (expected May 2021)
Alexandra Penn, ""The Best Kept Secret in Medicine: Laura Mabel Davis, A Nurse Anesthetist" (May 2019)
Michael John Lake, "Being American: The George Wallace Way" (May 2017)
Richard Marcil, MA, "Women in the History of Early Ecology," 2015
Barb Flis, MA, "A Manifesto for Parents: Getting Sex Education out of the Closet," 2012
Jonathan Shafer, MA, "Redefinition of Nature in the American West, 1890-1930," 2011
Erica Giorda, "Greening Motown: The Environmental Movement in Detroit in Post-Industrial Detroit," 2010
George Dorset, MA, "The American Workplace and the Complexity Encountered from Multiple Generations at Work Creating a New Challenge of Business Diversity," 2008
Jean Vortkamp, MA, "For the Love of Elephants: Mahoutship and Elephant Conservation in Thailand," 2006
Kathleen Greene, MA, "Network Theory in Vascular Laboratories," 2005
Julia Carlsen, MA, "Lung Cancer Screening: Why Is It Not Being Done?" 2005
Katrina L. Anderson, MA, "White Coats and Black Folks: Exploring Discrimination in Physician-Patient Relationships," 2005
Asimur Rahman, MA, "Natural Selection Dictates the Pattern of the Evolutionary Developmental Mechanism, As Seen With the Aid of Computer Modeling," 2003

E. Essays/Theses/Dissertation Committees

Master's Theses

Tuvaal Klein, "Marie Curie: Biographical Constructions of a Scientific Heroine," Tel Aviv University, Cohn Institute for the History and Philosophy of Science and Ideas, 2021
Angelina Meadows Kreger, MA, "PBB: Five Years of Frustration, Devastation, and Death," 2012
Josiah Rector, MA, "Environmental Justice at Work: The War on Cancer in the United Auto Workers, 1970-1992," 2012

Dissertations

Branden McEuen, [Eugenics in Michigan], in progress
Alexandrea Penn, [Paternalism in the Iron Ire Mines of the Upper Peninsula of Michigan], in progress
Josiah Rector, "Bodies on the Line: Social Movements, the State, and the Politics of Pollution in Detroit, 1910-2010," 2016

Joelle Del Rose, "Recasting Luxury: Status, Sexuality, and Space in the Eighteenth-Century British Urban Milieu" 2017.

II. RESEARCH

A. Research in progress:

Genes and Gender: Women in the Emergence of Genetics, 1900-1940, with Ida Stamhuis (Vrije University, Amsterdam). Book manuscript in progress; proposal submission to Harvard University Press expected in Spring 2021.

Sentinel of Science: Theo Colborn and Environmental Endocrine Disruption. (Book project underway; 2 internal grants received and 1 NSF application pending.)

III. PUBLICATION

A. Chapters published

1. Authored

"Women in the Historiography of Biology," in *Handbook of the Historiography of Biology*, eds. Michael Dietrich, Mark Borrello, and Oren Harman. Historiographies of Science, vol 1. (New York: Springer, Cham, 2018). DOI: https://doi.org/10.1007/978–3–319–74456–8_17–1

"Charles Darwin and the Barnacles," in *The Cambridge Encyclopedia of Darwin and Evolutionary Thought*, ed. Michael Ruse. Ch. 7, 80-87 (Cambridge: Cambridge University Press, 2013).

"A Model Collaborative Couple in Genetics: Anna Rachel Whiting and Phineas Westcott Whiting's Study of Sex Determination in *Habrobracon*," in *For Better or For Worse: Collaborative Couples in the Sciences*. Ed. Annette Lykknes, Donald Opitz, and Brigitte Van Tiggelen (Basel: Birkhäuser/Springer, 2012), pp. 149-169.

"Women in Mutation Studies: The Role of Gender in the Methods, Practices, and Results of Early Twentieth-Century Genetics," in *Making Mutations: Objects, Practices, Contexts*, ed. Louis Campos and Alexander von Schwerin. Preprint #393, (Berlin: Max-Planck-Institut für Wissenschaftsgeschichte, 2010), pp. 11-48.

"William Bateson's Pre-Mendelian Research Program in `Heredity and Development,'" in *A Cultural History of Heredity IV: Heredity in the Century of the Gene*. Ed. Staffan Müller-Wille and Hans-Jörg Rheinberger. Preprint #343 (Berlin: Max Planck Institute for the History of Science, 2008), pp. 214-242.

"The Cell as the Basis for Heredity, Development, and Evolution: Richard Goldschmidt's Program of Physiological Genetics," in *From Embryology to Evo-Devo: A History of Evolutionary Development*. Ed. Jane Maienschein and Manfred D. Laubichler, 169-212. Cambridge, Mass.: MIT Press, 2007.

"`A Lab of One's Own': The Balfour Biological Laboratory for Women at Cambridge University, 1884-1914," in *History of Women in the Sciences: An Isis Reader*, ed. Sally Gregory Kohlstedt (Chicago: University of Chicago Press, 1999); rpt. in *Gendered Spaces in the Physical Sciences: History and Architecture of the Laboratory*, ed. Maria Rentetzi (Heraklion, Greece: Crete University Press/Foundation for Research and Technology, 2008).

"Darwin's Study of the Cirripedia," in *The Correspondence of Charles Darwin*, vol. 4, Appendix II, pp. 388-409. Cambridge, UK: Cambridge University Press, 1989).

2. Co-Authored

With Staffan Müller-Wille, "Revisiting the Origins of Genetics," in *Heredity Explored*, ed. Staffan Müller-Wille and Christina Brandt (Cambridge, Mass.: MIT Press, 2016), pp. 367-394.

With Ida Stamhuis, "Opportunities for Women in Early Genetics – An International Perspective," in *Elisabeth Schiemann (1881–1972): Vom AufBruch der Genetik und der Frauen in den UmBrüchen des 20. Jahrhunderts,* ed. Reiner Nűrnberg, Ekkehard Höxtermann, and Martina Voigt (Rangsdorf, Germany: Basilisken-Presse im Verlag Natur & Text, 2014), pp. 3-33.

B. Editorships of Books

With Thomas Junker. *Charles Darwin's Correspondence with German Naturalists. A Calendar with Summaries, Biographical Register and Bibliographical Appendix* (Marburg an der Lahn: Basilisken-Presse, 1996).

With Janet Browne, Anne Secord, Frederick Burkhardt, Duncan Porter, and Sydney Smith. *The Correspondence of Charles Darwin*, vols. 3-9 (Cambridge: Cambridge University Press, 1988-1994).

Supervising Editor for "Zoology," *Dictionary of Nineteenth-Century British Scientists*, ed. Bernard Lightman (London and Chicago: Thoemmes Press/University of Chicago Press, 2004).

C. Journal Articles Published

1. Refereed Journals

"Central American Field Work, Cytogenetic Knowledge: The cytogenetic research program of Sally Hughes-Schrader and Franz Schrader" in "Heredity and Evolution in an Ibero-American Context," ed. Ana Barahona and Marsha Richmond. Special Issue: *Perspectives on Science* 28 (2) (March/April 2020): 127-169.

"Women as Public Scientists in the Atomic Age: Rachel Carson, Charlotte Auerbach, and Genetics," *Historical Studies in the Natural Sciences*, 47, 3 (2017), pp. 349–388.

"A Scientist during Wartime: Richard Goldschmidt's Internment during the First World War," *Endeavour*, 39, 1 (2015): 52-62.

"Women as Mendelians and Geneticists," Special issue on Mendel, *Science and Education*, 24, 1-2 (2015): 125-150.

"Muriel Wheldale Onslow and Early Biochemical Genetics," *Journal of the History of Biology*, 40 (2007): 389-426.

"Opportunities for Women in Early Genetics," *Nature Reviews Genetics* 8 (2007): 897-902.

"The `Domestication' of Heredity: The Familial Organization of Geneticists at Cambridge University, 1895-1910," *Journal of the History of Biology*, 39,3 (2006): 565-605.

"The Darwin Celebration of 1909: Re-evaluating Evolution in the Light of Mendel, Mutation, and Meiosis," *Isis*, 97 (2006): 447-484.

"Richard Goldschmidt and the Crossing-Over Controversy," co-authored with Michael R. Dietrich, *Genetics*, 161 (June 2002): 477-482.

"Thomas Henry Huxley's Developmental View of the Cell," *Nature Reviews Molecular Cell Biology*, 3 (January 2002): 61-65.

"Women in the Early History of Genetics: William Bateson and the Newnham College Mendelians, 1900-1910," *Isis*, 92 (2001): 55-90.

"British Cell Theory on the Eve of Genetics," *Endeavour: A Quarterly Magazine for the History and Philosophy of Science*, 25, 2 (2001): 55-59.

"T. H. Huxley's Criticism of German Cell Theory: An Epigenetic and Physiological Interpretation of Cell Structure," *Journal of the History of Biology*, 33 (2000): 247-289.

"`A Lab of One's Own': The Balfour Biological Laboratory for Women at Cambridge University, 1884-1914," *Isis,* 88 (1997): 422-455.

"Protozoa as Precursors of Metazoa: German Cell Theory and its Critics at the Turn of the Century," *Journal of the History of Biology,* 22, 2 (1989): 223-246.

2. Journal Articles pending

"The Imperative for Inclusion: A Gender Analysis of Genetics," In the special issue on "New Directions in the Historiography of Genetics," to be published in *Studies in History and Philosophy of Science*, submitted 25 February 2021.

3. Non-Refereed Journals

With Janet Browne, "The Darwin Archive in Cambridge: Two Centuries of Family History," *Darwin College Magazine* (Winter 1992): 64-69.

D. Encyclopedia Articles

"William Bateson," in *Reference Module in Life Sciences* (Elsevier), ISBN: 978-0-12-809633-8, 2017.

"Adam Sedgwick (1854-1913)," *Oxford Dictionary of National Biography.* (Oxford: Oxford University Press, 2004).

"Marion Greenwood Bidder," and "Rachel Alcock," in *Dictionary of Nineteenth-Century British Scientists*, (London and Chicago: Thoemmes Press/University of Chicago Press, 2004).

"Richard Benedict Goldschmidt," *American National Biography*, ed. John A. Garraty and Mark C. Carnes, 24 vols. New York: Oxford University Press, 1999), vol. 9: pp. 204-206.

E. Articles in Popular Magazines (Non-Refereed)

"Malaria: A Michigan Affliction," *Michigan History,* 97(5), September-October 2013, pp. 54-59.

"Women in the Early History of Genetics," *Mendel Newsletter,* n.s. 12 (February 2004), ed. Michael Dietrich. http://www.amphilsoc.org/library/mendel/

F. Articles Published Online

"The Boston Smallpox Epidemic of 1721," in *Pandemic Perspectives*, https://s.wayne.edu/pandemics/.

"1918-1919 Pandemic and Detroit," in *Pandemic Perspectives*, https://s.wayne.edu/pandemics/

"What If Darwin Hadn't Written *On the Origin of Species*?," National Science Foundation, Special Report: "Evolution of Evolution: 150 Years of Darwin's *Origin of Species*," Published online 12 February 2009, http://nsf.gov/news/special_reports/darwin/darwin.jsp

"Darwin's Study of the Cirripedia," in *The Complete Work of Charles Darwin Online*, Ed. John van Wyhe, http://darwin-online.org.uk/EditorialIntroductions/Richmond cirripedia.html

G. Book Reviews Published Since 2000

A Lab of One's Own: Science and Suffrage in the First World War, by Patricia Fara (Oxford: Oxford University Press, 2018, *Isis* 110, 1 (2019).

"The Value of Home-made Science," review of *Domesticity in the Making of Modern Science*, eds. Donald L. Opitz, Staffan Bergwik, Brigitte Van Tiggelen (London and New York: Palgrave-Macmillan, 2016), *Science and Education* 26, 3-4 (May 2017): 445-447.

The Man in the Monkeynut Coat: William Astbury and the Forgotten Road to the Double-Helix, by Kersten T. Hall (Oxford: Oxford University Press, 2014)*; Life's Greatest Secret: The Race to Crack the Genetic Code,* by Matthew Cobb (London: Basic Books, 2015), *Isis* 107, 3 (2016): 684-85.

New Natures: Joining Environmental History with Science and Technology Studies, ed. by Dolly Jørgensen, Finn Arne Jørgensen, and Sara Pritchard (Pittsburgh: University of Pittsburgh Press, 2014), *Science and Education*, 25, 1 (2016), 213-215.

Darwin & His Children: His Other Legacy, by Tim M. Berra (New York and Oxford: Oxford University Press, 2013), *Quarterly Review of Biology*, 90 (2015): 72.

Sex Itself: The Search for Male and Female in the Human Genome, by Sarah S. Richardson (Chicago and London: University of Chicago Press, 2013), *Isis* 106, 2 (2015): 496-497.

Differenz und Vererbung: Geschlechterordnungen in der Genetik und Hormonforschung 1890–1950, by Helga Satzinger (Berlin: Merve Verlag, 2010), *History and Philosophy of the Life Sciences,* 35 (2013): 641-42.

Teaching Children Science: Hands-On Nature Study in North America, 1890-1930, by Sally Gregory Kohlstedt (Chicago and London: University of Chicago Press, 2010), *Journal of the History of Biology* 44, no. 2 (2011): 357-360.

Choosing Selection. The Revival of Natural Selection in Anglo-American Evolutionary Biology, 1930-1970, by Stephen G. Brush (Philadelphia: American Philosophical Society, 2009), *Isis* 102, no. 3 (2011): 584-585.

Francis Crick: Hunter of Life's Secrets, by Robert Olby (Cold Spring Harbor, NY: Cold Spring Harbor Laboratory Press, 2009), *Journal of the History of Biology*, 43 (2010): 617-619.

Darwins Korallen: die frühen Evolutionsdiagramme und die Tradition der Naturgeschichte, by Horst Bredekamp (2nd ed., Berlin: Klaus Wagenbach, 2006), *Isis,* 100, 3 (2009): 917-918.

"Good Observers of Nature": American Women and the Scientific Study of the Natural World, 1820-1885, by Tina Gianquitto (Athens, GA and London: University of Georgia Press, 2007), *History and Philosophy of the Life Sciences,* 30 (2008): 266-268.

Heredity Produced: At the Crossroads of Biology, Politics, and Culture, 1500-1870, ed. by Staffan Müller-Wille and Hans-Jörg Rheinberger (Cambridge, Mass.: MIT Press, 2007), *Integrative and Comparative Biology*, 48 (2008): 536-538.

Science Has No Sex: The Life of Marie Zakrzewska, M.D., by Arleen Marcia Tuchman (Chapel Hill: University of North Carolina Press, 2006), *Isis* 98 (2007): 658-659.

Making Modern Science: A Historical Survey, by Peter J. Bowler and Iwan Rhys Morus (Chicago: University of Chicago Press, 2005), *Historical Studies in the Physical and Biological Sciences*, 37 (2006): 175-176.

An Elusive Victorian: The Evolution of Alfred Russel Wallace, by Martin Fichman (Chicago: University of Chicago Press, 2004), *University of Toronto Quarterly,* 75, 1 (2006): 307-309.

Darwinian Heresies, eds. Abigail Lustig, Robert J. Richards, and Michael Ruse (Cambridge: Cambridge University Press, 2004), *Journal of the History of Biology* 38, 3 (2005): 631-633.

Die Sexualitätstheorie und "Theoretische Biologie" von Max Hartmann in der ersten Hälfte des zwanzigsten Jahrhunderts, by Heng-an Chen (Wiesbaden: Franz Steiner Verlag, 2003), *Isis* 96: 126.

Monistische und antimonistische Weltanschauung: Eine Auswahlbibliographie, by Heiko Weber (Berlin: VWB-Verlag für Wissenschaft und Bildung, 2000), *Isis* 95, 4 (2004): 740-741.

Charles Darwin's "The Life of Erasmus Darwin," ed. by Desmond King-Hele (Cambridge: Cambridge University Press, 2003); Charles Darwin's "Beagle" Diary, ed. Richard Darwin Keynes (new ed., Cambridge: Cambridge University Press, 2002), *Journal of the History of Biology* 36: 428-429.

"It Really is a Small World," Review of *Charles Darwin: The Power of Place*, by Janet Brown (London: Jonathan Cape, 2002); *Darwin and the Barnacle: The Story of One Tiny Creature and History's Most Spectacular Scientific Breakthrough,* by Rebecca Stott (London: Faber and Faber, 2003); and *Fossils, Finches and Fuegians: Charles Darwin's Adventures and Discoveries on the Beagle, 1832-1836,*by Richard Keynes (London: HarperCollins, 2002), *The Times Higher Supplement* (13 June 2003): 25.

Cambridge Scientific Minds, ed. by Peter Harman and Simon Mitton (Cambridge: Cambridge University Press, 2002), *Isis*, 94, 1 (2003): 124-125.

Sparks of Life: Darwinism and the Victorian Debates over Spontaneous Generation, by James E. Strick (Cambridge, MA: Harvard University Press, 2001), *Journal of the History of Biology*, 35 (2002): 173-175.

Wissenschaftspopularisierung im 19. Jahrhundert. Bürgerliche Kultur, naturwissenschaftliche Bildung und die deutsche Öffentlichkeit 1848-1914, by Andreas W. Daum (Munich: R. Oldenbourg, 1998), *History and Philosophy of the Life Sciences*, 23, 2 (2001): 312-314.

Commemorative Practices in Science: Historical Perspectives on the Politics of Collective Memory, Ed. Pnina Abir-Am and Clark A. Elliott. Vol. 14 of Osiris (University of Chicago Press, 2000), *British Journal for the History of Science*, 34, 4 (2001): 454-455.

Der Rücktritt Richard Willstätters 1924-1925 und seine Hintergründe: Ein Münchener Universitätsskandal?, by Freddy Litten (Munich: Munich University, 1999), *Isis*, 92, 3 (2001): 623-624.

Charles Darwin's Zoology Notes & Specimen Lists from H.M.S. Beagle, Ed. Richard Keynes (Cambridge: Cambridge University Press, 2000), *British Journal for the History of Science*, 34, 1 (2001): 112-113.

H. Papers presented (since 2000)

1. Refereed Internationally or Nationally

"Theo Colborn, the Great Lakes, and the Discovery of Endocrine Disruption," in the two-part session, "Legacies of Silent Spring: Ecology, Pollution, Industry, Environmental Activism," organized by Marsha Richmond and Sabine Clarke, History of Science Society / Society for the History of Technology Virtual Meeting, October 2020.

"The Imperative for Inclusion: Women in the Historiography of Genetics," Invited talk, "New Directions in the Historiography of Genetics," The Cohn Institute (Tel Aviv University), the Edelstein Center (Hebrew University of Jerusalem), and the Van Leer Jerusalem Institute, Tel Aviv, Israel, 17-19 November 2019.

"New Methods for Old Questions: Sally Hughes-Schrader, Franz Schrader, and Problem-Solving in Cytogenetics," History of Science Society meeting, Utrecht, Netherlands, 21 July 2019.

"Aslaug Sverdrup, William Bateson, and the Chromosome Theory of Heredity," International Society for the History, Philosophy, and Social Studies of Biology, Oslo, Norway, 9 July 2019.

"Working Around Nepotism: Married Women in Biological Research, 1920-1950," History of Science Society, Toronto, CA, November 2017.

"From the Local to the Global: Women Science Activists, Maternalism, and Heredity and Evolution in the Atomic Age," in the session "Evolution and Heredity in Motion: Communication, Dissemination and Reinterpretation" (organizers: Sander Gliboff and Gregory Radick), 25th International Congress of the History of Science, Technology, and Medicine, Rio de Janeiro, Brazil, July 2017.

"Central American Species/North American Knowledge: The Cytogenetic Research Program of Sally Hughes-Schrader and Franz Schrader," in the session "Heredity and Evolution in an Ibero-American Context" (organizers: Marsha Richmond and Ana Barahona (UNAM, Mexico City), International Society for the History, Philosophy, and Social Studies of Biology meeting to be held in Sâo Paulo, Brazil, July 2017.

"Performing Women in Genetics," Roundtable: Performing Science, Organizer: Marsha Richmond, History of Science Society, November 2016.

"Epigenetics: The Cases of T. H. Huxley and Richard Goldschmidt," Roundtable: Epigenetics: Its History and Current Issues, Organizer: Erik Peterson, History of Science Society, November 2015.

"Women's Work in British Genetics, 1900-1950: The John Innes Horticultural Institute and the Edinburgh Institute of Animal Genetics," International Society for the History, Philosophy, and Social Studies of Science, Montreal, Quebec, 10 July 2015.

"Crossing Educational and Occupational Borders: Austrian Women's Employment in the Life Sciences in the Early Twentieth Century," Austrian Studies Association, University of Michigan-Dearborn, 27 March 2015.

"Rachel Carson's Advocacy of Environmental Citizenship," Annual Conference in Citizenship Studies, Wayne State University, March 12-14, 2015.

"Women as Public Intellectuals: Rachel Carson, Charlotte Auerbach, Genetics, and Post-World War II Scientific Activism," History of Science Society, Chicago, 6-9 November 2014.

"Women in the History of Restriction Enzyme Research," poster session, History of Restriction Enzymes, Cold Spring Harbor Laboratory, Cold Spring Harbor, New York, 19 October 2013.

"Women and Scientific Practice within Experimental Institutes of Genetics, 1900-40," International Congress for the History of Science, Technology, and Medicine, Manchester, England, 22-26 July 2013.

"Science During Wartime: Richard Goldschmidt's Internment during the First World War," International Society for the History, Philosophy, and Social Studies of Biology," Montpellier, France, 7-11 July 2013.

"What's Gender Got To Do With It? Women and Academic Biology, 1880-1940," Workshop on the History of Biology in Honor of Fred Churchill, Indiana University, Bloomington, Indiana, 7-8 December 2012.

"What's Gender Got To Do With It? Women and Scientific Practice Within the New Experimental Institutes of Genetics, 1900-1940," in "Gender and the Dynamics of Scientific Practice in the United States and Britain, 1850-1930," History of Science Society, San Diego, CA, November 2012.

"What's Gender Got to Do With It? Women and Biological Laboratories and Research Institutes after 1900," Conference on "The Humanities in Science, Engineering, and Medicine," University of Notre Dame, 8 June 2012.

"Women's Work in Genetics," presented at the International Symposium Women and Gender Studies: Where Do We Stand?, Commission on Women and Gender Studies of the Division of the History of Science and Technology, International Union of the History and Philosophy of Science, École Normale Supérieure, Paris, 14-17 September 2011.

"Richard Goldschmidt and Entwicklungsgeschichte," in Debating Entwickelungsgeschichte – Disputed Interpretations, Disputed Legacies, Organizers: Sabine Brauckmann and Scott F. Gilbert, International Society for the History, Philosophy, and Social Studies of Biology, Salt Lake City, Utah, July 2011.

"Sex and Gender in the Lab: The Strategies for Studying Sex Determination Employed by Anna Rachel Whiting and Phineas Wescott Whiting,' in "Women's Strategies for Participating in Science," History of Science Society, November 2009.

"Images of Women in Early Genetics," International Society for the History, Philosophy, and Social Studies of Biology, Brisbane, Australia, 12-16 July 2009.

"Bateson's Pre-Mendelian Study of Variation and Heredity," in "Heredity After Darwin: The Search for a Synthesis," History of Science Society, Pittsburgh, 6-9 November 2008.

"Conflict, Controversy, and Gender in Early Genetics: Selected Case Studies," in the session Gender and Genetics, International Society for the History, Philosophy, and Social Studies of Biology, Exeter, 25-29 July 2007.

2. <u>Locally/Regionally</u>

"Theo Colborn, the Great Lakes, and the Discovery of Endocrine Disrupting Chemicals, 1988-1992," Humanities Center brownbag, 21 January 2020.

"Endocrine Disruptors: Theo Colborn, Environmental Chemicals, and Public Health," poster. WSU Global Health, Justice, and the Environment conference, 10 September 2019.

"Darwin and his Critics," Society of Active Retirees (SOAR), Winter 2018.
"The Past and Future of American Medicine," Society of Active Retirees (SOAR), Winter 2017: "Assessing the 21st Century: Challenges and Opportunities"
"African Americans in Detroit before the Civil War," African American History Month, Bethel Deliverance Tabernacle International, Taylor, Michigan, 16 February 2014.
"Malaria in Michigan," Michigan Academy of Arts, Sciences, and Letters, Hope College, 22 March 2013.
"Charlotte Perkins Gilbert and Late 19th c. Women's History," NIH Traveling Exhibition, Wayne State University, November 2013.
"History of African American Medicine in Detroit," Binding Wounds, Pushing Boundaries: African Americans in Civil War Medicine, NIH Travel Exhibition, Wayne State University School of Medicine, Spring 2013.
"Darwin and His Critics," WSU SOAR, Oakland Center: October 2014, April 2014, April 2013.
"Women's Work in Science: Women in the Genetics Department at Cold Spring Harbor," Department of History, Michigan State University, March 2011.
"Darwin and Genetics," University of Michigan-Dearborn, Darwin Year 2009, February 2009.

I. Invited Seminars or Lectures Presented in Last Five Years

"Sentinel of Science: Theo Colborn and the Discovery of Environmental Endocrine Disruptors," Marilyn Williamson Distinguished Faculty Fellow Lecture, Humanities Center, McGregor Conference Center, 25 January 2019.
"The Rise of Women in Science: 250 Years of Trailblazers," Smithsonian Associates, Washington, D.C., 10 July 2017.
"Women as Public Scientists in the Atomic Age: Rachel Carson, Charlotte Auerbach, and Genetics," Richard S. Westfall Lecture (Department of the History and Philosophy of Science), Indiana University-Bloomington, 10 November 2016.
"What Can Cold Spring Harbor Tell Us About Women in Science?" Cold Spring Harbor Laboratory, Long Island, New York, March 2016.
"Women as Public Scientists: Rachel Carson, Charlotte Auerbach, and Genetics in the Atomic Age," Fest for Mary Jo Nye, Oregon State University, 16 January 2015.
"What Can the History of Biology Tell Us about Women's Participation in Science?," Plenary Lecture, Associação Brasileira de Filosofia e História da Biologia (Brazilian Association of the Philosophy and History of Biology), University of São Paulo, Ribeirão Preto, State of São Paulo, Brazil, 6-8 August 2014.
"What's Gender Got To Do With It? Women and Genetics Research Institutes, 1900-1940," History and Philosophy of Science and Medicine Seminar Series, Washington University, St. Louis, Missouri, 2 April 2014.

IV. SERVICE

A. Committee Assignments in Last Five Years

1. University Committee Membership
   Accessibility 2-N Committee, 2013-2015
   Academic Senate, 2013-2016, Curriculum and Instruction Committee, Elections Committee
   Sustainability Committee, 2012-2015
2. College Committee Membership
   Merit/Salary Committee, 2018-2020
3. Department Committee Chaired
   Director of Undergraduate Studies, 2015-2016
   Executive Committee, 2014-2015; 2013-2014; 2010-2011

4. Department Committee Membership:
Executive Committee, 2018-2019; 2017-2018; 2015-2016; 2011-2012;
Graduate Committee, 2019-2020; 2015-2016
Personnel Committee, 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2014-2015; 2011-2012
Undergraduate Committee, 2009-2019
Salary Committee, 2016-2017, 2012-2013

B. Other University Service in Last Five Years

Review Advisory Panel, Environmental Science Program, Provost's Office, Winter 2018.
Peace and Conflict Studies Task Force, 2013-2015
Advanced Placement Day lecture, 2013-2017, 2019
Working Group on Science and Society Coordinator, Humanities Center, 2002-2018

C. Positions held in Professional Associations in Last Five Years

International Society for the History, Philosophy, and Social Studies of Biology
Immediate Past President, 2019-2021; President, 2017-2019; President-Elect, 2015-2017
History of Science Society
Secretary, Executive Committee, 2010-2016
Council, 2006-2008; 2010-2016
Strategic Planning Committee, 2014-2015
American Association for the Advancement of Science
Nomination Committee, Section L: History and Philosophy of Science, 2016-2018

D. Journal / Editorial Activity

1. Editorships
Co-Editor in Chief (with Karen Rader), *Journal of the History of Biology,* 2018-2022
2. Editorial Board Memberships
Journal of the History of Biology, Advisory Board, 2004-2016; Associate Editor, 2017
Filosofia e História da Biologia (Brazil), 2017-2018
Previous Advisory Board memberships:
Correspondence of Charles Darwin Project, 1994-2009
History and Philosophy of the Life Sciences, 2003-2010
Annals of the History and Philosophy of Biology, 2005-2010
Isis (History of Science Society), 2006-2008
NTM. International Journal of History and Ethics of Natural Sciences, Technology and Medicine, 1994-2008
3. Manuscript referee:
Journal of the History of Biology, 2000-
Gender and History, September 2016
History and Philosophy of the Life Sciences, December 2014
Endeavour, 2013, 2012
Notes and Records of the Royal Society of London, 2014, 2021
Science and Culture, 2012
Science and Education, 2013
Isis, 2015
Journal of Experimental Zoology, Part B: Molecular and Developmental Evolution, 2011

E. Other Professionally Related Service

1. Advisory Boards:
Management Board of the Darwin Correspondence Project (History of Science Society representative), 2018-2022

2. Grant/Fellowship Reviews:
   National Science Foundation: Science and Technology Studies Program: 2017, 2016, 2015, 2011
   American Council of Learned Societies, Dissertation Completion Fellowships, 2019, 2018, 2017, 2016
   Linda Hall Library of Science, Engineering & Technology Information for the World, Kansas City, Missouri, 2017
3. Book Manuscript Reviews:
   Oxford University Press, February 2021
   Macmillan/Palgrave, 2017, 2018, 2019, 2020
   University of Toronto Press, 2018
   University of Pittsburgh Press, 2016, 2015
   WH Freeman's Environmental Science Project Review, 2014
   Michigan State University, 2013
   University of Chicago Press, 2012
   Rutgers University Press, 2011
   University Press of Florida, 2006
   Springer Publishers, 2007
4. Tenure and Promotion Reviews:
   University of Alabama, 2018
   University of New Mexico, 2013
   DePaul University, 2012
   Yeshiva University, Israel, 2010
   Department of the History and Philosophy of Science, Indiana University-Bloomington, 2007
   Franklin and Marshall Program in Science and Technology in Society, 2007

WAYNE STATE UNIVERSITY
Professional Record

NAME: Sandra Frances VanBurkleo

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Chelsea, MI 48118

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Telephone No.: 313-598-6305

E-Mail Address: ad5235@wayne.edu

DEPARTMENT/COLLEGE: History/Liberal Arts and Sciences

WSU APPOINTMENT HISTORY:

Year Appointed/Rank	1983 Lecturer
Year Awarded Tenure	1994
Year Promoted to Associate Professor	2001
Year promoted to Full Professor	2015
Adjunct Professor of Law	1995-

CITIZEN OF: U.S.A.

EDUCATION:

High School: Worthington Senior High School, Worthington MN, 1962
Baccalaureate: Summa Cum Laude, Hamline University, St. Paul, MN, 1974
Graduate: M.A., Ph.D., Univ. of Minnesota, Minneapolis, 1978, 1988-89

PROFESSIONAL APPOINTMENTS AT OTHER INSTITUTIONS:

University of Minnesota (instructor, Criminal Justice Studies, 1978; Dept. of History, 1980)
United States Supreme Court, Documentary History of the U. S. Supreme Court (asst. editor, 1981-1983)

PROFESSIONAL SOCIETY AND COMMUNITY MEMBERSHIPS:

Organization of American Historians (life membership)
American Historical Association (life membership)
American Society for Legal History (life membership)
Law and Society Association
National Women's Studies Association

signature: Sandra F. VanBurkleo Date 3/13/19

MEMBERSHIPS (Continued):

Society for Historians of the Early American Republic
Institute of Early American History and Culture (Associate)
Ninth Federal Judicial Circuit Historical Society
Historical Society of Eastern District of Michigan
Southern Historical Association (life membership)
Michigan Women's Studies Association and Hall of Fame
Association for Documentary Editing (life membership)
American Studies Association
Folger Shakespeare Library, Washington DC (readership)
Friends of the Legal Papers of Abraham Lincoln
AAUW; AAUP; NOW; NAACP; other community and civil rights groups

HONORS AND AWARDS:

Wayne State University Board of Governors Outstanding Faculty Recognition Award, 2015
Scholar, Public Policy Program, Woodrow Wilson International Center for Scholars, Washington, DC, September-December 2006.
Choice "Outstanding Academic Book for 2002," for *Constitutionalism and American Culture.*
Wayne State University Outstanding Graduate Mentor Award, 2002.
Wayne State University Board of Governors Outstanding Faculty Recognition Award, 2002.
Wayne State University College of Liberal Arts teaching award, 2000.
Career Development Chair, Wayne State University, 1999-2000.
Wayne State University Center for the Humanities Research Grant, 1998-99, 1999-2000.
Nominated for US Professor of the Year (Carnegie Foundation), Wayne State University (1997, 1998).
Michigan Association of Governing Boards Distinguished Faculty Award (1993).
WSU President's Bonus Award for Service (1993).
WSU President's Award for Excellence in Teaching (1991-92).
Probus Club Award (1991).
Best Article Award, Journal of the Early Republic (1989).
American Historical Association Littleton-Griswold Legal History Research Award (1989).
Tozer Foundation Fellowships (Stillwater, MN -- 1974, 1975).
St. Paul (MN) Chamber of Commerce Academic Excellence Award (1974).
Phi Beta Kappa (1974).
Summa Cum Laude (Hamline University, 1974).
Pi Gamma Mu (National Social Studies Honor Society, 1973); Hamline Honor Society (1973).

I. TEACHING

A. Years at Wayne State

Fall 1984-present

B. Years at Other Institutions

Supreme Court of the United States, 1982-83

C. Courses Taught at Wayne State in Last Five Years

1. Undergraduate/Graduate

HIS 2040 Survey of U.S. History to 1877 (taught periodically, next in autumn 2015)
HIS 2050 Survey of U.S. History, 1877 to the present (taught annually since 2002)
HIS 3998 American Frontiers from Settlement to the 1890s (new in winter 2016)
HIS 5010 History of British North America (taught biannually to 2002, then 2013)
HIS 5020 History of the American Revolution (2013)
HIS 5160 U.S. Constitutional History to 1860
HIS 5170 U.S. Constitutional History from 1860 to 2000
HIS 5930 Writing Intensive Requirement Papers (for majors – several annually).
HIS 5996 Capstone Seminar for History Majors

2. Graduate and Law (LEX crosslist)

HIS 7010 Readings in History of British North America
HIS 7020 Readings in History of the American Revolution.
HIS 7280 Readings in American Legal History (directed reading only)
HIS 7160 Readings in U.S. Constitutional History to 1860
HIS 7170 Readings in U.S. Constitutional History after 1860
HIS 7830 Historical Methods and Theory
HIS 8005 American Historiography and Social Theory
HIS 8050 Seminar in U.S. Constitutional-Legal History and Culture
HIS 7900 -- Directed Readings/Tutorials (1-3 topical programs each year)

D. Essays, Theses, Dissertations Directed

Chad Pennington, M.A., "A Return to Normalcy: President Gerald R. Ford and the War Powers Resolution: The Intersection of Domestic Law and International Commitment," autumn 2015.

Adam Geffen, J.D./M.A., " 'Never to Go Back into Slavery': The Redemptive Constitutionalism of Antebellum Michigan's African-American Community, 1830-1860," Winter 2017

Michael O'Shea, M.A., Plan C, autumn 2015.

Amy Holtman French, Ph.D., "The Power To Protect Themselves: Gender, Protective Labor Legislation, and Public Policy in Michigan, 1883-1913," March 2013.

Bonnie Speck, Ph.D., "Minor Courts and Communities at the Frontier: The Justice of the Peace in Early Missouri," May 2011.

Nickolas Kyser, M.A., "Republicanism, Constitutional Review, and the Case of Matthew Lyon," 2009.

James Z. Schwartz, Ph.D., "Conflict on the Michigan Frontier: Yankee and Borderland Cultures, 1815-1840," 2003; published as book in 2010.

Karen Turlay, M.A., "Father Coughlin and Michigan Jews," 2005, A.B.D. Winter 2008; now on staff at Cranbrook.

Andrew Hall, M.A., "Guarding Home: The Shifting Role of the Michigan State Militia and National Guard in the 19th Century," A.B.D., 2006; now with FBI counter-intelligence.

Tony McEachern, M.A., "The Detroit Recorder's Court and Urban Justice, 1853-1880," 2006.

Mary Farmer (Ph.D., Bowling Green State University; advisor, Don Nieman, served as member of committee, 2000-03); now member of faculty, LSU, Lafayette, LA.

Enoch Baker, M.A., "Separation of Church and State in the New Nation," honorary Ph.D. awarded by BOG in 2005 for catastrophic illness; A.B.D. at death.

Joan Arnstein, M.A., "Susan B. Anthony, Myra Bradwell, and the Language of Law," 2000.

Bonnie Speck, M.A., "Custody Cases and Judicial Reform in Antebellum Ohio," 1998.

Robert Olender, M.A., "Legacy of Limitation: Thomas M. Cooley, Public Purpose, and the General Welfare," 2006 (publ. *Michigan Historical Review*, 2007, student essay prize).

Gary Mitchell, M.A., "Civil Rights and Liberties in Crisis Times: The Case of Michigan during World War II," 2006.

Dominic DeBrincat, J.D./M.A., "The Virginia Constitutional Convention and Human Rights," 2000 (completed Ph.D. at University of Connecticut).

R. J. Webber, M.A., "New Deal Constitutionalism and Print Culture," 2005.

Justin Absher, J.D./M.A., "Anti-Federalism and the Problem of Human Nature," 2000; to Brown University for Ph.D. program.

Yvonne Pitts, M.A., "Emma Hall and the Detroit House of Corrections in Detroit," 1998; completed Ph.D. at University of Iowa; now tenured at Purdue.

Tiffany Dziurman, M.A., "Women at War: The Search for a Public Personality, 1850-1870," 1998.

Mark Harvey, M.A., "Tobacco and White-Indian Exchanges in New France," 1997.

Donald Burke, M.A., "Marcia: The Political Synthesis of Mercy Otis Warren," 1996.
Beth Onusko Savalox, M.A., "The Law of Abortion and Contraception in l9th-Century Michigan," 1995; admitted to Ph.D. candidacy, did not pursue.

Debra Viles, M.A., "Gender and the Law of Property in 19th-Century Michigan," 1995; A.B.D. 2000, now on staff at Cranbrook.

Johnie Smith, Ph.D., "The State As Master: An Analysis of the Black Codes in the Reconstruction South, 1861-1865," co-directed with Marc Kruman, 1994; at his death, assistant professor, Western Michigan University.

Robert Wydra, M.A., "Joseph Story, the Steamboat Thomas Jefferson, and States' Rights Agitation in the Early Republic," 1993.

Kyle Zelner, M.A., "The First Essex Expeditionary Force during King Philip's War," 1993, finished Ph.D., College of William and Mary; professor, University of Southern Mississippi, with book in print.

Sue Carter, J.D./M.A., "Hear Our Voices: Three Models of Women's Access to the Airwaves, 1964-1984," 1991.

Jim LaLiberte, M.A., "New England Puritans and the Economy," 1991.

Joseph Shively, M.A., "Sir William Blackstone and Joseph Story," 1990.

Marty Hershock, M.A., Plan C degree, 1989; Ph.D., University of Michigan, now member of University of Michigan Dearborn history faculty and dean of the college).

Committee Member (Reader):

Second Reader for David Collins (Ph.D. 2012), Charles Keller (M.A. 2013), and many other M.A. and Ph.D. candidates since 1989.

Co-directed two political science M.A.s, 1998-99; Chris Duncan, Matthew Perry.

Continuing Students:

Advisor, Eric Haddon, M.A. candidate (inactive)

II. RESEARCH

A. Unfunded Research in the Last Five Years

"Words as Hard as Cannon-Balls": Understandings of Freedom of Expression in Antebellum America," a book-length account of the ways in which marginalized classes understood and justified exercises of liberty of speech, press, and petition.

"Breaking Promises: Legislative Divorce, Marital Contracts, and Constitutional Limitation in Nineteenth-Century America," article under revision for re-submission.

C. Fellowships, Grants, Special Awards

WSU Center for the Humanities Research Fellowship, 2014-15
Funded, GRA Competition (March 2016) for "Words As Hard As Cannon-Balls" (2016-17).
Wilson Center for International Studies, 2006.
Career Development Chair, 1999-2000.
Center for the Humanities Research Grants, 1998-99, 1999-2000.
Richard Barber Legal Studies Research Grant, Center for Legal Studies, 1997.
OAH-NCHS Pre-Collegiate Teaching Unit Grant (with two grad students), 1997.
WSU Special and/or Small Research Grants, 1989, 1990, 1993, 1995.
WSU Summer Research Grant, 1989.
Wayne State Research Stimulation Grants, 1989, 1995 -- the latter to support new history teaching alliance with WSU College of Education.
Ford Family Fund Grant, $40,000, for WSU-Detroit Public Schools Teaching Alliance, 1989.
Gannett Foundation Grant, $1,000, to support WSU-DPS Teaching Alliance, 1990.
Michigan Council for the Humanities Grant, $1,000, for WSU-DPS Teaching Alliance, 1989-90.
University of Minnesota Dissertation Fellowship (1980).
Thomas Wallace Dissertation Fellowship (University of Minnesota 1979).
University of Minnesota Special Research Grant (1979).
University of Minnesota McMillan Travel Grants (1979, 1980).

III. PUBLICATIONS

A. Scholarly Books Published

Gender Remade: Citizenship, Suffrage, and Public Power in the New Northwest, 1879-1912 (Studies in the History of American Law and Society, series ed. Christopher Tomlins, Cambridge University Press, December 2015).

'Belonging to the World': Women's Rights and American Constitutional Culture (Oxford University Press, 2001, cloth and paperback).

B. Chapter/Essays Published

"In Defense of 'Public Reason': Supreme Court Justice William Johnson," Journal of Supreme Court History, Volume 32, issue 2 (August, 2007), pp. 115-132. Revision of Leon Silverman Lecture at the U. S. Supreme Court, 2006.

"Response", Symposium on Brown v. Board of Education, Wayne Law Review, Winter 2005.

"'Words as Hard as Cannon-Balls: Women's Rights Agitation and Liberty of Speech in Nineteenth-Century America," in VanBurkleo, et al., eds., Constitutionalism and American Culture… (see above), pp. 307-358.

"'Honour, Justice, and Interest': John Jay's Republican Politics and Statesmanship on the Federal Bench," in Scott Gerber, ed., Seriatim: The Supreme Court Before John Marshall (NYU Press, 1998) (a substantially revised and expanded version of 1984 JER article): 26-69.

"'To Bee Rooted Out of Her Station': The Ordeal of Anne Hutchinson," in Michal Belknap, ed., American Political Trials, 2nd ed. (Greenwood/Praeger, 1994): 1-24.

"The Right to Privacy," in Kermit Hall, ed., By and For the People: Constitutional Rights in American History (Harlan Davidson 1991): 113-131 (volume sponsored by Organization of Amer. Historians Ad Hoc Committee for the Bicentennial).

"The Human Subject in American Constitutional History," article published electronically on H-LAW website (www.h-law,msu.edu), 1999; originally read at conference at University of Maryland, March 1999 (see "Conferences").

"'Desperate Deeds, Desperate Motives': Legal Politics in Kentucky after 1818," in W. P. Shively, ed., The Research Process in Political Science (Peacock 1984): 67-116.

"'Instruments of Seduction': A Tale of Two Women," Magazine of History (Winter 1995): 8-18 (part of the National History Day Issue for 1995-96).

Melvin Urofsky, ed., 100 Americans Making Constitutional History (CQ Press, 2004), three long essays (Myra Bradwell, Norma McCorvey, Virginia Minor); in several editions.

Oxford Companion to American Law, entries on John Jay (1500 words) and the Trial of Susan B. Anthony, 1000 words (2002), 27, 433-434. This edition has been abridged (separate editions) and revised for republication several times.

Encyclopedia of the United States in the Nineteenth Century, genl. ed. Paul Finkelman (Scribners, 2001):

Gender and the Law (3,500 words), sole authorship
Abortion and Contraception (1,500 words), with Debra Viles
Republican Motherhood (1,000 words), with Erika Hansinger

American National Biography, ed. John Garraty (Oxford, 1997-98): Major Essay (4,000 words): Roger Taney; Minor Essays (900-1,500 words): Grace Abbott, Mary Anderson, Henry Brown Blackwell, Sarah Moore Grimke, Lucy Bagby Johnson, Julia Ward Howe, and others (many co-written with graduate students).

Melvin Urofsky, ed., Biographical Dictionary of U. S. Supreme Court Justices (Garland Press, 1994), reissued in 2002 and several more times:
Chief Justice John Jay, pp. 263-269.
Associate Justice William Johnson, pp. 273-276.
Associate Justice Thomas Todd, pp. 479-482.

Kermit Hall, ed., Oxford Companion to the Supreme Court (Oxford University Press 1992):
President John Quincy Adams, pp. 8-9.
John Jordan Crittenden, pp. 207-208.
Fletcher v. Peck, pp. 304-305.
Green v. Biddle, pp. 346-347.
Chief Justice John Jay, pp. 446-447.
Associate Justice Thomas Johnson, pp. 448-449.
Associate Justice William Johnson, pp. 449-450.
New York v. Miln, p. 589.
[Reprinted in the abridged version and later full editions].

John E. Kleber, ed., The Kentucky Encyclopedia (University Press of Kentucky 1992):
William T. Barry, pp. 55-56.
Green v. Biddle, p. 390.
Amos Kendall, p. 486.
Old Court-New Court Controversy, pp. 693-694.
Relief Crisis, pp. 762-763.
Associate Justice Robert Trimble, p. 900.

Dictionary of American Biography, Supplement V (1977), with Paul L. Murphy:
Arthur Garfield Hayes, pp. 279-280.

C. Editorships of Books, Proceedings, Special Issues

Co-editor, with Heidi Gottfried and Mary Garrett, Re-Mapping the Humanities (Wayne State University Press, February 2007).

Sandra F. VanBurkleo, Kermit Hall, and Robert Kaczorowski, eds., Constitutionalism and American Culture: Writing the New Constitutional History (University Press of Kansas, 2002, cloth and paper), served as organizer and lead editor.

Associate Editor, American National Biography (Oxford, 1999; ed. for 19th c. jurists).

Assistant Editor, Documentary History of the Supreme Court of the United States, with Maeva Marcus, et al. (Columbia University Press 1984), Volume One.

D. Journal Articles Published

"'No Rights But Human Rights': The Emancipation of American Women," Constitution (Spring-Summer 1990): 4-19.

"The History Standards Crisis and the Culture Wars of Our Time," Michigan Historical Review (Fall 1996): 150-180.

"'The Paws of Banks': The Origins and Significance of Kentucky's Decision to Tax Federal Bankers, 1818-1820," Journal of the Early Republic (Vol. IX, No. 4, 1989): 457-487 **(winner of the 1989 "Best Article" Award, JER)**.

"'Honour, Justice, and Interest': John Jay's Republican Politics and Statesmanship on the Federal Bench," Journal of the Early Republic (Vol. IV, No. 3, 1984): 239-274.

H. Book Review Essays Published

Review Essay, "Is Law the Solution or the Problem?" on Kathryn Stanchi et al., Feminist Judgments: Rewritten Opinions of the United States Supreme Court, in Women's Review of Books (November/December 2017), pp. 26-27.

Review Essay, Elizabeth Stordeur Pryor, Colored Travelers: Mobility and the Fight for Citizenship before the Civil War, in American Quarterly, (September 2017), pp. 483-485.

"Moses Married a Colored Woman," essay reviewing Amber D. Moulton, The Fight for Interracial Marriage Rights in Antebellum Massachusetts, for Women's Review of Books (Mar-April 2016), pp. 20-22.

Review Essay, "A Prostitution of Her Sex," on Sally Kenney, Gender and Justice, and Jill Norgren, Rebels at the Bar, in Women's Review of Books (May-June 2014), pp. 8-9.

Review Essay, "A World of Trouble," on Linda V. Carlisle, Elizabeth Packard: A Noble Fight in Women's Review of Books (November-December 2011), pp. 12-16.

Review Essay, "The Race and Gender Factory," on Peggy Pascoe, What Comes Naturally: Miscegenation law and the Making of Race in America, in Women's Review of Books (Spring-Summer 2010), pp. 20-24; invited blog entry as well at WRB website to memorialize Peggy Pascoe.

Review Essay, "Equity and Difference," on Gretchen Ritter, The Constitution as Social Design: Gender and Civic Membership in the American Constitutional Order, in Women's Review of Books (September-October 2007), pp. 9-11.

Review essay, "The Devil's Snare," on Mary Beth Norton, In the Devil's Snare: The Salem Witchcraft Crisis of 1692, in Women's Review of Books (Nov. 2002), pp. 14-16.

Review essay, "Declarations of Independence," on Patricia Cleary, Elizabeth Murray: A Woman's Pursuit of Independence in Eighteenth-CenturyAmerica, in Women's Review of Books, (June 2001), pp. 10-11.

Review Essay, “Movers and Quakers,” on Rebecca Larson, Daughters of Light: Quaker Women Preaching and Prophesying in the Colonies and Abroad, 1700-1775, in Women’s Review of Books (January 2000), pp 8-10.

Review Essay, “A Delusion of Women,” on Frances Hill, A Delusion of Satan: The Full Story of the Salem Witch Trials, and Elizabeth Reis, Damned Women: Sinners and Witches in Puritan New England, in Women’s Review of Books (May 1998), pp. 16-18.

Review Essay, "Little Monarchies," on Mary Beth Norton, Founding Mothers and Fathers: Gendered Power and the Forming of American Society, in Women's Review of Books (Sept. 1996), pp. 22-23.

Review Essay, "Broken Promises," on Susan Juster, Disorderly Women, in Women's Review of Books (June 1995), pp. 25-26.

Review Essay, "Was Life a ‘Pic Nick'?" on Karen Hansen, A Very Social Time: Crafting Community in Antebellum New England, in Women's Review of Books (January 1995), pp. 6-7.

Review Essay, on Stephen Presser, The Original Misunderstanding, in Law and History Review (Winter 1994), pp. 409-415.

Review Essay, on John Phillip Reid, Constitutional History of the American Revolution: The Authority to Legislate (1992), in American Journal of Legal History (July 1994), pp. 79-90.

Review Essay, on John Phillip Reid, Concept of Liberty (1988), Constitutional History of the American Revolution: The Authority of Rights (1986) and Constitutional History of the American Revolution: The Authority to Tax (1987), in Amer. Journal of Legal Hist. (Oct. 1989), pp. 378-85.

Review Essay, "Denaturing Count Fosco's Crocodile: The Limits of Critical Documentary Editions," on Charlene Bickford, et al., eds., Documentary History of the First Federal Congress, Vols. 4-6, in Documentary Editing (Sept. 1987) (bulletin of Assn. for Doc. Editing), pp. 11-15.

Review Essay, on R. Kent Newmyer, Supreme Court Justice Joseph Story: Statesman of the Old Republic, in Constitutional Commentary (Winter 1986), pp. 244-254.

H. Book Reviews Published

Review of Colored Travelers…, in New England Quarterly, September 2017.

Review Essay, “Is Law the Problem or the Solution?” about the anthology Feminist Judgments, in Women’s Review of Books, September-October, 2017, pp. 26-28.

Book Review, Tracy A. Thomas, Elizabeth Cady Stanton and the Feminist Foundations of Family Law (NYU Press), for Law and History Review (2018).

Book Review, Herbert A. Johnson, Gibbons v. Ogden: John Marshall, Steamboats, and the Commerce Clause (UP Kansas), for Journal of the Early Republic (2012).

Book Review, Richard Beeman, Plain Honest Men, in Journal of American History (2010).

Book Review, Maeva Marcus, et al., eds., Documentary History of the Supreme Court of the United States, 1789-1800, Vol. 2, in Journal of Southern History (February 1991), pp. 95-97.

Book Review, Kermit Hall, The Magic Mirror, in Western Legal History (Winter-Spring 1991), pp. 118-19.

Review of William Pencak and C. Wright, eds., New York and the Rise of American Capitalism, in History (Winter 1990), 55-56.

Book Review, Michael Kammen, Sovereignty and Liberty, in North Carolina Historical Review (January 1990), 115-116.

Review of David Narrett and Joyce Goldberg, eds., Essays on Liberty and Federalism: The Shaping of the U.S. Constitution, in Journal of the Early Republic (Fall 1989), 388-390.

Review of M. Marcus, et al., eds., Documentary History of the Supreme Court of the United States, Vol. 1, Parts 1 and 2, in Journal of Southern History (May 1987), 318-320.

Review of David Currie, Constitution in the Supreme Court, in Journal of the Early Republic (Fall 1986), 304-306.

Review of Ronald Satz, Tennessee's Indian Peoples, in Journal of the Early Republic (Vol.I, No. 1, Spring 1981), pp. .

Review of Pauline Maier, The Old Revolutionaries, in Minnesota Daily (January 13, 1981).

L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

Presenter, Symposium on Critical Legal Studies, University of Alabama Law School, October 2005 (with Chris Tomlins, M. Horwitz, et al.), honoring the career of Prof. Wythe Holt.

Presenter, "Breaking Promises: Legislative Divorce, the Marital Contract, and Constitutional Limitation in 19th Century America," meetings of the American Society for Legal History, Austin, Texas (October 28-30, 2004).

Panelist and Presenter, symposium at University of Sussex, UK, January 14, 2000 (on women's rights in the United Kingdom); organizer, Prof. Vivien Hart, University of Sussex.

Presenter, "'Padlocks on My Lips': Speech Freedom and Suffragism in Antebellum American Culture," a paper read at the Comparative Literature Conference (topic: "Cultural Citizenship") at Michigan State University, October 22, 1999.

Presenter, "The Human Subject in American Constitutional History," paper read at conference at University of Maryland, March 1999, sponsored by Supreme Court Historical Society and University of South Carolina School of Law, to assess the state of undergraduate teaching in the field of American constitutional history.

Presenter, "'A Double Head Is A Monstrosity of Nature': 'Re-Covering' the Married Woman in Frontier Washington Territory, 1879-1893," a paper presented at annual meeting of the American Society for Legal History, Seattle, October 21-24,1998.

Presenter, "'Padlocks on My Lips': Women's Experiences of Speech Freedom in the United States," a paper read at the Conference of the International Federation for Research in Women's History, June 30-July 2, 1998, University of Melbourne, Australia.

Panelist/Presenter, "Should Constitutional Historians Move Beyond the History of the Supreme Court?" annual meeting of the American Society for Legal History, Minneapolis, MN, October 15-18, 1997.

Keynote Speaker, "Culture Wars and the History Standards Crisis," a convocation held at Central Michigan University, Mt. Pleasant, Michigan, 22 March 1996; funded in part by a grant from the Organization of American Historians.

Presenter, "Integrating American Constitutional History Into the History Curriculum" (paired with a paper by Michael Grossberg on the integration of legal history), annual meeting of the American Historical Association, Atlanta, GA, January, 1996.

Presenter, "'Man is the Race and Woman His Dependent': Gender and the Master Narrative in American Constitutional History," meeting of Law and Society Assn., Toronto, June 1995.

Presenter, "Women's Rights Consciousness in Antebellum America: Re-Reading the History of Woman Suffrage," at U. of Minn., Minneapolis, "200 Years of Liberty," celebrating the career of Paul Murphy, May 2-4, 1991 [with Kermit Hall and Robert Kaczorowski, co-organizer].

Presenter, "Women and Constitutionalism: Re-Thinking the State Action/Private Action Construct in American Constitutional History," Law and Society Assn., Philadelphia, May 1992.

Presenter, "Toward an 'Equality of Chances': Women's Conceptions of Equality in Antebellum America," 22nd Leadership Conf., Center for Study of the Presidency, Richmond, VA, Nov. 1991.

Panelist/Presenter, "The Right of Privacy," Organ. of Amer. Hist., Louisville, KY, April 1991.
Presenter, "'The Paws of Banks': Kentucky's Campaign Against the Second Bank of the United States, 1818-1820," Society for Hist. of the Early Amer. Republic, Worcester, MA, July 1988.

Presenter, "'The Spirit of Seven and Six-Pence': Disorganized, Organized, and Re-Organized Relief Agitation in Kentucky, 1818-1824," Amer. Hist. Assn., Washington DC, December 1987.

M. Invited Seminars or Lectures

Moderator, Center for the Study of Citizenship Annual Conference, WSU, March 2013 (2 sessions).

Commentator, Preyer Award Session, annual meeting of the American Society for Legal History, Dallas, Texas, November 2009 (three papers by junior scholars, discussion by 'leading figures' in their field – topic, women and the law).

Commentator, Panel on citizenship and nationalism, annual meeting of the American Historical Assn. in Seattle (January 2005).

Chair/Commentator, session on policing the west, "Regionalism and the Humanities," a conference at University of Nebraska, Lincoln, November 2003.

Chair and Commentator, session on Race and Law, American Society for Legal History meetings, Nov. 2003.

Chair, session on "The Bill of Rights and Problems of Interpretation," annual meeting of American Society for Legal History, October 2000, Princeton, NJ.

Chair and Commentator, session on "The Market and 19th Century Culture," Society for Historians of the Early American Republic meeting, July 2000, Buffalo, NY.

Chair and Commentator, "Lochnerism Redux," American Society for Legal History, Toronto, Oct. 23, 1999.

Chair and Commentator, "Gender, Class, and Federal Policy in the Emancipation Era," a conference held at Bowling Green State University, June 5-7, 1997 (The Unintended Consequences of Policy Decisions: A National Policy History Conference).

Chair, "Law and Sexual Identity in the 20th Century," annual meeting of American Society for Legal History, Richmond, VA, October 1996.

Chair, "Women and the Law," Northern Great Plains History Conference, Brandon, Manitoba, October, 1995 (session featured a paper by graduate advisee, Debra Viles).

Commentator, "Murphy's Law Revisited," annual meeting of American Society for Legal History, Washington, DC, Oct. 1994.

Discussant, "Race, Gender, and the Supreme Court in Antebellum Texas," annual meeting of the Law and Society Assn., Phoenix, AZ, June 1994.

Commentator/Chair, "John Marshall, Henry Clay, and the Law," Society for Historians of the Early American Republic, Madison, WI, July 1991.

Commentator, "Free Labor and Citizenship under the Law," 15th Annual North American Labor History Conference, WSU, Detroit, MI, October 14-17, 1993.

Commentator, "What Did Medieval English Villagers Mean by 'Customary Law'?", annual meeting of the American Society for Legal History, Memphis, TN, October 1993.

Panelist, "Working Lives," annual mtg. of Organization of American Historians, Anaheim CA, April 1993.

Chair/Discussant, "Legal Constructions of Dependence: Divorce and Conservatorship," Law and Society Association, Chicago, IL, June 1993.

Commentator, "Comparative Perspectives on Early Constitutional Culture," Society for Historians of Early American Republic, North York, Ontario, Canada, August 1990.

Commentator, "Federal Jurisdiction in the Early Republic," American Society for Legal History, Atlanta, GA, February 1990.

Commentator, "Louisiana and the Law," Society for Historians of the Early American Republic, Charlottesville, VA, July 1989.

Chair/commentator, "Michigan and the Law," 29th annual Michigan Local History Conference, WSU, Detroit, April 1987.

Commentator, "Federal Response to Southern Dissent," Southern Historical Association, Charlotte, NC, November 1986.

Chair/Commentator, "Fifty Years of the Wagner Act," 7th annual North American Labor History Conference, Detroit, MI, October 1985.

Organizer/Commentator, "Federalism and the Common Law," Society for Historians of the Early American Republic, Washington, DC, July 1985.

Presenter, "Possibilities and Pitfalls: Historical Editing and the Writing of American Constitutional History," Association for Documentary Editing, Nashville, TN, October 1985.

Chair, "The History of Law Enforcement in Michigan: The Case of Bail," 25th Mich. Local Hist. Conf., Detroit, MI, April 1983.

Organizer, "Labor at the Bar," 5th North Amer. Labor History Conference, Detroit, Oct. 1983.

Presenter, "Republicanism versus the 'Commercial Spirit': The Debate in Kentucky after 1818," Society for Historians of the Early American Republic, Indianapolis, IN, July 1984.

Presenter, "'Desperate Deeds, Desperate Motives': Legal Politics in Kentucky, 1818-1832," Society for Historians of Early Amer. Republic, Loudonville, NY, July 1981.

Presenter, "Securing the Commonwealth: Law, Politics, and Finance in Kentucky," American Historical Association, Washington DC, December 1980.

M. Institutes for Pre-Collegiate Teachers and Collegiate Instructors

Organizer and leader, "Constitutional History Redux: Rethinking 'Major Cases,'" First Annual Workshop for Collegiate Instructors, sponsored by the Institute for Constitutional Studies at SUNY Albany, Summer 2007 – syllabus available on request.

Institute Faculty, "Teaching the Bill of Rights," NEH-sponsored in-training institute for college-level instructors of social studies teachers; Univ. of Tulsa (organized and directed by Prof. and Dean Kermit Hall), July 1994 (3rd week of 4, exploring black and women's rights).

Institute Faculty, James Madison Memorial Fellowship Foundation Summer Institute, Washington DC (American University), July 18-24, 1993 (for 1993 fellows, 3rd of 4 weeks).

Institute Faculty, "The Bill of Rights and Beyond," NEH-sponsored summer institute for K-12 social studies teachers, Library of Congress, Washington DC, July 1991 (leading the group for one week of four; directed by Dr. Carolyn Brown, Office of Cultural Affairs, Libr. of Congress, allied with Catholic University).

Institute Faculty, NEH-sponsored summer institute for elementary school teachers, "Citizenship and the Constitution," Oklahoma State University, Stillwater, OK, July 1989 (led discussion and provided lectures for one week of four).

Visiting Scholar, NEH-sponsored summer institute for high school teachers, "American Constitutionalism," Grand Valley State College, Allendale, MI, July 1986.

M. Seminars, Lectures, and Meeting Organization

"Words As Hard As Cannon-Balls": Liberty of Speech and the Good Life," paper presented at Humanities Center Colloquium, "The Good Life," November 2015.

"In Defense of Public Reason: Supreme Court Justice William Johnson," the Leon Silverman Lecture, May 2, 2006, United States Supreme Court, Washington DC.

Commentary, conference on Brown v. Board, sponsored by WSU Center for the Study of Citizenship, 2005.

"Breaking Promises: The Strange Career of Legislative Divorce in the 19th Century," Brown Bag Seminar, Justice Studies Group, the Humanities Center, WSU (November 7, 2003).

Same topic, Dept. of History brownbag lunch, colloquium series, November 2003.

"History and Social Change," paper presented at 10th Anniversary Conference of the Humanities Center, WSU, on "The Humanities and Social Change," November 10, 2003.

"The Curious Career of the Woman's Voice," Phi Alpha Theta President's Day Lecture, Oakland University (MI), February 19, 2003.

Brown Bag Luncheon Series Colloquium, "Poetry and Prose for Celebration and Memory," with John Reed (Dept. Of English, WSU), Humanities Center (WSU), February 14, 2003.

Roundtable, WSU Ctr. for the Humanities, "Statehood and Citizenship in Frontier Washington," April 2000.

Lecture, Annual Convocation, WSU Center for the Humanities, "Relief and Constitutional Regeneration in Trans-Appalachia, 1818-1832," November 1999.

Brownbag Lecture, WSU Center for the Humanities, "The Problem of the 'Unmanly' Citizen in Frontier Washington, 1879-1913," October 1999.

Brownbag Lecture, WSU Center for Legal Studies, "'A Double Head in Nature is a Monstrosity: Women, Jury Service, and the Suffrage in Frontier Washington," January 1999.

Brownbag Lecture, WSU Center for legal Studies, "Toward Moral Justice: Community Relief and Constitutional Regeneration in the Trans-Appalachian West," April 8, 1998.

Conference Organizer, 3rd Annual WSU Conference for Pre-Collegiate Teachers, Dec. 5-6, 1997.

Keynote Speaker, Regional AAUW Meeting, Novi, MI ("Women and Speech Freedom"), March 11, 1997.

Brownbag Lecture, History Colloquium (WSU), "The Federal Contract Clause, Legislative Divorce and the Marital Contract in 19th-Century America," March 4, 1997.

Keynote Speaker, Regional Meeting of AAUW, Dearborn, MI ("75 Years of Woman Suffrage: A Stillborn Revolution?"), Dearborn, MI, November 10, 1995.

Organizer, "Woman Suffrage in American Legal Culture: A Symposium," held November 30, 1995, at WSU (featuring Ann Gordon, Ellen DuBois, Sally Gordon, Randi Warne, several federal judges, other presenters); an interdisciplinary convocation supported by the Center for Legal Studies, the Law School, Dept. of History, Women's Studies, other academic units at Wayne State, and seven community organizations.

Brownbag Lecture, WSU Ctr. for Legal Studies; "From Speech Communities and Republican Co-Equality to Woman Suffrage and Democratic Equality"; Oct. 1995.

Conference Co-Organizer for Second Annual Conference for and with Pre-Collegiate Teachers, Wayne State University, October 10, 1995; also session leader, "'Cosmos Crumbling': Religion and Reform in the Early Nation."

Keynote Speaker, Organizational Meeting, Detroit Chapter, AAUW ("Celebrating 75 Years of Woman's Suffrage? Why I Use A Question Mark"), May 23, 1995.

Session Leader, "Race and Gender in American Law," at a conference for pre-collegiate teachers, March 23, 1995, Wayne State University (sponsored by Department of History).

Visiting Faculty, "Second Annual Legal History Course," Washington DC Bar Association (presentation on women in legal history in the 19th century), October 22, 1994.

Invited participant, American Bar Association Commission on College and University Legal Studies annual conference, "Insiders, Outsiders and the Law," Atlanta GA, March 18-20, 1994.

Speaker, Plenary Session ("History: Studying the Past Impacts the Future"), 1994 State Conference, Michigan Council for the Social Studies, presentation of the National Council for History Education, Inc., Dearborn MI, February 7 1994.

Women's Studies Brown Bag Lecture, "'To Bee Rooted Out of Her Station': The Ordeal of Anne Hutchinson," March 24, 1993, Wayne State University.

Various presentations (1990-1992) for AAUW on rights of women; e.g., Grosse Pointe, Pontiac, Livonia, Michigan.

Women's Studies Brown Bag Lecture, "Toward an Equality of Chances: Re-Thinking the History of Woman Suffrage," February 1991, Wayne State University.

Lecture, "Women and the Bill of Rights," Central Michigan University symposium sponsored by Dept. of History, Mt. Pleasant, MI, March 18, 1991.

Keynote Speaker, AAUW Joint Legislative Day, Lansing, MI, March 21, 1991 ("Sameness or Difference? The Women's Rights Agenda, Past and Present").

Address, "Background of the Equal Rights Amendment," Mott Comm. College Brownbag Series, Flint, MI, March 25, 1991.

Humanities Scholar, "Dynamics of Democracy" programs sponsored by State Library of Michigan and Michigan Council for the Humanities in celebration of Bicentennial; invited by public libraries in Flint, Livonia, Monroe, Detroit, and other Mich. cities (1990-1991, 1 to 6 weeks each).

Visiting Humanities Scholar/Discussion Leader, "The Dynamics of Democracy Workshop," sponsored by the Library of Michigan, March 9, 1990, Lansing, Michigan (to lay foundations for establishment of "Dynamics of Democracy" programs at local libraries -- see previous entry).

Lecture, "Women and American Law," Oakland Community College Symposium, March 1990.

Appearances on Channel 50 and WJR Radio, Detroit, July 4,1989.

Lecture/Discussion Leader, "Women and the Constitution," St. Clair Community Coll. Symposium, Port Huron, MI, October 1989.

Visiting Humanities Scholar, NEH-sponsored TV series on ratification of Bill of Rights, taped in South Carolina, April 1989; sponsored by SC Bar Association, Pro Bono Education Dept.

Lecture/discussion, "Rethinking the Events of 1789," WSU faculty colloquium sponsored by President's Bicentennial Commission, October 19, 1988.

Lecture, "Women and the American Constitution," Flint Public Library, Flint, MI, September 18, 1987.

Lectures, First Presbyterian Church, Dearborn, "The American Revolution and the Constitution," June 1985; First Congregational Church, Detroit, "Separation of Church and State," Nov. 1984.

IV. SERVICE

A. Administrative Appointments at Wayne State University

Co-Director, Women's Studies Program (1990-92 -- to reorganize the program).

B. Committee Assignments: University and College Committees

1. University Committee Chair

Chair, Committee W, AAUP Chapter, WSU (1999-2000).

Chair, President's Committee for a Bicentennial Campus (1988-92).

2. University Committee Membership

Member, Advisory Board, Center for the Study of Citizenship, 2003-2007.

Member, Academic Senate (1997-98, candidate for 1998-99, elected again 2002-); member as well of the Senate Curriculum and Instruction committee).

Member, Center for the Humanities Board of Directors (1995-1997).

Member, Undergraduate Research Council (1997-98).

Member, Cultural Studies Center Program Committee (1993).

Member, Excellence in Teaching Award Committee (1993).

Member, President's Committee to Develop a Middle School, Social Studies Curriculum Sub-Committee (1992-95).

Member, Professional and Graduate Scholarship Committee (1990-92).

Member, Legal Studies Director Search Committee (1991-1992).

Member, Race and Ethnic Studies Search Committee (CULMA) (1991-92).

Member, University Library Committee (1985-86, 1996-97).

Member, WSU Center for Legal Studies Advisory Board (1994-1999).

3. College/Department Committees Chaired

Chair, By-Laws Revision Committee (Ad Hoc Governance Committee), 2008.

Chair, Search Committee, tenure-track position in colonial/British North Amer. and Indian history (2003-4).

Chair, Search Committee, tenure-track position in colonial/British North American history (2000-2001).

4. College/Department Committee Membership

Member, Department of History Executive Committee, Winter 2016.

Member, Gender, Women, and Sexuality Program Advisory Board (as Women's Studies Program, 1989-1993; 1995-2002; as GWS, 2014-).

JD-MA Program Coordinator in History (1988-).

Member, Personnel Committee (1989-91; 1995-97; 2002-05; 2008-2009).

Member, Salary Committee (1987-88; 1990-92; 1994-95, 1997-1999, 2001-03, 2010-).

Member, Colloquium Committee (1988-89; 1995-98; 2010-2011).

Member, Chair Review Committee, 1999-2000 (for CLA and Department of History).

Member, College of Liberal Arts Faculty Council (Dean's Council), 2002-3.

Member, Africana Studies Faculty Search Committee (1993).

Member, Department of History Planning Committee (1997).

Member, Ad Hoc Committee for Pre-Collegiate Teacher Conferences (1994-95), also member and chair of permanent Committee for Annual Pre-Collegiate Teachers Conf. (1995-98).

Member, Graduate Studies Committee (1995-2009 intermittently).

Member, Curriculum and Instruction Committee (1989-91; 1994- ; chair, 1997-98, 1999-).

Member, Computer Committee (1992-93).

Member, History Teaching Alliance Committee (chair, 1986-89).

Member, North Amer. Labor History Committee (1983-87).

Member, Elections Committee (1983-85).

Library Liaison (1983-93; 2010-11 to help us deal with financial emergency); Library Committee chair (1992-1993).

Member, History Day Committee (1983-84).

D. Positions Held in (or Services Undertaken for) Professional Associations

Chair, Committee to administer the Paul L. Murphy Memorial Award, American Society for Legal History (ASLH), 1999-2000; member of committee, 2000 - ; chair, 2004-2007.

Member, Committee for the Endowment, American Society for Legal History, 2005- .

Member, Ad Hoc Committee to Establish a Willard Hurst Memorial Prize, ASLH (1997-1998).

Member, Ad Hoc Committee to Establish a Paul L. Murphy Memorial, ASLH (1997).

Member, Board of Directors, American Society for Legal History, 3-year term (Oct., 1995-1998). [also Member of the ASLH Executive Committee, 1997, 1998].

Member, Program Committee, American Society for Legal History, 1996 meeting in Richmond, Virginia (chair: Michal Belknap).

Group Leader, session undertaken by AHA (Atlanta, Jan. 1996) for graduate students about to enter the job market and engage in job interviews (involving mock job interviews).

Member, Organization of American Historians' (OAH) Focus Group on History Stds., 1993-95.

Chair, Nominating Committee, Amer. Society for Legal History, 1994; member, 1992 - 94.

Member, OAH Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award Committee, 1993- .

Chair, Ad Hoc Committee to Develop a Teaching Award, OAH (resulting in establishment and funding of Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award in April 1993), 1991-1993.

Member of Program Committee, Society for Historians of the Early American Republic, 1991.

Member of Ad Hoc Committee on the Bicentennial of Ratification of the Bill of Rights, OAH, 1989-1991.

Member of Best Article Award committee, Society for Historians of the Early Republic, 1988.

Member, Membership Committee, Southern Historical Association (1989-1991).

G. Journal or Editorial Board Memberships

Board of Advisors, Magazine of History (published by OAH to encourage collaboration with pre-collegiate teachers), 3-year terms, 1993-1997, 2004-2007.

Board of Editors, Journal of the Early Republic, 1987-1991.

Board of Editors, Michigan Historical Review, 1995-2010.

Manuscript Reviews:

Journal of American History, Michigan Historical Review, Law and History Review, Law and Social Inquiry, Constitutional Commentary, Journal of Social Policy, William and Mary Quarterly, Journal of the Early American Republic, Feminist Studies, Georgia Journal of Southern Legal History, Western Legal History, Journal of Southern History, New England Quarterly, New York University Press, Oxford University Press, University Press of Kansas, University of Nebraska Press, Wayne State University Press, University of Northern Illinois Press (and others).

H. Consulting to Agencies, Foundations, or Associations

Occasional referee for NEH grant proposals (1986-), especially in collaborative or documentary editing programs.

James Madison Fellowship Foundation Selection Committee, Washington DC, April 6-9, 1995.

Consultant, "The Northwest Ordinance," traveling exhibit created in 1985-86 by the Ohio Hist. Society.

Member, Bicentennial Speakers' Bureau, Organ. of American Historians (1989-91), and Speakers' Bureau, Burger Committee for the Bicentennial (1987-91).

Constitutional Specialist, NEH Project '87 Program Bureau.

Consultant, The Legal Papers of Abraham Lincoln (Springfield, IL, 1985 only).

Project Director, History Teaching Alliance (1986-88) (see fellowships/grants) -- creation of an ongoing colloquium of Detroit Public School teachers and WSU faculty; sponsored by Amer. Hist. Assn.

Occasional referee for National Bicentennial Commission grant programs, Project '87 grant programs, and articles submitted to Project '87 magazine, this constitution (1988-91).

Selective Salary Evaluation
Departmental Report - Faculty
College of Liberal Arts and Sciences
(Evaluation Period April 1, 2018-March 31, 2021)

Name: Kidada E. Williams Rank: Associate Professor Department: History

Evaluation: Please provide a rating between 1 and 4 for EACH of the 3 criteria, with "1.0" being the best score. Note: Scores should be in increments of 0.5. Do NOT use "+" or "-"

Scholarship: _____ Teaching: _____ Service: _____

Research/Scholarship

Williams has maintained an impressive scholarly record. In the 3-year window, Williams has published **1** peer-reviewed article, **1** chapter in an edited collection, **1** op-ed/public history essay. Since 2018, she has given **2** invited talks, **2** seminars, and presented **2** conference papers.

Williams' second monograph, *I Saw Death Coming,* is under contract with Bloomsbury, with a mid to late 2022 publication date, because of Covid-19 delays. She has a new article in *The Journal of The Gilded Age and Progressive* and a forthcoming essay in the Smithsonian National Museum of African American History and Culture's new book, *Make Good the Promises,* that will accompany their new exhibit on Reconstruction. She continues collecting data, as much as the pandemic permits, for her third monograph on rape culture in Detroit.

Teaching/Advising

In the 3-year window, Williams had **1** new course preps (3000—Detroit Under Coleman Young) + plus converted her 3140 to fully online [with 75 mini-lecture videos], directed the committee of **1** MA students who completed their degrees, and served on **1** Honors Thesis committee. She had **1** UROP student. Williams remains enthusiastic about teaching and persists in setting high standards for her students' performance in her courses while giving them the tools they need to meet them. SET scores demonstrate a largely favorable response to her expertise on the subject matter and to her pedagogical approach.

Service

Williams represents WSU's mission with a record of excellent service. In the 3-year window, Williams has served on **5** different department and **2** University Level Award Committees. This year, she is serving on the Alumni Relations, Grad, Social Media/Communications, & Salary committees while continuing to edit our popular bi-annual newsletter. She contributed to WSU's Pandemic Perspectives project. She is frequently sought out for her expertise, which results in a heavy professional and public service load. Williams continues her work on the advisory boards for the U-Georgia Press's UnCivil War series (2017-2022) and the Richards Civil War Era Center at Penn State. She created an online course on Slavery, Civil War, and Reconstruction for K-6 teachers for the Gilder-Lehrman Institute of American History's History Essentials Project. She has reviewed **3** manuscripts and **3** T&P cases. She has participated in **3** NEH summer seminars for teachers, will be doing 2 more this year, and is on tap to do 3 next year. She did an "Ask Historians" for Reddit's Ask Me Anything! On racist violence. She appeared on PBS's "Reconstruction: America after the Civil War," the "US of Anxiety," "Democracy Works," Scene on Radio's podcast "The Land That Has Never Been Yet." She is currently hosting "Seizing Freedom," a new podcast docudrama on emancipation and Reconstruction from VPM and Witness Docs, from Stitcher.

_____ __ _9/7/21____
Chair Date Faculty Member Date

WAYNE STATE UNIVERSITY

Kidada E. Williams, PhD
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Detroit, MI 48202
kidada.williams@wayne.edu

Williams Covid-19 Impact Statement

The completion of my book manuscript and making significant progress on the research for my next book was seriously undermined by:

1) The switch to remote teaching during Winter 2020;
2) Taking the OTL Spring Online Course Design Sprint and half the Summer Sprint (because some of it was a repeat of the earlier one) to enhance my understanding of evidence based online teaching AND learning;
3) Learning new online teaching programs—specifically VoiceThread, which made my lecture videos more interactive];
4) Overhauling one lecture-based Gen Ed course (AFS/HIS 3150);
5) Teaching my Gen Ed course with 40 students, instead of the traditional online course cap, and managing their online coursework, even streamlined for Covid, did take considerable time throughout the semester;
6) The closing of libraries and archives has made it impossible for me to get into the Burton Historical Collection, Reuther Library, and the Bentley Library to collect a significant portion of the data I need for my third book project. These institutions are providing some services, but I originally planned to spend weeks at these institutions combing through the Detroit Police Department Records, research these services can't accommodate.

Per the OTL's recommendation that shorter lecture videos are pedagogically better students' learning than longer ones, I converted my 14 traditional f-2-f Af/Am history lectures into about 75 smaller, self-contained units [with introductions, conclusions]. I created new SlideShows, recorded my voice over them, converted them, and then embeded them into my Canvas site. To say that this took a lot of time is an understatement. But, students indicated their appreciation for the quality of the end result.

I am a better teacher for the time I took learning more about online teaching and learning. I will even carry some online practices back into f2f courses. But, that doesn't negate the time I lost to overhauling my book manuscript, the most significant research component on my plate, even as I try to cram in 9 months of work into a few weeks. And, with Michigan's vaccine rollout being as sluggish as it has been, it's hard to know when I'll be able to get into the archives to collect my data, so it's hard to know when I'll get my third book contract.

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Three-Year Summary (April 2018–March 2021)

Teaching

Courses Taught

Winter 2021
On Sabbatical

Fall 2020
AFS/HIS 3140: African American History I
HIS: 5261/7261: African Americans, History and Memory

Winter 2020
AFS/HIS 3150: African American History II
HIS 3000: The Historian's Craft: Detroit Under Coleman Young

Fall 2019
AFS/HIS 3140: African American History I
HIS: 5261/7261: African Americans, History and Memory

Winter 2019—On Leave

Fall 2018
AFS/HIS 3140: African American History I
HIS 7830: Theory and Methods

Winter 2018
HIS 3000: The Historian's Craft: Detroit 1967
AFS/HIS 3140: African American History I

Graduate Advising

Degrees Completed under my Direction:
2019 M.A. Ciera Castill

Advising
M.A.
2020 Stacey Campbell
2020 Todd Villeneue

Dissertation Committees (as 2nd - 4th chair):
Master's Thesis or Essay Committees (as 2nd chair):

Honors Thesis Committees (2nd chair):
2020 Aya Beydoun—Working Women in Antebellum Michigan

Undergraduate Advising

2018 UROP: Adeline Walsh—Comparing Living History Museums in the U.S. and UK.

Scholarship

Book

Manuscript in Progress: *I Saw Death Coming.* [Under Contract with *Bloomsbury*. Manuscript due December 2020; pushed back because of Covid-19]

Research for NEW Project in Progress: *Rape Culture in Detroit*

2012 *They Left Great Marks on Me: African American Testimonies of Racial Violence from Emancipation through World War One.* New York: New York University Press. [2012]

Edited Book

2016 With, Chad Williams and Keisha Blain, *Charleston Syllabus: Readings on Race, Racism, and Racial Violence*. Athens: University of Georgia Press.

Invited

2021 Forthcoming—"Murders of Black Life, the Spirit of Law, and the Truth: The War on Black Freedom and Reconstruction," in the Smithsonian's National Museum of African American History and Culture's *Make Good the Promises: Reclaiming Reconstruction*.

Refereed Articles/Chapters

2021 "Writing Victims' Personhood and People into the History of Lynching," *Journal of the Gilded Age and Progressive Era* 20:1 (2021) 148-56.

2018 "Never Get Over It: What Night Riding Meant to African American Families," in *Reconstruction and Racial (In)Justice*, Edward Elgar, [January 2018]

2017 "Maintaining a Radical Vision of African Americans in the Age of Freedom" for Future of Reconstruction Studies forum in The Journal of the Civil War Era 7.1

In Progress: "In a Perfect Scare: African Americans and Calculative Agency amid Reconstruction Violence

Public Scholarship

2018 Psychic Toll of Night Rides, Slate.com

2017 With Danielle McGuire, Say Her Name. Shawana Hall. She is a Hero. Bridge Magazine. December.

2017 With Danielle McGuire, Raped and Left on the Road, She said, #MeToo. Jurors said, 'No, not you." Bridge Magazine. December

Presentations

National

2020 Invited: Teaching Reconstruction, Zinn Education Project, December 2020

2020 Invited: 2020 "The War after the War: Survivors of Racist and State Violence, Historians, and the Problem of Testimonial Injustice When There Was No Peace," Building Peace after Civil Wars | Peace and Conflict Conference, Kent State. February

2019 Invited: Lessons (un)Learned from the Civil War," America's Civil War Museum Grand Opening, Richmond. May.

2019 Invited: "In a Perfect Scare: African Americans, Diabolical Choices, and the Arts of Surviving Night Riding Strikes," Draper Conference Reconstruction, Hartford, CT. April

2018 They Left Great Marks on Me—Tennessee State University via Skype, April

2017 Invited: Racial Atrocities and Reconstruction, for Foundry Series, Conflict, Racial Violence, & Resilience America's Civil War Museum Foundry—Richmond, VA

2017 Invited: When the Men Came: African American Families and the Cost of Night Riding—Lynchburg University

2017 Charleston Syllabus—Concordia University via Skype

Local/Regional

2019 Discussion of "An Outrage: A Documentary Film about Lynching in the American South,"—UDM
2018 New Negro Movement & Renaissance—Advanced Placement Day
2018 "No, Not You: Race and Class in #MeToo—Urban Consulate Parlor Talk, Detroit, MI

Grants and Fellowships

Service

Department

2020, 2021, Member, Salary Committee
2016-21Member, Alumni Relations
2019-20 Member, Undergrad Committee
2017-9, 2020-21 Grad Committee
2015-21 Editor Newsletter
2015-21 Social Media/Communications

University/College

2020 CDC Award Selection Committee
2019 CDC Award Selection Committee
2019 President's Award for Excellence in Teaching
2018 GRA Award Selection Committee
2017 Reviewer Sociology Department Program Review
2017 BOG Faculty Recognition Award Selection Committee
2012-7 WSU Press Editorial Board
2015-7 CLAS Merit Committee

Professional Service

2021 Guest Lecture: African Americans and the War for Freedom, George Washington University/Gilder Lehrman Institute of American History, for NEH Summer Institute
2021 Guest Lecture: Black Reconstruction, Texas Humanities NEH Project Reconstruction for Middle School Teachers
2020 Tenure and Promotion, Indiana University Purdue University, Indianapolis
2020 Advisory Board, Oxford American's NEH-Funded, "Points South: Reconstruction"

2020 Slavery, Civil War, and Reconstruction course for elementary school teachers for the Gilder-Lehrman Institute of American History, April-August 2020
2017-2 Advisory Board, UnCivil War series—University of Georgia Press
2020 Racial Atrocities during Reconstruction, NEH Summer Institute, Teach Emancipation, America's Civil War Museum—on hold due to Covid-19
2019 NEH Summer Institute, Lynching in America, Loyola University Chicago
2019-3 Academic Advisory Board, Richards Civil War Era Center, Penn State
2019 Article Manuscript Reviewer, *Journal of the Civil War Era*
2019 Tenure and Promotion to Associate Reviewer, College of Charleston
2019 Article Manuscript Reviewer, *Journal of African American History*
2018 Textbook Review—Houghton Mifflin
2018 Manuscript Review—University of North Carolina Press
2018 Manuscript Review—Yale University Press
2018 Manuscript Review—*Journal of Qualitative Criminal Justice and Criminology*
2018 Promotion to Full—University of Texas-Rio Grand Valley
2018 Endorsement—University of Illinois Press
2018 Manuscript Review—University of Illinois Press
2017 Manuscript Review—University of North Carolina Press [November 2017]

2017 Endorsement—Oxford University Press
2017 NEH Institute: "Rethinking the Gilded Age and Progressivisms," Chicago Metro History Center

Community/Public

2021 Seizing Freedom—host, researcher, co-writer, co-editor
2021 Detroit Today—"New Podcast Brings Black Americans' Civil War Stories to Life,"—February
2021 WNYC's US of Anxiety—"New Hopes, Old Fears"
2021 ABC News website "Capitol Attack conjures American Legacy of Racial Violence"
2021 VPM Media "What the Capital Riot Says about America"
2021 Philadelphia Inquirer, "Storming the U.S. Capitol May be New to Americans but the violence is a familiar theme"
2021 Democracy Works—The Long Road to Multiracial Democracy
2020 Made by U.S.—Smithsonian Museum of American History chat with Teachers about American Freedom, July 23
2020 WRVO Public Media podcast: "The Reckoning: Facing the Legacy of Slavery in America"—Ep "The Aftermath"
2020 Ask Historians!—Reddit Ask Me Anything! [about racist violence in America]—July 11, 2020
2020 Scene on Radio podcast: The Land That Has Never Been Yet—Ep 2-3, Feb 5, Feb 19
2020 Host, Seizing Freedom, Virginia Public Media and Witness Docs, from Stitcher
2019 Nocturne—As a Weapon, Nov 12.
2019 PBS Documentary—Reconstruction: America After the Civil War
2019 Lessons (un)Learned from the Civil War—America's Civil War Museum, May
2019 An Outrage—University of Detroit Mercy
2018 NPR's On Point, Memorial for Peace and Justice, in Remembrance of Lynching Victims
2018 Consultant and Writer Detroit Housewives' League Project with Detroit Public Library and the Reuther Library
2018 TLC "Who Do You Think You Are?"—Regina King
2018 Interview—NPR's On Point: Alabama Museum Opens in Remembrance of Lynching Victims
2018 Contributor—Respectfully Yours, Gainer Atkins BackStory with the American History Guys
2017 Slate Academy: Reconstruction—Episode 5
2017 Reconstruction and Racial Violence—Backstory with the American History Guys
2017 Confederate Monuments—WDET Detroit Today with Stephen Henderson

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WAYNE STATE UNIVERSITY

Professional Record
Faculty

Date Prepared: 9/2006 Date Revised: 9/7/21

Department/College: History, College of Liberal Arts & Sciences
Present Rank: Associate Professor, 2012
Year Appointed/Rank: August 2006/Assistant Professor
Year Awarded Tenure/Promoted to Associate Professor: 2012
Citizenship: USA

EDUCATION

BS: (History & Political Science) Central Michigan University, Mt. Pleasant MI 1996
MA: (History) Central Michigan University, Mt. Pleasant, MI 1998
PhD: (History) The University of Michigan, Ann Arbor, MI 2005

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS:

Visiting Assistant Professor, The University of Oregon 2005-2006

PROFESSIONAL SOCIETY MEMBERSHIPS:

American Historical Association, Organization of American Historians, Southern Historical Association, Association of Black Women Historians (lifetime), Association for the Study of African American Life and History, Southern Association of Women Historians (lifetime), Society for Historians of the Gilded Age and Progressive Era, Society of Civil War Historians

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Signature: Date: 9/7/21

HONORS & AWARDS:

2014 Career Development Chair (Wayne State University)
2013 Board of Governor's Faculty Recognition Award (Wayne State University)
2011 President's Award for Excellence in Teaching (Wayne State University)
2011 College of Liberal Arts and Sciences Award for Teaching (Wayne State University)
2008 Ford Foundation Diversity Postdoctoral Fellowship
2002 Ford Foundation Dissertation Fellowship

TEACHING

Years at Wayne State: 15 (2006-present)

Years at Other Colleges/Universities (please list)

2005-2006 Visiting Assistant Professor – The University of Oregon
1999-2000 Graduate Student Instructor—The University of Michigan

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Courses Taught at Wayne Sate in Last Five Years

Undergraduate:

AFS/HIS 3140—African American History I (F13, F14, F15, W16, F16, F18, W18, F19, F20)

This lecture/discussion course engages the history of African Americans from circa 1400 West/Central Africa through the Civil War. Because much of early African American history is centered on slavery, students learn about the institution's complexities and how people experienced it by analyzing primary and

secondary sources. The majority of the students in the course are future teachers who welcome engagement with and discussion of the best teaching practices on the subject.

AFS/HIS 3150—African American History II (W13, W17, W20)

This lecture/discussion courses explores the history of African Americans from 1865-1968. Reconstruction, Jim Crow, and the Civil Rights Movement form the core of modern African American history so students investigate primary and secondary sources to understand African Americans' quest to ensure the U.S. honors its national creed with respect to people of African descent. Future teachers who take the course benefit from engaging some of the best scholarship on the subject.

HIS 3000—Historian's Craft (W17, W18, 20)

This is a new research seminar designed to introduce history majors to historical methods. For W17, W18, I introduced students to research methods via the 1967 Detroit Uprising. Students read historical sources on the disorders. For W20, students focused on Detroit under Coleman Young. They developed research questions and examined materials in the research collections at the Reuther, the Burton, the Bentley, and the State Archives to answer them and wrote up their findings.

Undergraduate/Graduate:

HIS 5040/7040—Civil War & Reconstruction (F13, F14, W16)

In this seminar students think through the history and historiography of the causes and consequences of the Civil War and Reconstruction by examining the latest scholarship in the field. To add depth and breadth to our examination of this period, students also analyze the different ways Americans have remembered and forgotten the war and its aftermath by looking at museums, memorials, and popular culture.

AFS/HIS 5241/7241—American Slavery (W12)*

Students in this seminar examine the history and historiography regarding the rise, expansion, and fall of slavery in the United States. One critical intervention this course makes is its engagement with memory work on slavery in popular culture, memorials, and K-12 education.

AFS/HIS 5261/7261—African American History & Memory (W13, F15, F16, F19, F 20)

In this seminar, students investigate the different ways the United States as a nation, African Americans, as well as different public institutions have engaged or ignored different parts of African American history. How should African American history be engaged, by whom, where, and when are questions that form the nucleus of the course and its investigation of the representation of African American history in museums, memorials, reparations, trials of civil rights era assassins, and popular culture. Students engage diverse texts including monographs, theoretical essays, novels, art, and film.

F16, students researched the History and Historical Memory of the 1967 Detroit Rebellion. Students developed research questions on 1967, visited the Reuther Library and Burton Historical Collection to analyze materials to answer those questions and reported their findings.

In F15 I altered the course to focus on more specific topics. This term, we studied Black Detroit in History & Memory. Rather than presenting their research only to me, I decided to have them write for a general audience by developing websites. For F16, the course will focus on the 1967 Detroit Riot/Rebellion in History & Memory.

HIS 5235/5230: The Civil Rights Movement (W11)

This course explores African Americans' fight to make the promises of the American Revolution and Reconstruction real in terms of their civil and political rights. Students engage the history and historiography of the movement and assess its successes and shortcomings by dissecting the history of Jim Crow and the rise of the movement and pulling from historical limbo some lesser known activists at the local and national level as well as the diversity (of thought, style, and practice over such issues as gender, self-defense, class, and race) within the movement.

Graduate

HIS 7830—Methods and Theory (F17, F18)

This seminar introduces graduate students to Historical Research Methods. Students produce a professional portfolio that includes a research prospectus and grant application.

Essays/Theses/Dissertations Directed

Dissertations

2015 David P. Hopkins, Jr. PhD: Dissertation title: "'A Lonely Wandering Refugee': The Western Refugee Crisis during the American Civil War, 1861-1868." Position: Tenure Track Job-Midland College.

2014 Beth N. Fowler, PhD: Dissertation Title: "Deliver Me from the Days of Old: Rock and Roll, Youth Culture, and the Civil Rights Movement." Position: Instructor-WSU Honors College.

MA Theses & Essays

2019 Ciera Casteel, "Bodies of Power: A History of Marital Rape Law and Married Women's Bodies in the United States."

2017 Meghan McGowan, "Fighting for an Equal Education: Student Protest in the Detroit Public Schools."

2016 Kristin Kniffen, "Teaching the Civil War: Confederate Soldiers' War and Cultural Curriculum."

2015 Dana Greene, "With every Beat of my DRUM: The Rise of the Detroit Revolution Movement and the Utilization of the Underground Media, 1950-1975."

Undergraduate Honors Theses

2012 Scott Jankowski, Undergraduate Honors Thesis, Disabled Civil War Union Veterans
2010 Christopher Sempowski, Undergraduate Honors Thesis, Beyond Nationalism

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Essays/Theses/Dissertations (2nd - outside reader)

Dissertations

2017 Lynda Litogot, (3rd Reader; Searching for their Voice: Nineteenth-Century White Women's Strategies to Become a Force in the Abolitionist Movement")
2015 Timothy Moran (3rd reader; "'We Send our News by Lightning . . .': The Information Explosion of the Nineteenth Century and Adaptation in the Press, 1840-1892")
2014 David Collins (3rd reader; "Absentee Soldier Voting in Civil War Law and Politics)
2013 Christopher Giroux (outside reader; "The Traumatized/Traumatizing Subject in Anna Deavere Smith, Suzan-Lori Parks, and August Wilson")
2013 John Moore (3rd reader; "Interests and Ideas: Industrialization and The Making of Early American Trade Policy, 1789-1860")

Essays & Theses

2016 Walter Lucken (2nd reader: "Anders Breivik and Elliot Rodger: Violence, Communication, and the Mediated Sphere")
2016 Adam Geffen (2nd reader; "'Never Go Back into Slavery': The Redemptive Constitutionalism of Michigan's African American Community, 1830-1860," August 2016)
2015 Camille Ward (2nd reader; "Legislating Chastity: Abortion, Abstinence, and the Limitations of 'Choice'")

Honors Theses

2020 Aya Beydoun (2nd reader: "Working Women in Antebellum Michigan")

Course of Curriculum Development

AFS/HIS 5261/7261

For the Fall 2015 term, Williams tilted the course toward a focus on Black Detroit. Students visited the Reuther Library, Burton Historical Collection, and the Wright Museum's Archival and Research Library to conduct new research on the city and its people to produce projects that are available to the public.

HIS 5040/7040: The Civil War and Reconstruction (started teaching F12)

The upper division nature of this course combined with low enrollment inspired me to teach it as a seminar (I have placed lectures on Blackboard but find students prefer to focus on the readings and our discussions). The seminar format allows students to read the latest scholarship on the CWR, including recent efforts to consider how Americans remember and forget the causes and consequences of the war. Students conduct primary research on topics of interest to them and write up their findings.

HIS 5241/7241: American Slavery (added F11)

This online seminar is designed to teach students about the rise and fall of slavery in the United States and to understand the imprint slavery left on American cultural products and on the American people's collective memory. Students also learn how to conduct primary research using digital sources and how to write up their findings. The online feature of this course gives students scheduling flexibility without sacrificing the quality of a traditional course. I have also taught this as a face-to-face seminar.

HIS 3230/5235 AFS 3230/5230: The Civil Rights Movement (added F09)

This seminar helps students to understand the rise and fall of the American Civil Rights Movement. The students learn about the history of segregation, disfranchisement, and violence and the processes required for African Americans to mobilize successfully against Jim Crow as well as the ways that historians have written about the movement. Students learn how social

movements form and how they function to achieve their objectives.

AFS/HIS 3140: African American History I

I developed a primary source analysis component and a historiographical component so that students understand the theories and methods of historical production. I also added a trip to the Wright Museum of African American History so that students can apply knowledge that they acquire about history to the world outside of the classroom. I also added to the course curriculum significant Blackboard content to supplement each lesson plan so that students have available resources to learn more about the subject than we have time to cover in class.

AFS/HIS 3150: African American History II

I developed a primary source analysis component and a historiographical component so that students can understand the theories and methods of historical production. I also added to the course curriculum significant Blackboard content to supplement each lesson plan so that students have available resources to learn more about the subject than we have time to cover in class.

HIS 3998/6010: Lynching in American Life & Culture

Developed a scholarly engagement component so that students can speak directly to the scholars whose work we examine throughout the term.

RESEARCH—In Progress

Submitted

Book Manuscript, *I Saw Death Coming: Black Families in the War against Freedom during Reconstruction*. Under Contract with Bloomsbury, projected publication date 2022.

Research in Progress

NEW Book Project: *Rape Culture in Detroit*

This project seeks to unearth the historical context behind the 2008 discovery of 11,500 untested sexual assault kits (SAKs) in Detroit. Beginning in the 1960s, spanning the "Urban Crisis," crack, "War on Drugs," and extending through the legal and political responses to the untested SAK's discovery, this project will illuminate the ways poor and black and brown Detroiter's denied social value rendered them ineligible for the law's protection from sexual violation and especially vulnerable to it, generating a culture of disregard that facilitated the stockpiling of untested kits and resistance to testing them after their discovery. Research for this project began in earnest in Winter 2019 with combing through newspapers to understand how local media covered rape and to identify possible case studies for more extensive consideration. Once the newspaper search is complete, I'll shift to archival records from the Detroit Police Department, City of Detroit, Recorder's Court, Michigan Crime Lab, and FBI. From there, the ethnographic work will begin.

Book Manuscript, *After the Lynching Show: Without Sanctuary and American Collective Memory*

Article Manuscript, "Was Self-Defense Always an Option?"

Funded Research in Last Five Years

External

2008-9 National Academies-Ford Foundation Diversity Postdoctoral Fellowship *They Left Great Marks on Me* ($40000)

2010 National Academies-Ford Foundation Employing Institution Allowance ($1500)

2002-3 National Academies-Ford Foundation Diversity Dissertation Fellowship "In the Space of Violence" (University of Michigan) ($24000)

Internal

2015 Career Development Chair

2008 Dean (CLAS) Bridge Funding for Ford Fellowship *They Left Great Marks on Me* ($24000)

2010 Dean (CLAS) Matching National Academies-Ford Foundation Employing Institution Allowance *They Left Great Marks on Me* ($1500)

Fellowships/Grants/Special Awards in Last Five Years:

External

2008 Topographies of Violence-Residency Research Grant, Eisenberg Institute for Historical Studies, University of Michigan *They Left Great Marks on Me* ($3000)

Internal

2011 WSU Humanities Center Faculty Fellowship *After the Lynching Show* **(**$6000)

PUBLICATION

Scholarly Books Published

Single Authored

2012 *They Left Great Marks on Me: African Americans' Testimonies of Racial Violence from Emancipation through World War One*—(New York University Press). [294 pages]

Essays/Chapters Published

Invited and Peer Reviewed

2021 "Writing Victims' Personhoods and People into the History of Lynching," *Journal of the Gilded Age and Progressive Era* 20:1 (2021): 148-56. [Sole author 9 pages]

2018 "Never Get Over It: Night-Riding's Imprint on Its African American Victims" in Julian Hayter and George Goethals, eds., *Reconstruction and the Arc of Racial (in)Justice* (Edward Elgar: Cheltenham, UK, 2018), 59-83. [Sole author 24 pages]

2015 "The Wounds that Cried Out: Reckoning with African Americans' Testimonies of Trauma and Suffering," Gregory P. Downs and Kate Masur, eds., *The World the Civil War Made* (Chapel Hill: University of North Carolina Press, 2015), 159-182. [23 pages]

Editorships of Books/Proceedings

2016 Co-edited with Chad Williams and Keisha N. Blain, *Charleston Syllabus: Readings on Race, Racism, and Racial Violence.* Athens: University of Georgia Press. [368 pages]

This book is based on #CharlestonSyllabus, which I co-developed in June 2015, in response to the massacre at Charleston's Emanuel AME church. I wrote the introductions to three of the six chapters and co-wrote the main introduction.

Journal Articles Published

Refereed Journals

2017 "Maintaining a Radical Vision of African Americans in the Age of Freedom," Forum: Future of Reconstruction Studies, Journal of the Civil War Era 7, no. 1 (March).

2014 "Regarding the Aftermaths of Lynching," Journal of American History 101, no. 3 (2014): 856-858.

2005 "Resolving the Paradox of our Lynching Fixation" *American Nineteenth Century History* 6, no. 3 (September): 323-350.

Invited Review Articles

Book Reviews Published

Academic Journals

2016 Catherine Stewart, *Long Past Slavery: Representing Race in the Federal Writers' Project* for CHOICE 54: 2 (October).

2016 Elaine Franz Parsons, *Ku-Klux: The Birth of the Klan during Reconstruction* for The Journal of the

Gilded Age and Progressive Era (submitted May 2016)

2016 Amy Kate Bailey and Stewart Tolnay, *Lynched: The Victims of Southern Mob Violence* for The Journal of American History 101:1 (2016): 212-213.

2014 Michael J. Pfeifer, ed., *Lynching Beyond Dixie* for The Journal of American History 101:1 (2014).

2013. "Reconsidering the Lynching Archive," review of *The End of American Lynching* by Ashraf Rushdy and *Vigilantes and Lynch Mobs* by Lisa Arellano in Reviews in American History 41:3 (2013): 501-506.

2013 Claude Clegg, *Troubled Ground: A Tale of Murder, Lynching and Reckoning in the New South* for The African American Review 42:2-3 (2013), 37-38.

2012 Michael J. Pfeifer, *The Roots of Rough Justice: The Origins of American Lynching* and Robert W. Thurston, *Lynching: American Mob Murder in Global Perspective* in the Journal of Southern History 78:4 (November 2012): 1011-1013.

2004 Patricia Ann Schechter, *Ida B. Wells-Barnett and American Reform* in Peace and Change 29:1 (January): 111-114.

Public Scholarship

2018 The Psychic Toll of Night Rides, *Slate*.

2017 with Danielle McGuire, Say Her Name. Shawana Hall. She is a Hero. Bridge Magazine. December.

2017 with Danielle McGuire, Raped and Left on the Road, She said, #MeToo. Jurors said, 'No, not you." Bridge Magazine. December

2016 Reflecting on the Charleston Syllabus, One Year Later. History News Network. June 14.
I co-wrote this piece with my co-editors Chad Williams and Keisha Blain.

2015 Centuries of Violence. *Slate*. June 19.
I wrote this piece on the history of assaults against African American ministers and places of worship after the massacre at Emanuel AME Church.

2015 "Account for the Pillaging of African American Freedom," *The New York Times*, nytimes.com, May 26.
This was a Room for Debate forum debating what Americans should remember about Reconstruction and how we might help them do it.

2015 "The Hard Stuff of History: More Thoughts on Teaching Traumatic Historical Events," *The American Historian*, tah.oah.org, May, 38-39.
My extensive critique of trigger warnings on syllabi resulted in TAH's publication of sidebar essay featuring my analysis of the subject and how I address these issues in the classroom.

2015 "What the Black Lynching Numbers Don't Reveal" *DAME magazine*. February 16, 2015.
I wrote this comment in response to the Equal Justice Institute's publication of their report announcing more racial terror killings than previously understood.

2013 "Black People Have a Duty to Bear Witness to Racial Violence." *History News Network*. July 24, 2013; Republished African Americans and the Duty To Bear Witness to Racial Violence. New York University Press Blog. July 25, 2013.

2012 "Revisiting the Emancipation Proclamation, 150 Years Later." New York University Press Blog. December 31.

2012 "Michelle Obama's White Family History: Confronting the Historical Reality of Rape in the Lives of Enslaved Girls and Women." New York University Press Blog. July 3.

2012 "Trayvon Martin Killing: The Historical Legacy of Extralegal Racial Violence Continues On." New York University Press Blog. March 22.

2012 "Rethinking Black History Month." New York University Press Blog. February 24.

Papers Presented

Invited and/or Refereed Internationally or Nationally

2020 Invited: When there Was No Peace: African Americans, Racist Violence and the Problem of Epistemic Injustice, Commemorating Violent Conflicts and Building Sustainable Peace Conference, Kent State—February

2019 Invited: Lessons (un)Learned from the Civil War," America's Civil War Museum Grand Opening, Richmond. May

2019 Invited: "In a Perfect Scare: African Americans, Diabolical Choices, and the Arts of Surviving Night Riding Strikes," Draper Conference: The Greater Reconstruction: American Democracy after the Civil War, UConn, Hartford, CT. April

2019 "(En)Countering Denial: Witnessing Survivors' Accounts of State and Racist Violence," Reverberations of

Memory, Violence, and History: A Conference for the Centennial of the Canales Investigation, Austin, TX. January

2018 State of the Field on Abolition and Emancipation—Organization of American Historians, Sacramento, CA. April

2017 Violence and Counter-History—American Studies Association, Chicago, IL. November

2015 "Freakish Perversions,"—Southern Historical Association, Little Rock, AR. November

2015 "When the Men Came,"—American Studies Association, Toronto, CA. October

2015 Invited: "They Broke Something In Me,"—Soul Wounds Conference, Stanford University, Palo Alto, CA. June

2015 "Survivors' Stories,"—American Historical Association, New York City. January

2014 "Night Riding's Impact in African Americans' Inner Lives,"—The Southern Historical Association, Atlanta, GA. October

2013 Through the Veil of Racial Violence—The American Historical Association, New Orleans, LA. January

2011 "Caught in the Crosshairs: African American Children and Youth in the Context of Reconstruction Violence"—The Organization of American Historians, Houston, TX. March

2009 "The Colored Women Gives the Lady a Little Jaw: Intrasex Tensions as a Causative Factor of Racial Violence against Black Women after Slavery"—The Southern Association of Women Historians, Columbia, SC. June

2008 "Re-Presenting the Violence of Racialization for the Public Spheres"—The Association for the Study of African American Life and History, Birmingham, AL. October

2008 "If You can the Colored [People] Needs Help: African Americans' letters to Presidents Taft, Wilson, and Harding"—Rupture, Repression and Uprising Conference, African American Studies and Research Program, University of Illinois, Urbana-Champaign, Urbana, IL. April

2007 "After the Lynching Show"—The Association for the Study of African American Life and History, Charlotte, NC. October

2007 "Historicizing the Trauma of Lynching and Racial Violence"—Lynching in America: A State-of-the-Field Panel on Mob Violence, The Organization of American Historians, Minneapolis, MN. March

2006 "When Violence Comes Home"—The Southern Historical Association, Birmingham, AL. November

2006 "In the Space of Violence," Department of History Workshop, The University of Oregon, April

2006 "Revisiting Racialized Violence in the Post-emancipation American South," The Pennsylvania State University, Emerging Scholars Speaker Series Presentation, State College, PA. February

Invited and/or Refereed Locally/Regionally

2019 Discussion of the Film "An Outrage: A Documentary Film about Lynching in the American South"—University of Detroit-Mercy, Detroit, MI.

2018 "#No, Not You: Race and Class in #MeToo"—Urban Consulate Parlor Talk, Detroit, MI.

2016 "Reckoning with the Souls of White Folk in the Age of Trump"—African Studies Center Mellon Conference: Political Subjectivities and Popular Protest, University of Michigan, Ann Arbor, MI. November

2016 "Communicating the Costs of Racial Violence"—Grand Valley State University, Allendale, MI. March

2013 "The Wounds that Cried Out: African Americans' Suffering from Racial Violence"—The World the Civil War Made Conference, The George and Ann Richards Civil War Era Center, Pennsylvania State University, State College, PA. June

2012 Keynote Address, "The Civil Rights Movement," Henry Ford Museum, Dearborn, MI. February

2007 "African Americans' Appeals for Relief from Violence," Race and Citizenship Conference, Wayne State, March

2009 "Silencing Black Women's Runaway Tongues and Acts of Discursive Insubordination" at the Gender, Race and History Workshop for the Institute for Research on Women and Gender, The University of Michigan, Ann Arbor, MI. November

2009 "American 'Horror Show': Re-presenting the Violence of Racialization Responsibly for the Public Spheres," at Workshop for the Eisenberg Institute for Historical Studies, The University of Michigan, Ann Arbor, MI. January

2008 "Some Costs of White Supremacist Violence for the African American Family," Humanities Center Brownbag Series, Wayne State University, Detroit, MI. February

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Conference Panel Comments Delivered

2021 Whose Protection?—Organization of American Historians, April

2014 Mobs and Memories: Legacies of Racial Violence in Mississippi—ASALH, September

2014 "Borders of Allegiance: Slave and Freed People's Encounters with the Nation-State in the Civil War Era"—Organization of American Historians, Atlanta, GA. April

2013 "Black Women, Crime, and Violence in the Age of Freedom"—Southern Historical Association, St. Louis, MO. November

2012 "Soldiers, Citizens, and Race in War and Peace from the Nineteenth to the Twenty-First Centuries"—

Association for the Study of African American Life and History Pittsburgh, PA. October

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Invited Seminars or Lectures Presented in Last Five Years

2021 Counternarratives of Violence and the Archive—Northwestern University, February
2021 Historians and Epistemic Violence in the Archive—University of Alabama, February
2018 They Left Great Marks on Me—Tennessee State University via Skype, April
2017 Racial Atrocities and Reconstruction, for Foundry Series, Conflict, Racial Violence, & Resilience America's Civil War Museum Foundry—Richmond, VA, May
2017 When the Men Came: African American Families and the Cost of Night Riding—Lynchburg University, April
2017 Charleston Syllabus—Concordia University via Skype
2016 Charleston Syllabus and the Age of Trump—Avery Research Center, College of Charleston, November
2016 Never Get Over It: Night Riding's Imprint on African American Victims, Colloquium on Reconstruction—Jepson Institute of Leadership Studies, University of Richmond, September
2016 Charleston Syllabus—Symposium, University of Georgia, September
2016 Keynote: "The Ethics of Researching and Writing about State and Racial Violence,"—Emerging Scholars Workshop, Pennsylvania State University, April
2015 Racial Violence Then and Now, for "The Color Line and the Long Twentieth Century: New Perspectives on Race, Violence, and Segregation," University of Michigan, January
2014 African Americans and the Vernacular History of Racial Violence SUNY Buffalo, Buffalo, NY. March
2014 They Left Great Marks on Me—Florida Atlantic University via Skype, February
2011 Black History Month Address, "African Americans and the Civil War," U.S. Attorney's Office for the Southeastern District of Michigan
2011 Keynote Address, "Abraham Lincoln and the Arc of American Freedom and Democracy," Henry Ford Museum Rejuvenate! American History Educator's Workshop

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Other Scholarly Work

2019- Academic Advisory Board, Richards Civil War Era Center, Penn State
2017-22 Advisory Board, University of Georgia Press, UnCivil Wars series
http://www.ugapress.org/index.php/series/UCW

2017 "Why Social Workers Should Consider Crossover Books," for Book Panel: A Guide for the Perplexed, Wayne State University, School of Social Work, March 30
2016 #CharlestonSyllabus, Interviewed by the Organization of American Historians' blog Process: A Blog for American History http://www.processhistory.org/charlestonsyllabus/ July 19
2016 Interview on the #CharlestonSyllabus, Radical Teacher https://radicalteacher.library.pitt.edu/ojs/index.php/radicalteacher/article/view/325 106

Reviews of Manuscripts, Articles, & Tenure Cases, Book Endorsements

2020 Tenure and Promotion, Indiana University, Purdue University, Indianapolis
2019 Book Manuscript Reviewer, University of North Carolina Press
2019 Article Manuscript Reviewer, *Journal of the Civil War Era*
2019 Tenure and Promotion to Associate Reviewer, College of Charleston
2019 Article Manuscript Reviewer, *Journal of African American History*
2018 Textbook Reviewer, Houghton Mifflin
2018 Manuscript Reviewer, Yale University Press
2018 Manuscript Reviewer, University of North Carolina Press
2018 Endorsement, University of Illinois Press
2018 Article Manuscript Reviewer, *Journal of Qualitative Criminal Justice and Criminology*
2018 Promotion to Full Professor Reviewer, University of Texas-Rio Grande Valley
2018 Manuscript Reviewer, University of Illinois Press, winter
2017 Manuscript Reviewer, University of North Carolina Press, fall
2017 Endorsement, Oxford University Press, summer
2016 Endorsement, Cambridge University Press, summer

2014 Manuscript Reviewer, Oxford University Press, summer
2014 Tenure Reviewer, Texas Tech University, summer
2013 Article Manuscript Reviewer, *Civil War History*, September
2012 Manuscript Reviewer, Cambridge University Press, November
2012 Manuscript Reviewer, Oxford University Press, November

SERVICE

Administrative Appointments at Wayne State in Last Five Years
Administrative Appointments at Other College/University in Last Five Years

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Committee Assignments in Last Five Years

University Committee Chaired
University Committee Membership
2020 Career Development Chair Selection Committee
2019 President's Award for Excellence in Teaching
2019 Career Development Chair Selection Committee
2018 Graduate Research Award Selection Committee
2017 Reviewer Sociology Department Program Review
2017 BOG Faculty Recognition Award Selection Committee
2015 Career Development Chair Selection Committee
2013-15 Humanities Center Advisory Board
2013 President's Award for Excellence in Teaching

College/Department Committee Chaired
2014-20 CLAS/History--Website/Newsletter Committee

I help maintain the department website in conjunction with the College and Department marketing teams. I also edit the bi-annual newsletter developed for current students, alumni, retired faculty, friends, etc.

Fall 2020 Newsletter
Winter 2020 Newsletter
Fall 2019 Newsletter
Winter 2019 Newsletter
Fall 2018 Newsletter
Winter 2018 Newsletter
Fall 2017 Newsletter
Winter 2017 Newsletter
Fall 2016 Newsletter
Winter 2016 Newsletter
Spring 2015 Newsletter

In 2020, I developed The History Student Traveler, a detailed brochure outlining research and educational opportunities for History Students.

College/Department Committee Membership
2019-2020 CLAS/History—Undergraduate Committee
2017-19 CLAS/History—Graduate Committee
2014-19 CLAS/History—Social Media/Communications
2017-19 CLAS/History—Alumni Relations
2014-15 CLAS--History Department Chair Search Committee
2013-15 CLAS/History--Graduate Committee
2012-13 CLAS/History—Salary Committee
2012-13 CLAS/History—Personnel Committee
2013-14 CLAS/History—Website Committee
2012-13 CLAS/History—Graduate Committee
2012 CLAS—College Award for Excellence in Teaching
2011-12 CLAS/History—Undergraduate Committee
2009-11 CLAS/History—Executive Committee

2009-10 CLAS/History—Budget Committee
2007-10 CLAS/History–Graduate Committee
2010-11 CLAS/American Studies—Advisory Committee
2009-11 CLAS—Academic Misbehavior Panel
2008-9 CLAS/History—Mentoring Committee
2006-7 CLAS/History—Search Committee

Positions Held in Professional Associations in Last Five Years

2014 Publicity Director - Association of Black Women Historians
2013 Fishel-Calhoun Prize Selection Committee - Society of Historians of the Gilded Age and Progressive Era (SHGAPE)
2012 Program Committee for Annual Meeting—SHGAPE
2011-14 Council—SHGAPE

Membership/Offices Held in Public or Private Agencies Related to Discipline in Last Five Years

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Professional Consultation

2020 Course Designer, Gilder-Lehrman Institute's History Essentials: Reconstruction

This 7-part program seeks to fill the considerable content gap in elementary school teachers' training to teach U.S. history and social science by giving them an immersive online experience in early American history from the Colonial Period through the Post-Civil War Era. I designed the 12-lecture course on Reconstruction with 12 multiple choice quizzes, a syllabus, and other reading materials.

2018 "Who Do You Think You Are?" TLC—Season 10, episode 3: Regina King

Whereas I did not appear in the episode because of a scheduling conflict, I helped TLC producers understand the historical sources re: Ms. King's ancestors' victimization by the Klan. Local scholars supplied my contextualization on screen.

Public Presentations/Interviews as an Expert in Discipline

2021 Host of "Seizing Freedom" Podcast

This docudrama tells the story of how African Americans seized freedom during the Civil War and Reconstruction era. It's from VPM and Witness Docs, from Stitcher. In addition to hosting the 8-narrative-episode series, and 8 companion interview episodes, I lead the research, supervising research of scholarship and archival sources, and fill in any writing and editing gaps for our narrative episodes as needed.

2021 Guest Lecturer, George Washington University, Gilder Lehrman Institution

2021 Guest Lecturer, Texas Humanities, NEH Project for Middle School Social Science Teachers, April

2020 Zinn Education Project, Teaching the Black Freedom Struggle online, Dec 14

2020 History Made by US—The Smithsonian Museum of American History July 23

The National Museum of American History established History Made by US to spearhead a movement of U.S. history organizations coming together to provide civic-focused programming leading up the Nation's 250th Anniversary in 2026. This Facebook Live discussion, which I co-hosted with historian Ed Ayers focused on the 2020 Protests that followed George Floyd's killing by Minneapolis police and the movements to remove Confederate monuments from federal lands.

2020 r/AskHistorians!—Reddit on Histories and Legacies of Racist Violence in the U.S.—July 11, 2020

r/AskHistorians is a subreddit on Reddit where users may ask questions or start discussions about history. It has about 1 million subscribers. Admin reported that metrics for my 6 hour discussion revealed that 20,400 readers visited the site, which "is twice the average, and making it one of the most popular for the year!"

2020 Racial Atrocities During Reconstruction, NEH Summer Institute for Teachers: America's Civil War Museum—Rescheduled for 2022

2020 WRVP Public Media's The Reckoning: Facing the Legacy of Slavery in America" podcast –Ep The Aftermath

2020 Scene on Radio: The Land That Has Never Been Yet—Ep 2-3, Feb 5, Feb 19

2019 Nocturne—As a Weapon, Nov 12.
2019 Contributor—PBS Reconstruction: America after the Civil War
2019 Lynching in America, NEH Summer Institute for Teachers: Loyola University Chicago, July
2018 Interview—NPR's On Point: Alabama Museum Opens in Remembrance of Lynching Victims
2018 Contributor—Respectfully Yours, Gainer Atkins BackStory with the American History Guys, May 25
2017 Interview--WMUK's West South West w/Gordon Evans
2017 Interview--WKAR's Current State December 16 & 17

2017 Slate Academy: Reconstruction,
Episode 5: When Tyranny Happened: Violence and Self-Defense.

2017 Lynching in America, NEH Summer Institute for Teachers: "Rethinking the Gilded Age and Progressivisms,"—University of Illinois-Chicago & Chicago Metro History Center, July

2017 "Monuments to Controversial Historical Figures"—WDET's Detroit Today

2017 Equal Justice Initiative Documentary on Claude Neal Killing
The filmmakers Michele Stephenson and Ayana Enamoto-Hurst were not sure of which direction to take and I recommended that they discuss the killing from Claude Neal's kin's perspective and that they trace the local fight between black and white residents of Marianna, FL, over the memory of the killing.

2017 "A More Perfect Union?: The Reconstruction Era" Backstory with American History Guys
In this March 31, 2017 episode, historian Edward Ayers interviewed Williams and Kate Masur (Northwestern) about Reconstruction. Backstory is broadcast weekly by 173 stations in 31 states and Washington, D.C.

2015 "Are Black Women Invisible?"--WDET's Detroit Today with Stephen Henderson, July 27, 2015.
Sandra Bland's death in police custody reminded the nation about violence against African American women, a common issue but one that gets ignored in discussions that focus on black men. We discussed the intersection of race and sex, representations of black womanhood and more.

2015 Black Churches, Race, & Racial Violence--WDET's "Detroit Today with Stephen Henderson" June 30, 2015
Danielle L. McGuire and I appeared to discuss not only the Charleston massacre but also the recent wave of fires at African American churches. We also discussed the larger historical context of these assaults.

2015 NPR's Morning Edition--Charleston Syllabus
After the Massacre at Charleston's Emanuel AME, I was one of three historians who started #CharlestonSyllabus, a crowd sourcing event to throw historical light on the long history of white supremacist violence leading up the massacre. The event took off in ways we did not anticipate and drew international attention.

2015 Roundtable on Black History Month-- WDET's "Detroit Today" (February 19, 2015)

2015 Roundtable on Black History Month--Ambassador Magazine 10:1 (January/February 2015): 88-91.
In recent years some people have questioned the value of Black History Month, especially because so many organizations and institutions commemorate it in the laziest of ways or don't provide inclusive celebrations of U.S. history that include African Americans year round. In the forum, we debated whether or not the month should continue. The consensus was "Yes, it should, but we need to do better."

2014 Detroit Historical Museum's "Created Equal" Scholar Series (March 2014)

2014 Interview--WDET's Craig Fahle Show on "Slavery by Another Name" (March 13, 2014)

2013 Wright Museum Liberation Film Series on "Slavery by Another Name" (December 2013)

2013 Wright Museum Documentary & Exhibit: Voices of the Civil War Emancipation Proclamation Episode (Published January 2013)

2012 Wright Museum Documentary & Exhibit: A Very Present Force: Celebrating a Century of the Detroit Branch NAACP (Published November 2012)

2012 Interview--Craig Fahle Show on African Americans and Civil War Medicine (March 2012)

Consulting to Public Agencies, Foundations, Professional Associations

2014 Detroit Public Schools Teachers' Symposium Inspiring Teachers' Minds STEM to STEAM + HISTORY July 2014
This was a 3 day symposium developed by the Wright Museum and DPS to help K-12 teachers develop lesson plans that encourage student interest in STEM via the Inspiring Minds: African Americans in Science and Technology exhibit. As the historian presenting alongside scientists and doctors, I illuminated the historical context for African American innovation (or lack thereof because of slavery or Jim Crow) and encouraged teachers to move beyond a traditional focus on historical icons (Who? based questions) and towards research-based lesson plans centered around Why? When? and How? based questions that would help students think historically and improve their critical thinking/analytical skills.

2007-08 Oakland County Public Schools, American History Development Project (2007-2008)

Consulting to Private Enterprises

Journal/Editorial Activity
Editorships
Editorial Board Memberships

2014-2016 The Organization of American Historians, The American Historian

2012-2017 Wayne State University Press Editorial Board

Related Positions
Advisory Boards
2019-2023 Academic Advisory Board Richards Civil War Era Center

Served on the Search Committee for new editor for *The Journal of the Civil War Era*, increasingly the top journal for 19th century U.S. History.

2017-22 Advisory Board, University of Georgia Press, UnCivil Wars series
http://www.ugapress.org/index.php/series/UCW

2014-20 Editor, History Department Newsletter

2014 WSU Press Editorial Board Development Committee

Other Professionally Related Service

2012 Advanced Placement Lecture, Rise and Fall of Jim Crow
2011 Welcome Presentation, New Student Days
2011 Advanced Placement Lecture on The Rise and Fall of Jim Crow
2010 Panelist, Professional and Academic Seminar Series: Grants and Fellowships for the OVPR
2010 Writing Workshop for History Graduate Students Association
2010 Advanced Placement Lecture on the Harlem Renaissance
2009 Faculty-Student Lunch, iStart: New Student Days
2009 Welcome Lecture for New Student Orientation
2008 Advanced Placement Lecture on the Rise of Jim Crow Segregation
2007-08 History Department AFT/AAUP Union Council Representative

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ADVISEES

Current Graduate Students

Ph.D.

M.A.

2020 Stacey Campbell
2020 Todd Villeneuve

Directed Studies

Graduate

2015 Carol Chatman, Racecraft: Race and Color in African American Communities
2015 Nichole Manlove, Sexual Violence and Slavery
2013 Nate Kuehnl, African Americans & the History of Medicine
2013 Camille Ward, On Feminism and Sexualities
2012 Ann-Marie Wambeke, Black Women's Conservatism
2007 Beth Fowler, Civil Rights/Black Power Movements
2007 Beth Fowler, Modern African American History

Undergraduate students

Undergraduate Research Project Opportunity

2018 Adeline Walsh, Living History Museums Compared: Greenfield Village and St. Fagans National Museum of History (Cardiff, Wales, UK)
2015 Ny'Ree Williams, African American Women and Lynching

Honors Thesis

2020 2nd reader, Aya Beydoun, "Working Women in Antebellum Michigan."
2012 Scott Jankowski, "Northern Americans' reaction to physically disabled Union veterans."
2010 Christopher Sempowski, "The Religious Nationalism of the Honorable Elijah Muhammad."

Independent Readings Course

2016 Anna LaGrois: America in the 1950s

Independent History Department Capstone Course

2011 Psuantia Reed: Control over Her Body: Physical and Sexual Violence against Freedwomen in the Postbellum South
2010 Scott David Fleming: Slaveholder Paternalism: Understanding Slaveholding Ideologies in the Antebellum South

Mentoring

2020 Aya Beydoun enrolled in the New York University Law School
2018 Adeline Walsh's research proposal comparing Greenfield Village to St. Fagans National Museum of History in Cardiff, Wales, was accepted at the National Council for Undergraduate Research
2018 Adeline Walsh's poster project comparing Greenfield Village to St. Fagans National Museum of History in Cardiff, Wales, was accepted at the American Historical Association's Second Annual Undergraduate Poster Session
2018 Meghan McGowan (MA/MLIS) accepted a position in the Detroit Public Library's Business Science and Technology/Social Science, English, and Religion Department.
2017 Aya Beydoun's poster project on Rhetoric and the Detroit Rebellion was accepted at the American Historical Association's Inaugural Undergraduate Poster Session.
2013 Amber Mitchell, Paid Internship at Smithsonian National Museum of American History 2013 & admission to MA program at Indiana University - Purdue University Indianapolis with full funding. She completed her degree in 2017. She is now the Public Engagement and Community Programs Coordinator—The National World War II Museum, New Orleans

*Denotes class that began as a special topics course with the HIS 3998/6010 designation that I added to the curriculum.

Wayne State University

BYLAWS OF THE DEPARTMENT OF HISTORY

Article I: Vesting of Departmental Authority and Supercession

The authority and responsibility of action on all matters properly the concern of the Department of History as a whole (except as provided by the statutes and regulations of Wayne State University and the College of Liberal Arts and Sciences, under an applicable collective bargaining agreement) shall reside in the faculty of the Department. Nothing in these bylaws is intended to be inconsistent with present or future Board of Governors Statutes, or Executive Orders, or other University policies or regulations that have been duly issued, or any applicable collective bargaining agreement. Where there may be an inconsistency between these bylaws and present or future Board of Governors Statutes, other University policies or regulations or policies that have been duly issued, or any applicable collective bargaining agreement, the latter shall prevail.

Article II: Officers

Section 1: Chairperson

A. The Departmental Chairperson (herein, "Chairperson") is the chief administrative officer of the Department, who also works within the university and broader community to advance the interests of the Department.

B. The Chairperson is appointed through the process specified in Article XVIII of the collective bargaining agreement.

C. The Department favors rotation of executive responsibility. The Chairperson normally serves no longer than two full terms without formal discussion by the Departmental Assembly of alternatives to additional service.

D. The appointment of a new Chairperson, or reappointment of an acting Chairperson, shall proceed in accordance with Article XVIII of the collective bargaining agreement.

E. Duties of the Chairperson include, but are not limited to, the following:

- Serves as the Chief Administrative Officer of the Department
- Chairs Departmental Meetings
- Appoints chairs of all committees except as otherwise specified in these bylaws
- Sits ex officio on all committees and serves as Chair of the Salary (with vote) and Personnel (without vote) Committees
- Appoints, in consultation with the Executive Committee, the Directors of Graduate and Undergraduate Studies, who serve at the Chairperson's pleasure
- Serves as chief fundraiser, manages donor relations, and serves as point of contact for Alumni Relations and Development
- Manages all department funds and accounts
- Prepares course schedule

- Supervises academic and non-academic staff
- Represents the Department to the University and College administration and to the public
- Coordinates Department communications, publications, and marketing
- Addresses and decides student grievances, according to university policy
- Guides strategic planning
- Plays a leadership role in the appointment of new faculty; in mentoring all faculty members, especially junior faculty; and in the promotion and tenure process

Section 2: Director of Graduate Studies

A. The Director of Graduate Studies (DGS) implements policies approved by the Departmental Assembly and supervises the administration of the Department's graduate degree programs and other matters pertaining to graduate majors. The DGS presides over the Graduate Committee and serves ex officio on the Undergraduate Committee and the Executive Committee.

B. The DGS is appointed by the Chairperson in consultation with the Executive Committee and serves at the pleasure of the Chairperson. The Department encourages rotation of this position to provide faculty members with opportunities for service and to develop leadership experience. The DGS will typically serve one three-year term with the possibility of renewal for a second consecutive term (or some portion thereof).

C. The duties of the DGS shall include: implementation of policies approved by the Departmental Assembly; organization of the agenda of the Graduate Committee; advising graduate students on plans of work, program guidelines and regulations, and career development; overseeing master's and doctoral program admissions, recruitment, and retention efforts; serving as academic advisor to the History Graduate Student Association; graduate curriculum development and revision; coordination of graduate student awards and internships; updating the Graduate Handbook; writing assessment reports for annual submission to the Provost's Office, reaccreditation, and the Department's academic program review; and oversight of departmental graduate policies.

D. The DGS serves as the communications officer for graduate program matters with the College, the Graduate School, the Provost's Office, and the American Historical Association, and oversees updates of the Graduate Bulletin and the AHA's graduate program and dissertation databases.

Section 3: Director of Undergraduate Studies

A. The Director of Undergraduate Studies (DUS) implements policies approved by the Departmental Assembly and supervises the administration of the Department's undergraduate degree program and other matters pertaining to undergraduate majors, minors, and departmental honors students. The DUS presides over the Undergraduate Committee and serves ex officio on the Graduate Committee and Executive Committee.

B. The DUS is appointed by the Chairperson in consultation with the Executive Committee, and serves at the pleasure of the Chairperson. The Department encourages rotation of this position to provide faculty members with opportunities for service and to develop leadership experience. The DUS will typically serve one three-year term with the possibility of renewal for a second consecutive term (or some portion thereof).

C. The duties of the DUS shall include: implementation of policies approved by the Departmental Assembly; organization of the agenda for the Undergraduate Committee; advice on the membership of the Undergraduate Committee; routine career and academic advising to students, including history honors majors; academic advisor to, and campus representative of, the History honorary society, Phi Alpha Theta; the development of the major program, including the writing of grant proposals; the development of recruiting and retention strategies; oversight of undergraduate course offerings; the monitoring of course proposals and learning outcomes; coordination of student awards and the museum internship program; organizing the Sterne-Lion Colloquium; updating the Undergraduate Handbook; writing assessment reports for annual submission to the Provost's Office, reaccreditation, and the Department's academic program review; and oversight of undergraduate policy that applies to tenured, tenure-track, and non-tenure-track faculty. The DUS also represents the undergraduate program to the College, Provost's Office, Honor's College, Phi Alpha Theta, and other University offices.

Section 4: Academic Advisor

The Academic Advisor provides administrative support for the Undergraduate major and its students. The duties of the Academic Advisor shall include: shepherding students from first contact at high school or community college events, through admissions, orientation, and first registration; the routine advising of students' academic requirements; overseeing the growth of the major program; the processing of graduation certifications; regular communication with majors and minors, including the use of individual and small group meetings; participation in recruitment events, student data collection, course scheduling, review of transfer credit agreements, and reaccreditation.

Article III: Departmental Assembly

Section 1: Membership

Membership in the Departmental Assembly includes all full-time faculty employed by Wayne State University holding the ranks of Lecturer, Senior Lecturer, Instructor, Visiting Professor, Assistant Professor, Associate Professor, Professor, and Distinguished Professor of History. Tenured and tenure-track faculty members and lecturers with multi-year term contracts shall be eligible to vote on matters before the Departmental Assembly.

Section 2: Activities

The Departmental Assembly shall consider recommendations from the Executive, Personnel, Undergraduate, and Graduate Committees, and may approve, disapprove, or postpone consideration of all issues properly brought before it. Where the appropriateness of an issue is in doubt, a majority of the Assembly determines whether a question shall be addressed.

Section 3: Personnel Matters

The Departmental Assembly considers and votes on recommendations from Search Committees and/or the Personnel Committee about potential hires. Personnel matters brought before the Departmental Assembly shall be decided by a two-thirds affirmative vote of the eligible membership. All members of the Assembly may

participate in discussions about all potential hires, but no member of the Assembly shall vote on an appointment to a rank higher than his/her current rank.

Section 4: Presiding Officer

The Chairperson shall preside over the Departmental Assembly, with vote, except in personnel matters.

Article IV: Departmental Meetings

Section 1: Frequency

The faculty shall meet at least once a term at the call of the Chairperson and shall meet as often as necessary to determine matters of academic policy. A Departmental meeting may be called at any time upon petition of 20 percent of the Departmental Assembly as defined in Article III, Section 1.

Section 2: Procedures

Robert's Rules of Order Newly Revised shall apply to all meetings held under the auspices of the Department, except where inconsistent with these bylaws, in which case the latter shall prevail. A quorum for a Departmental meeting is defined as a majority of the Department's full-time faculty not on leave in a given term. Matters of Departmental policy and procedures brought before a meeting of the Department shall be decided by majority vote of the faculty present and eligible to vote, unless otherwise specified herein.

Section 3: Presiding Officer

The Chairperson of the Department shall preside at Departmental meetings. The Chairperson shall distribute a meeting agenda to all faculty members at least 24 hours in advance of Departmental meetings.

Section 4: Minutes

Meeting minutes shall be recorded by a Secretary (either a member of the Departmental staff or a faculty member), to be designated by the Chairperson. The Chairperson checks the minutes for accuracy and distributes unabridged copies to the full-time Departmental faculty in due time. All persons eligible to attend Departmental meetings have liberty to speak for the record, except in settings where these bylaws expressly prohibit participation by individuals or groups.

Section 5: Parliamentarian

The Executive Committee shall recommend a Departmental Parliamentarian to the Departmental Assembly for election by a majority of that body. The Parliamentarian may serve successive terms, is expected to master the most recent edition of *Roberts Rules of Order Newly Revised*, and has authority to intervene in any Departmental proceeding to inform participants of procedural violations and to redirect the proceedings.

Article V: Standing Committees

Section 1: General Procedures

A. The Standing Committees: There are six Standing Committees among which the regular work of the Department is distributed; these Committees are an important part of shared governance. Three are appointed by the Chairperson in consultation with the DGS and DUS (the Graduate, Undergraduate, and Assessment Committees), and three are elected in accordance with Articles IX and X of the bylaws (the Salary, Personnel, and Executive Committees). On both appointed and elected committees, the Department favors diversity of rank and gender among members.

B. Terms of Office: Terms of Office: The term of service for the Undergraduate, Graduate, Assessment, and Salary Committees is one year. The term of service for the Executive and Personnel Committees is two years; members will be elected for staggered two-year terms. In the first year, the top three vote-getters shall serve for two years, and the remaining two for one year. Faculty who serve two-year terms on elected committees shall not be eligible to serve on the same committee until two years have passed. No one is required to serve on more than two standing committees, and may remove themselves from consideration to standing committees at their discretion once they are appointed/elected to two committees.

C. Election and Appointment of Committee Members: In the Spring, the Chairperson will create a list of full-time faculty eligible for election or appointment to the Standing Committees the following year. The Chairperson, in consultation with the DGS and DUS, shall appoint the Undergraduate, Graduate, and Assessment Committees. No faculty member shall be appointed to more than one appointed standing committee, the Election Committee shall run sequential elections for the Executive Committee, the Personnel Committee, and the Salary Committee, determining eligibility before each election.

D. Release from Standing Committees: Faculty members who have accepted substantial service roles for the Department, and which are not otherwise compensated financially or with a course release, may request to be released from service on any or all of the Standing Committees except the Salary Committee. Affected faculty members should make a request in writing detailing the reason for their request and submit it to the Chairperson and the Chair of the Executive Committee in advance of Standing Committee appointments and elections. The Executive Committee will consider the request and make a recommendation to the Chairperson, with whom lies final authority to approve or decline the request.

Section 2: Graduate Committee

A. Duties: The Graduate Committee shall review the Department's graduate degree programs and events and make recommendations to the Departmental Assembly. It may, when practicable, choose to send major curriculum revisions first to the Executive Committee for review and comment. It shall also make decisions with respect to admissions to the graduate certificate, Master's, and Ph.D. programs, fellowships, assistantships, approval of new graduate courses and course alterations, and awards for graduate majors.

B. Composition: The Chairperson, in consultation with the DGS, shall appoint as Committee members an appropriate number of graduate faculty (normally three, but up to five when necessary to conduct business

before the Committee). The Academic Advisor serves as an ex-officio member of the Graduate Committee, without vote.

C. Presiding Officer: The DGS is the presiding officer for the Committee.

Section 3: Undergraduate Committee

A. Duties: The Undergraduate Committee shall review the Department's undergraduate degree program and events and make recommendations to the Departmental Assembly. It may, when practicable, choose to send major curriculum revisions first to the Executive Committee for review and comment. It shall also make decisions with respect to undergraduate courses and course alterations and awards for undergraduate majors, and may be asked to participate in assessment activities.

B. Composition: The Chairperson, in consultation with the DUS, shall appoint as Committee members an appropriate number of full-time faculty (normally three, but up to five when necessary to conduct business before the Committee). The Academic Advisor serves as an ex-officio member of the Undergraduate Committee, without vote.

C. Presiding Officer: The DUS is the presiding officer for the Committee and oversees the undergraduate program.

Section 4: Assessment Committee

A. Duties: The Assessment Committee will conduct assessment activities for all Graduate and Undergraduate programs. Its work in relation to the undergraduate program will be to evaluate papers completed for relevant courses, using rubrics provided by the DUS. Its work in relation to the graduate program will be to evaluate, in a multi-year rotation to be determined by the graduate committee and using rubrics approved by that committee, the completed dissertations, theses, essays, and other assessment benchmarks of the various graduate degree programs.

B. Composition: The Chairperson, in consultation with the DGS and DUS, shall appoint as Committee members five full-time faculty members.

C. Presiding Officer: The DGS and DUS shall serve as co-chairs of the Assessment Committee and preside at meetings.

Section 5: Salary Committee

A. Duties: The Salary Committee shall be guided by Department "Statement on Factors" and general University criteria and factors and shall convey its decisions to the Chairperson as to selective salary adjustments for eligible members. The Committee shall advise the Chairperson, according to procedures described in the collective bargaining agreement, as to the initial salaries of prospective members of the bargaining unit.
B. Composition: Only faculty members with continuing employment contracts and whose selective salary evaluations are made by the Salary Committee shall be eligible to vote for or serve on the Salary Committee.

Full- time faculty with one-year employment contracts are ineligible. The Salary Committee shall consist of four members, at least three tenured. Committee members may not serve for more than two consecutive years. Members shall not simultaneously sit on the College Salary Committee.

C. Presiding Officer: The Chairperson shall preside over Salary Committee meetings, with vote.

Section 6: Personnel Committee

A. Duties

- The Personnel Committee shall annually evaluate the "Statement on Factors" delineating as far as possible those factors that shall be considered in the evaluation of potential candidates for promotion or tenure. The statement shall be based upon excellence in teaching and scholarly professional achievement, while consideration shall also be given to non-instructional service to the Department, College, University, or the historical profession. All revisions of the "Statement" shall be submitted to the Promotion and Tenure Committee for consideration, possible modification, and final approval. Major revisions must be approved by the Departmental Assembly.
- The Committee shall evaluate all potential candidates for promotion or tenure, including new appointments to tenured positions, and shall make recommendations thereon to the Promotion and Tenure Committee.
- The Committee shall oversee the Departmental Mentoring Program for non-tenured faculty members. Each tenure-track faculty member of the Department shall be assigned a tenured Mentor who shall advise and assist such members as they prepare for Third-Year Review and Tenure. The Mentor shall be appointed by the Chairperson after consulting with the Personnel Committee, the Mentor, and the Mentee. The appointment shall take place before the end of the non-tenured member's first semester in the Department, whether the new member is in residence or not. A non-tenured faculty member may request, at any time and without explanation, that they be assigned a different Mentor. Non-tenured members of the Department are encouraged to actively seek the advice and counsel of their mentors. They may also seek the advice and counsel of other individuals within the Department, College, and University.
- The Personnel Committee shall prepare a written review by the end of each academic year for any bargaining-unit member holding a term appointment. The Committee shall consult with the member's mentor in advance of such review. The Committee shall forward all written reviews to the Chairperson for distribution to the affected faculty member and to the Promotion and Tenure Committee for its consideration. Copies shall be placed in the member's personnel file.
- The Committee shall undertake a review of each candidate for advancement toward tenure during his or her third year (hereafter designated the Third-Year Review). The purpose of the Third-Year Review is to assist non-tenured faculty in advancing toward tenure. For administrative purposes, the Review is advisory; it does not bind the Department, or any of its Committees, to any future course of action. The Chairperson shall inform affected department members in writing of review procedures at the start of the Fall semester. Affected department members shall compile a full dossier, analogous to the Tenure Review dossier but without external letters. Third-Year Reviews shall be submitted at the time of selective salary evaluation during the third year; the Mentor shall assist in this process. The Chairperson

shall deliver the Third-Year Review to the member before the end of classes in the third year, in writing and in conversation**.** A copy of the Review shall be placed in the non-tenured faculty member's personnel file. The non-tenured faculty member shall be permitted to respond in writing to the Review, and a copy placed in his or her personnel file.

- The Committee shall evaluate all sabbatical leave applications.
- The Committee shall periodically evaluate part-time instructors and shall make recommendations thereon to the Chairperson.
- The Chairperson shall seek the advice of the Personnel Committee, as far as practicable, in making appointments for Lecturers.

B. Composition: The Personnel Committee shall consist of five tenured members; at least three must be full professors. Members shall not simultaneously sit on the College Promotion and Tenure Committee.

C. Presiding Officer: The Chairperson shall preside at meetings, without vote.

Section 7: Executive Committee

A. Scope and Function: The Executive Committee is a consultative and advisory body intended to increase democratic governance, create transparency, and cultivate leadership within the Department. It is an autonomous committee that provides input into how the Department is run; it is guided by, but independent from, the Chairperson. It shall respond to the Chairperson's requests for advice and assistance, and it has authority to bring matters to the attention of the Chairperson for deliberation, action, or referral to other University entities. The Committee's advice is not binding; but, if the Chairperson disregards the advice of the Executive Committee, he or she must inform the Department of the decision during the next regularly scheduled Departmental meeting, with explanation and discussion.

B. Duties: The Executive Committee shall assist and advise the Chairperson on all matters relating to the present or future teaching, curricular, research, and service missions of the Department, including, but not limited to, the following subjects: Departmental procedures; curriculum and programming; fundraising and finances; and drafting, reviewing, or rewriting policies for consideration by other Departmental committees. Specific responsibilities include:

- Periodically reviewing and revising Departmental Strategic Plan (typically every four years)
- Preparing materials for reaccreditation review
- Periodically reviewing and revising Departmental Bylaws (typically every three years)
- Serving as Budget Advisory Committee
- Consulting with Chairperson regarding budget priorities
- Consulting with Chairperson regarding hiring priorities
- Consulting with Chairperson regarding appointment of DUS and DGS
- Consulting with Chairperson regarding appointment of Search Committee chairs
- Reviewing and commenting on major curriculum revisions proposed by the Undergraduate and Graduate Committees when called upon to do so
- Nominating Departmental Parliamentarian
- Providing advice to Chairperson to ensure fair and equitable distribution of Departmental service

- Considering requests for release from Standing Committees
- Assisting with organization of Departmental events
- Performing duties arising which are not assigned to other standing or ad hoc committees

C. Composition: The Committee shall include five members, to be elected by the Departmental Assembly. All elected Committee members may vote. The DGS and DUS are not eligible for election to the Committee. The Chairperson serves ex officio, without vote. The DUS and DGS serve ex officio, with vote.

D. Presiding Officer: The Committee Chair shall preside over Committee meetings; the office will rotate each year, with a term beginning with the second meeting of the academic year and ending after the election of a new Chair at the first meeting the following year. The Chairperson may not serve as committee chair.

E. Budget Advisory Committee: The Executive Committee shall also perform the functions of the Budget Advisory Committee as described in Article XXXI of the collective bargaining agreement. In this capacity, the Committee shall gather information about the financial affairs and situation of the Department and advise the Chairperson as appropriate. The Chairperson shall make available on a quarterly basis (excluding spring-summer terms) any accounting reports or institutional records that the Committee might require to exercise its responsibilities intelligently. The Committee also shall work to expand the pool of monies available to the Department and to use such resources to advance the Department's teaching and research missions.

F. Procedures

- The Committee shall meet at least twice a semester during the academic year; its first meeting shall be held in advance of the first Departmental meeting of the year. It may be called to meet at other times by the Chairperson, the Committee Chair, or a plurality of its members.
- Members shall elect a Committee Chair and select meeting dates at the Committee's first meeting.
- The Committee Chair and the Chairperson shall jointly set meeting agendas, which the Committee Chair shall circulate to the Committee at least 24 hours in advance of a meeting.
- The Committee Chair shall designate a secretary (either a committee member or a member of the Departmental academic staff) to take minutes for the record. Committee members shall check the minutes for accuracy and the Chairperson will distribute them to the Departmental Assembly with the agenda for the next Departmental meeting.
- Faculty members or staff may approach Committee members with questions, ideas, or problems for the Committee's consideration. The Committee member shall raise the issue during the next regularly scheduled Committee meeting and inform the faculty member of the result.
- The Executive Committee may create additional permanent or ad hoc sub-committees from within its own numbers, or call on other members of the faculty, to advance its work.

Article VI: Promotion and Tenure Committee

Section 1: Duties

The Promotion and Tenure Committee shall vote with finality on all recommendations emanating from the Departmental Assembly for granting promotions and tenure.

Section 2: Composition

The Committee shall consist of all tenured faculty, excluding administrators above the unit and in the reporting line.

Section 3: Voting

All recommendations for granting promotion or tenure require a vote of two-thirds of the ballots cast. All votes must be cast by secret ballots. No member of the Committee may participate in or vote on recommendations for promotion to ranks higher than his or her own rank. Absentee ballots may be cast. Failure of eligible members to cast ballots shall not be regarded as negative and shall not affect the outcome.

Section 4: Presiding Officer

The Chairperson shall preside at all meetings, without vote.

Section 5: CLAS Promotion and Tenure Committee

A member of the Promotion and Tenure Committee shall be elected by tenured and tenure-track faculty, excluding administrators above the unit and in the reporting line, to serve as a spokesperson before the College of Liberal Arts and Science Promotion and Tenure Committee. If the first spokesperson disagrees with a particular Committee recommendation, an alternative spokesperson shall be elected.

Article VII: Advisory Boards

Section 1: Alumni Advisory Board

A. The Alumni Advisory Board shall oversee the Department's alumni communications and activities. The Board shall advise the Department on its educational programs, assist, when possible, with recruitment, and make recommendations about how the Department might best meet the needs of the Department's students. The Board will meet at least once annually.

B. The Chairperson, in consultation with the Executive Committee, shall appoint as Alumni Board members an appropriate number of faculty and alumni representatives. The appointed faculty members should include at least one representative each from the Undergraduate and Graduate committees. New faculty members are eligible at once. The Board will also include one emeritus faculty member and at least one (but no more than two) student representative(s). The Chairperson will be an ex-officio member of the Board (without vote).
C. The term of service for Alumni Advisory Board members will be one year for faculty and student appointees, with the possibility of renewal, and three years for alumni members, with the possibility of reappointment.

D. The members of the Board shall elect a Chair from among the faculty appointees.

Section 2: MAPH Advisory Board

A. The MAPH Advisory Board shall provide advice on the development and coordination of the MA Program in Public History (MAPH). It shall assist, when possible, with marketing and recruitment, and make recommendations about how the Department might best meet the needs of MAPH students. The Board will meet at least once annually.

B. The MAPH Coordinator shall appoint as MAPH Board members appropriate faculty, alumni, and community representatives. The appointed faculty members should represent to the extent possible Departments who contribute courses to the interdisciplinary program, as well as History faculty with a scholarly interest or professional experience in public history. The Board shall also include one student representative, who shall function as secretary and record meeting minutes.

C. There is no term limit for MAPH Advisory Board members.

D. The MAPH coordinator shall serve as Board Chair.

Article VIII: Other Committees

Section 1: Search Committees

A. Composition: When the College authorizes the Department to make new appointments to tenured or tenure-track positions, the Chairperson shall appoint appropriate tenured or tenure-track faculty members to committees that shall conduct those searches. The Chairperson shall appoint committee chairs in consultation with the Executive Committee. Tenure-track faculty may participate on search committees, but may vote only on appointments at the rank of assistant professor or lecturer. The Chairperson may participate as an ex officio member of search committees, with vote.

B. Duties: The Search Committee shall write a job description, solicit and review applications, and interview qualified candidates. The Committee shall solicit written feedback on finalists from members of the Departmental Assembly, and it shall present its recommendations to the faculty. Eligible faculty members shall vote on the Committee's recommendations; if the vote is affirmative, the Chairperson shall forward the candidate (or ranked list of candidates) to the Dean for consideration.

Section 2: Election Committee

Elections to Departmental Committees shall be supervised by a two-person Election Committee, at least one of whom is tenured, and who shall be appointed by the Chairperson in advance of the first Departmental meeting of the academic year. The Committee shall conduct an election each Spring and on other occasions as requested. The Election Committee shall be guided by Article X in providing for the election of members to Department committees.

Section 3: Ad Hoc Committees

The Chairperson may appoint additional ad hoc committees as necessary to conduct Departmental business.

Article IX: Marketing

Working with the Chairperson and Academic Advisor, faculty members on a voluntary basis maintain the Department website, produce the Department newsletter, manage social media accounts and Department listservs, and develop marketing and promotional materials. While this work is voluntary, it constitutes service to the Department and shall be considered on the same terms as committee work for the purposes of Tenure and Promotion and selective salary review.

Article X: Departmental Elections

Section 1: Procedures

The Chairperson shall convey to the Election Committee information about the eligibility of faculty to serve during a given academic year. The Elections Committee shall prepare a list of eligible faculty and academic staff in advance of elections and distribute it to all full-time faculty and academic staff. The Department's preference is for online voting using the single transferable voting (also known as preferential voting) system. When employing this option, eligible faculty shall have at least 48 hours to cast their vote. The Elections Committee shall confirm results and report the result of balloting to the body participating in the election. To be declared elected, each candidate needs to gain a majority of the ballots cast. Voting tallies shall be saved for one year after the election and then destroyed. For each committee, the first runner-up shall be declared an alternate and shall replace the elected person if unable to serve a full term.

Section 2: Replacement of Elected Committee Members

If a committee member resigns during the academic year, she or he shall be replaced by the alternate. In the event a committee has rank distribution requirements, the Election Committee shall declare elected the person at that rank with the most votes. If a member at that rank is not available, this requirement is suspended.

Article XI: Voting Eligibility

All full-time faculty members may participate in Departmental decisions and vote within Departmental meetings or convocations, except where specifically excluded herein. Voting on promotion and tenure, new appointments, and elections to Committees will be conducted electronically; and all eligible full-time faculty members may participate

Article XI: Peer Review of Teaching

Section 1: Purpose

In compliance with Article XXIX of the AAUP-AFT contract, faculty in the Department of History shall establish a process for the peer review of teaching. The purpose of the peer review process shall be to support the professional development and teaching effectiveness of faculty and thus to enhance student success. The evaluations therefore should be considered formative, not summative, wherein formative evaluations assist the faculty member being evaluated in improving classroom teaching, while summative evaluations are often incorporated into such formal evaluation processes as merit salary reviews, annual evaluations, or evaluations for tenure and/or promotion.

Section 2: Procedures

Under the peer review process, at least once every three years each faculty member shall invite a faculty peer to conduct a peer review of his or her teaching. The peer review shall consist of a review of course syllabi and supplemental course material, classroom observation, and any other review activities the reviewer and reviewee together deem necessary. Within a week of the classroom observation, the peer reviewer shall deliver to the reviewee, orally or in writing, comments on the reviewee's teaching.

Faculty may make use of any evaluative rubrics or guidelines that both the reviewer and reviewee deem appropriate and useful in assisting the review process, but the actual reviewer observations resulting from the review are intended to be qualitative, rather than quantitative or quantifiable, in both form and in content. As part of the peer review process, reviewer and reviewee shall meet to discuss the reviewer's comments after the classroom observation.

Section 3: Formative Evaluations

The formative evaluations provided by the faculty reviewer are confidential between the faculty member being reviewed and the peer reviewer. This shall not preclude faculty members, on an entirely voluntary basis, from including separate teaching evaluations or recommendations from faculty peers who, under this article, have reviewed their teaching and presenting said separate evaluations or recommendations as part of their promotion-and/or-tenure portfolios or other summative teaching- evaluation processes.

Section 4: Reporting

Faculty members shall inform the Chair (or faculty member designated by the Chair) in writing whenever they have completed a peer-review-of-teaching process.

Section 5: Untenured Faculty

The peer review of teaching as performed under this Article shall be separate from any other summative evaluations of the teaching of untenured faculty members as mandated in these bylaws, but untenured faculty may opt to be exempted from the peer-review process in any year in which their teaching is subject to either a summative and/or a formative review mandated by the departmental Personnel Committee.

Article XII: Amendment of Bylaws

Proposed amendments to these bylaws must be submitted in writing at least one regular departmental meeting prior to the vote. Approval requires the vote of two-thirds of those voting, provided there is a quorum.

Approved: April 2008.

Revised: October 2011; April 2014; September 2014; December 2014; December 2016; November 2018; April 2020.

Department of History
Factors for Tenure and Promotion

Revised and approved by the Personnel Committee, October 9, 2015
Approved by the Promotion and Tenure Committee, November 6, 2015
Approved by the Policy Committee, November 15, 2015

INTRODUCTION:

This statement describes the factors that the Department of History will use as criteria for making recommendations on tenure and promotion. In making decisions about promotion and tenure, the Department of History operates in accordance with the current policies outlined in the College of Liberal Arts and Sciences Promotion and Tenure Factors and in the current AAUP-AFT Contract.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Scholarship

The Department of History considers the continued intellectual development of its faculty vital to its academic mission. The Department assumes and requires that candidates for tenure and promotion to associate professor demonstrate such intellectual development by active engagement in, and professional commitment to, scholarly research and publication.

The Department will recommend tenure and promotion only for a candidate who has successfully completed significant original research that is in press or published by peer-reviewed print or electronic professional presses or journals, and who shows promise of further publication in the future. The Department gives primacy to the publication of a peer-reviewed, single-authored book by a reputable academic or in some cases commercial press. In addition to (and possibly in lieu of) a book, the Department also will consider a substantial body of articles, chapters, essays, and edited books and journals and may also consider applied research (e.g., significant public history contributions), digital history projects, and pedagogical publications. In all cases, the quality of the work and its value as a significant contribution to existing scholarship in the individual's field are the primary factors in evaluation. The Department will take into consideration external grants, fellowships, awards, prizes, invited lectures and conference presentations, and membership on editorial and professional society boards as acknowledgements of professional achievement. The publication of book reviews and papers presented at meetings or conferences of professional organizations are recognized as forms of scholarship, but carry less weight in considerations for tenure. In determining the quality of a candidate's scholarship, the Department will seek evaluations from specialists outside the University. In establishing the quality of written work, the Department will consider its nature and scope, the selectivity and reputation of the journals and presses in which it appears, and evaluations from recognized authorities.

Teaching

For teaching, clearly demonstrated excellence, not adequacy, is considered absolutely essential for tenure recommendation. The Department will assess teaching performance by such regular measures as student course evaluations and peer review and recognition. It will also consider the teaching portfolio, which includes components such as a statement of teaching philosophy, contributions to the curriculum such as the development of new courses and fields or the improvement of existing courses and programs, as well as the publication of textbooks and the development of other significant teaching resources. Consideration is given to continual advising of undergraduate and graduate students and to other salient evidence of teaching quality and effectiveness.

Service

A record of good departmental citizenship is expected of a candidate for tenure and promotion to associate professor. All faculty are expected to serve the Department actively in various capacities, especially committee work related to its regular functioning. Service at the College and University level, as well as special service in the community and in regional, national, and international professional organizations, will be taken into special consideration as marks of a candidate's professional visibility, prominence, and distinction.

PROMOTION TO FULL PROFESSOR

The factors for promotion to full professor are similar to those for tenure and promotion to associate professor, although the emphasis placed on different components varies. In the case of recommendations for promotion to full professor, sustained engagement in scholarship, teaching, and service as described above and strong indications of continuing future achievement in these areas are required. The Department stresses the importance of the publication of a peer-reviewed book (not considered in the process for tenure and promotion to associate professor) with a highly regarded academic or, in some cases, commercial press, or other substantial body of significant scholarship (e.g., articles, chapters, essays, edited books and journals, and applied research (e.g., significant public history contributions), digital history projects, and pedagogical publications). As in its evaluation of candidates for tenure and promotion to associate professor, in all cases the Department regards the quality of the work and its value as a significant contribution to existing scholarship in the individual's field as the primary factors in evaluation, but it also will consider how substantial a body of work the candidate has accomplished might be and weigh evidence of the likelihood of a candidate's future scholarly productivity. The Department will take into consideration external grants, fellowships, awards, prizes, invited guest lectures and conference presentations, and membership on editorial and professional society boards as acknowledgements of professional achievement. In determining the quality of a candidate's scholarship, the Department will seek evaluations from specialists outside the University.

Teaching excellence, as measured by the same criteria as for tenure and promotion to associate professor, should be sustained. Advising of graduate and/or undergraduate students is another important factor in the recommendation for promotion. In terms of service, higher standards are demanded for those who are promoted to full professor than to associate professor. Particularly

significant service at the Department, College, and University level, as well as special service in the community and in regional, national, and international professional organizations, will be taken into special consideration as marks of a candidate's professional visibility, prominence, and distinction.

Mission Statement of the Undergraduate Program in History

1. To provide our undergraduate majors with both a broad based understanding of history, ranging widely over geographical areas and chronological periods, and an opportunity to specialize in a particular field.

2. To teach our students the fundamental research, analytical, and writing skills necessary not only in the study of history, but in virtually any field.

3. To provide the historical perspectives essential to the education of well-informed, open-minded, and actively engaged citizens in the state of Michigan, the United States, and our wider global society.

Program Learning Outcomes

1. History majors will be able to compare the histories of diverse geographical regions and appraise their development over time.

   Assessment

   - Students will successfully complete basic and advanced coursework in American, European, and World history.
   - Students will successfully complete coursework in modern and pre-modern history.
   - A student's learning will be measured by essay examinations, essay assignments, oral presentations, and research papers.

2. History majors will be able to analyze historical documents, address historical problems, and pose historical questions.

   Assessment

   Students receiving passing grades will be able to:

   - Complete exercises which require them to locate and collect primary and secondary sources in libraries, archives, digital databases, and microfilm and manuscript collections.
   - Analyze primary documents in historical context by means of source criticism and original research.
   - Evaluate secondary sources and historiographical debates by means of book reviews, historiographical essays, annotated bibliographies, and oral presentations.

3. History majors will demonstrate a command of analytical writing and the ability to conduct independent historical research.

Assessment

- Students will write a major original research paper, especially in the capstone course, which reflects analytical reasoning; uses evidence drawn from primary and secondary sources; formulates research questions and situates them within existing scholarly debates; and draws conclusions based on historical interpretation.

BA IN HISTORY CURRICULUM MAP

Program name:	BA in History
Department:	History
College:	CLAS
Contact person:	Gayle McCreedy
Email:	ab3697@wayne.edu
Phone:	(313)577-2592

Codes: I= Introduced D = Developed, reinforced, opportunity to practice M = Mastery at the exit level

Course information:					
Course listing *	**Number**	**Course name**	**Learning objectives:**		
SURVEYS (students take at least 1 course in 2 geographic divisions)			**LO1: Describe and explain the major developments in a given region and period**	**LO2: 2. Compare the major historical traditions and their contributions to the world we presently inhabit**	**LO3: 3. Analyze and interpret a range of historical documents, including primary sources**
HIS	U.S.: HIS 1050, 2040, 2050		I	-	-
HIS	World: HIS 1000, 1300, 1400, 1995, 2605		I	I, D	I
HIS	Non-Western: HIS 1600, 1610, 1700, 1710, 1900, 1910		I	I, D	D
INTERMEDIATE METHODOLOGY			**LO1: Identify the major developments in a defined theme, region, and period.**	**LO2: Describe different historical approaches and arguments in secondary literature.**	**LO3: Evaluate primary sources to identify any interpretive problems.**
HIS	3000	The Historian's Craft	D	D	D, M
INTERMEDIATE COURSES			**LO1: Describe and explain the major developments in a broadly defined theme, region and period**	**LO2: Compare the major historical traditions and their development over time.**	**LO3: Analyze historical documents, including primary and secondary sources**
HIS	At least two 3xxx courses (excluding HIS 3000) (6-8 cr.)		D	D	D, M
UPPER-DIVISION COURSES			**LO1: Describe and explain the major developments in a defined region or theme**	**LO2: Compare the major historical traditions and their development over time.**	**LO3: Analyze historical documents, including primary and secondary sources**
HIS	At least three 5xxx courses (excluding HIS 5996) (9-12 cr.)		D	D	D, M
GEOGRAPHIC DISTRIBUTION					
HIS	At least one course in each geographic division:				
CHRONOLOGICAL DISTRIBUTION					

HIS					
	At least one course (3xxx or above) in post-1800 history				
ADVANCED METHODOLOGY			**LO1: Understand the major approaches to the study of history**	**LO2: Apply historical reasoning and analysis**	**LO3: Analyze secondary sources (i.e., identify and critically engage with an author's arguments, points of view, and approaches)**
HIS	5993/5996	Writing Intensive course in History/capstone course	D,M	M	M

LO4: 4. Coherently express their analyses orally and in writing		
-	-	-
-	-	I
-	-	I
LO4: Demonstrate analytical writing skills in essays and a research paper.		
-	-	D
LO4: Pose historical questions.		
-	-	D
LO4: Pose historical questions.		
-	-	D

LO4: Evaluate a range of primary sources for appropriate construction of historical arguments	**LO5: Pose historical questions**	**LO6: Create an historical argument that coherently evaluates an historical question**
-	-	M

MA program mission statement:

The Master's Program in History gives advanced training to students in history to pursue careers in primary, secondary, and higher education, public policy, law, or journalism. It also prepares students to go on to a doctoral degree program. Students will acquire the necessary skills through coursework, and through a supervised research project culminating in a thesis or essay.

1. *Master's students will acquire the skills needed to produce high-quality research in their field of specialization.*
2. *Master's students will be trained in theories, methods, and scholarship in history.*
3. *Master's students will acquire and/or improve skills in primary research, historical interpretation, and written and oral communication for scholarly and/or public audiences.*

MA program learning outcomes:

1. *MA students will identify relevant primary and secondary sources.*
2. *MA Students will analyze relevant primary and secondary sources.*
3. *MA Students will interpret the principal historical events in a chosen field of history*
4. *MA Students will engage with current historiography in a chosen field of history.*
5. *MA Students will articulate a historical argument, using evidence based in primary and secondary sources*
6. *MA Students will exhibit high-quality writing in their research projects.*

MA assessment points:

1. *HIS 7830, final assignment*
2. *8000-level seminar paper*
3. *MA essay or thesis*

Master of Arts (MA) in History

Dept. of History, CLAS

Contact person: Eric Ash, 577-2525, <ericash@wayne.edu>

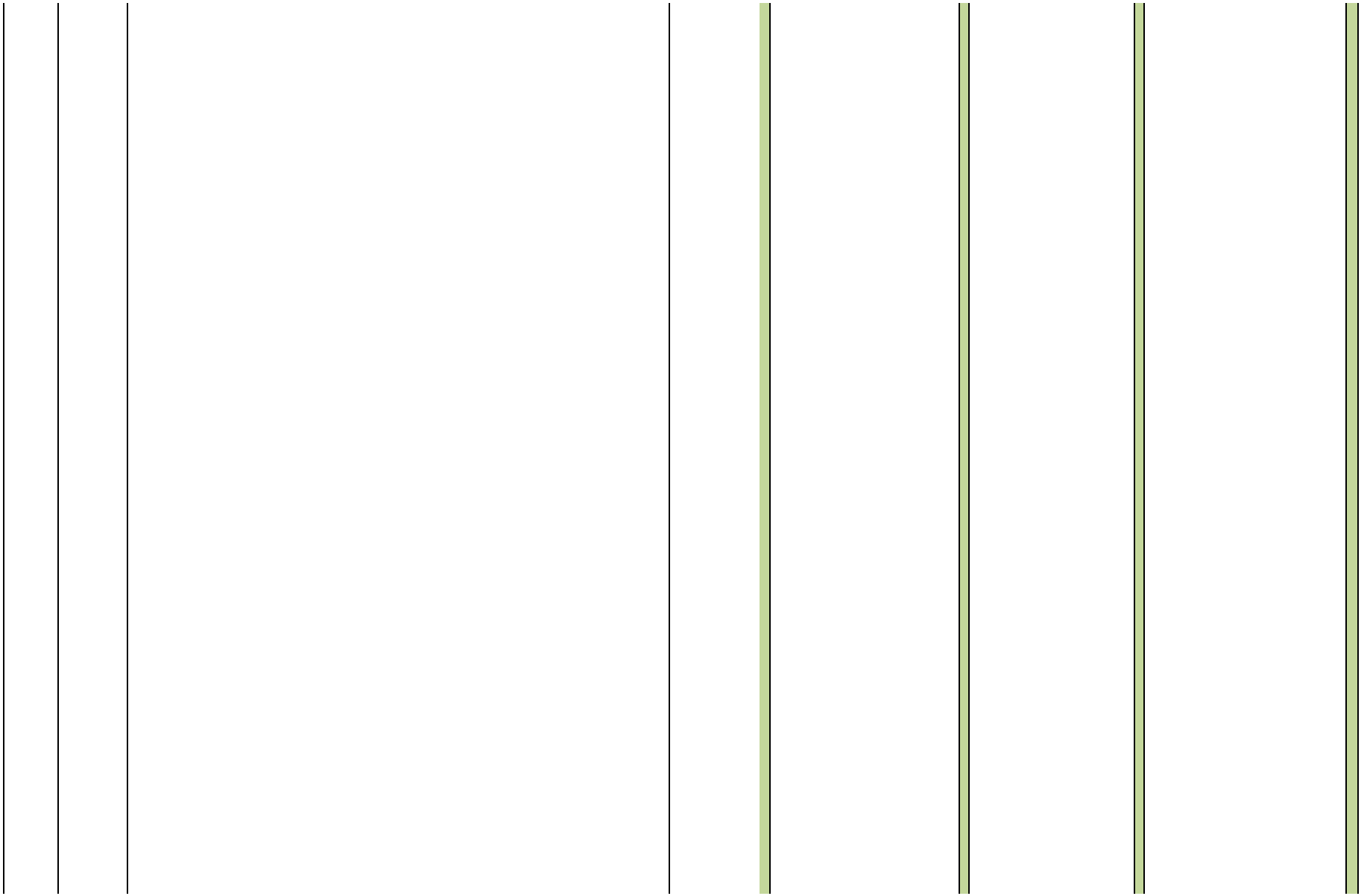
				Learning Outcomes		
				1 - Locating Sources	2 - Analyzing Sources	3 - Describe & Explain Events
				MA students will locate relevant primary and secondary sources.	MA Students will analyze relevant primary and secondary sources.	MA Students will describe and explain the principal historical events in a chosen field of history.
Section 1: Program benchmarks for assessment						
		HIS 7830 final project		x		
		HIS 8000-level seminar essay		x	x	x
		MA Thesis or Essay		x	x	x
Section 2: Coursework						
Key: I = Introductory, D = Developmental, M = Mastery, N = Not applicable			**Home Dept.**			
HIS	5010	Colonial North America	HIS	D	D	D
HIS	5020	Revolutionary America	HIS	D	D	D
HIS	5030	Early American Republic: 1789-1850	HIS	D	D	D
HIS	5040	Civil War and Reconstruction: 1850-1877	HIS	D	D	D
HIS	5050	The Emergence of Modern America: 1877-1917	HIS	D	D	D
HIS	5060	Modern America: 1917-1945	HIS	D	D	D
HIS	5070	Contemporary American History: 1945 to the Present	HIS	D	D	D
HIS	5075	The Sixties: Conflict and Change	HIS	D	D	D
HIS	5090	Constitutional History of the United States from 1937 to the Present	HIS	D	D	D
HIS	5110	Class, Race, and Politics in America	P S	D	D	D
HIS	5120	American Foreign Relations to 1933	HIS	D	D	D
HIS	5130	American Foreign Relations Since 1933	HIS	D	D	D
HIS	5160	Constitutional History of the United States to 1860	HIS	D	D	D
HIS	5170	Constitutional History of the United States from 1860 to 1940	HIS	D	D	D
HIS	5190	History of American Social Thought	HIS	D	D	D
HIS	5200	Women in American Life and Thought	HIS	D	D	D
HIS	5210	The Peopling of Modern America, 1790-1914: A History of Immigration	HIS	D	D	D
HIS	5220	The Changing Shape of Ethnic America: World War I to the Present	HIS	D	D	D
HIS	5231	The Conquest in Latin America	HIS	D	D	D
HIS	5234	Race in Colonial Latin America	HIS	D	D	D
HIS	5235	The Civil Rights Movement	HIS	D	D	D
HIS	5237	The Mexican Revolution	HIS	D	D	D

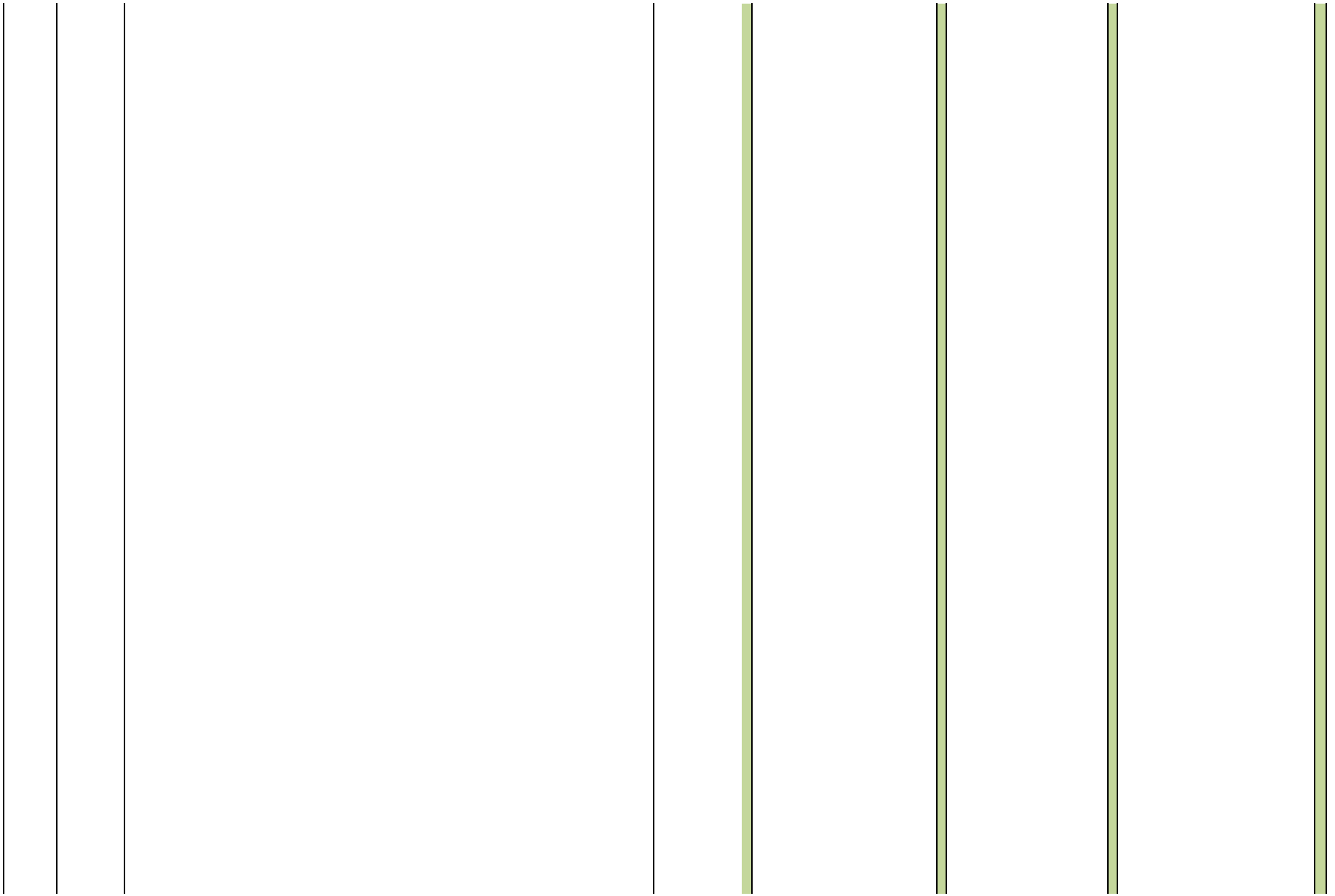
HIS	5239	Latin American Migration to the United States	HIS	D	D	D
HIS	5241	American Slavery	HIS	D	D	D
HIS	5251	History of Feminism	HIS	D	D	D
HIS	5261	African Americans, History & Memory	HIS	D	D	D
HIS	5280	American Legal History	HIS	D	D	D
HIS	5290	American Labor History	HIS	D	D	D
HIS	5320	Black Labor History	AFS	D	D	D
HIS	5330	History of Ancient Greece	HIS	D	D	D
HIS	5340	History of Ancient Rome	HIS	D	D	D
HIS	5360	The Early Middle Ages: 300-1000	HIS	D	D	D
HIS	5370	The High Middle Ages: 1000-1300	HIS	D	D	D
HIS	5380	The Renaissance	HIS	D	D	D
HIS	5385	History of Christianity to the Reformation	HIS	D	D	D
HIS	5395	Social History of the Roman Empire	HIS	D	D	D
HIS	5400	Early Modern Europe	HIS	D	D	D
HIS	5407	The Scientific Revolution	HIS	D	D	D
HIS	5410	The French Revolution and Napoleon	HIS	D	D	D
HIS	5440	Twentieth Century Europe	HIS	D	D	D
HIS	5450	The Age of Ideology: Europe in the Interwar Period	HIS	D	D	D
HIS	5460	History of the Holocaust	HIS	D	D	D
HIS	5470	Modern Germany	HIS	D	D	D
HIS	5480	Nazi Germany	HIS	D	D	D
HIS	5490	Russian History through the Revolution	HIS	D	D	D
HIS	5495	History of the Russian Revolution	HIS	D	D	D
HIS	5500	The Soviet Union	HIS	D	D	D
HIS	5530	History of World War I and II	HIS	D	D	D
HIS	5550	Britain 1485-1714	HIS	D	D	D
HIS	5555	Britain in the Age of Empire	HIS	D	D	D
HIS	5556	History of Modern Britain	HIS	D	D	D
HIS	5585	Science, Technology, and Society	HIS	D	D	D
HIS	5620	The Rise of the European Working Class: 1750-1850	HIS	D	D	D
HIS	5660	France Since 1815	HIS	D	D	D
HIS	5665	Cities of the World	HIS	D	D	D
HIS	5670	Modern American Cities	HIS	D	D	D
HIS	5825	Readings in History of Modern China	HIS	D	D	D
HIS	5855	Readings in the History of Pre-Modern Japan	HIS	D	D	D
HIS	5865	Readings in the History of Modern Japan	HIS	D	D	D
HIS	5875	Readings in Women in Japanese History	HIS	D	D	D
HIS	5960	Globalization, Social History and Gender in the Arabian Gulf	N E	D	D	D
HIS	6000	Studies in Comparative History	HIS	D	D	D
HIS	6005	Survey of Jewish Civilization and History	HIS	D	D	D
HIS	6010	Studies in American History	HIS	D	D	D

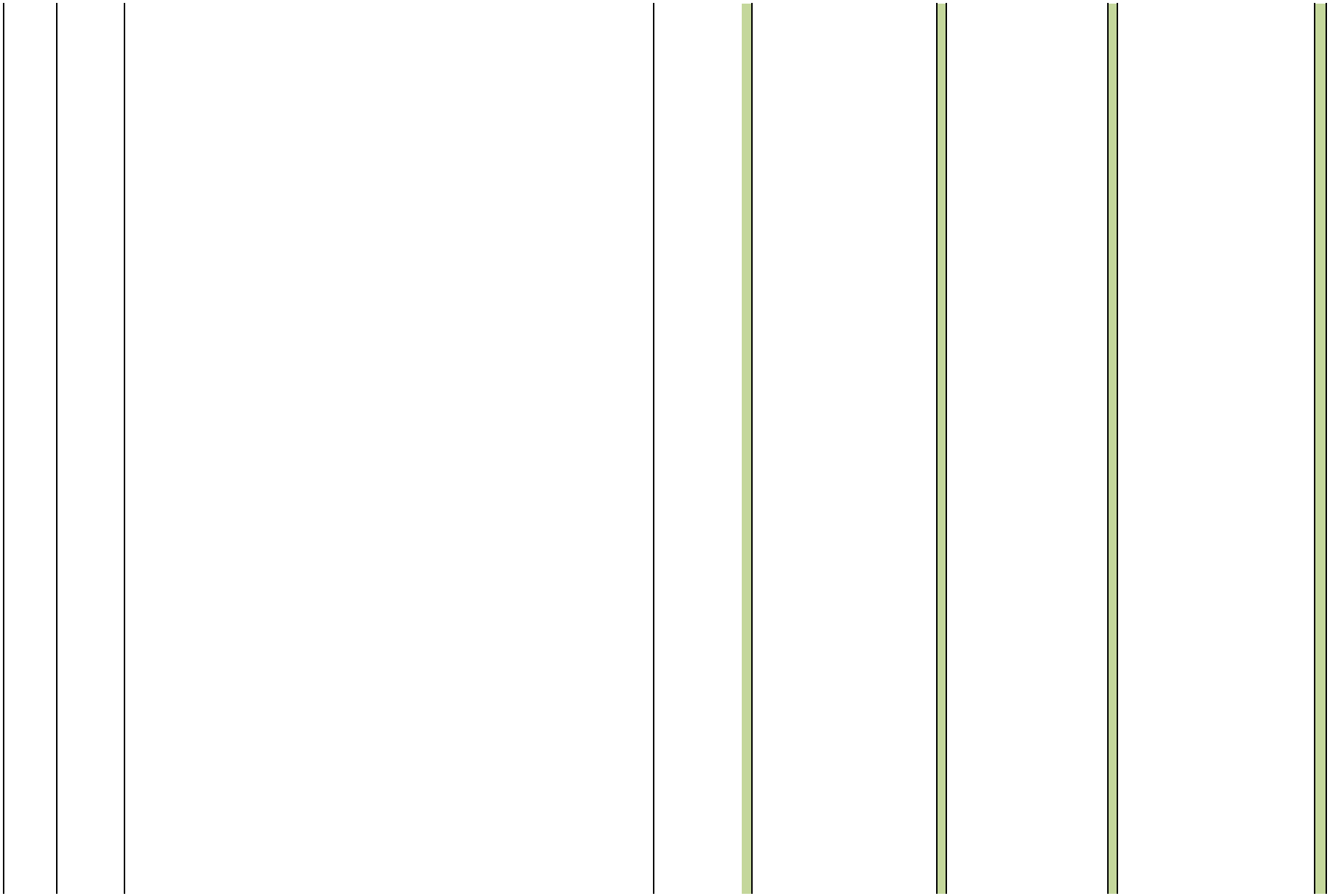
HIS	6025	Studies in American Environmental History	HIS	D	D	D
HIS	6170	Studies in Ethnicity and Race in American Life	HIS	D	D	D
HIS	6435	Studies in Evolution and its Critics	HIS	D	D	D
HIS	6440	Studies in American Medicine in the 20th Century	HIS	D	D	D
HIS	6780	Introduction to Records and Information Management	LIS	I	I	N
HIS	6840	Studies in China and the World	HIS	D	D	D
HIS	7010	Readings in Colonial North America	HIS	D	D	D
HIS	7020	Readings in Revolutionary America	HIS	D	D	D
HIS	7030	Readings in Early American Republic: 1789-1850	HIS	D	D	D
HIS	7040	Readings inCivil War and Reconstruction: 1850-1877	HIS	D	D	D
HIS	7050	Readings inThe Emergence of Modern America: 1877-1917	HIS	D	D	D
HIS	7060	Readings in Modern America: 1917-1945	HIS	D	D	D
HIS	7070	Readings in Contemporary American History: 1945 to the Present	HIS	D	D	D
HIS	7090	Readings in Constitutional History of the United States from 1937 to the Present	HIS	D	D	D
HIS	7120	Readings in American Foreign Relations to 1933	HIS	D	D	D
HIS	7130	Readings in American Foreign Relations Since 1933	HIS	D	D	D
HIS	7160	Readings in Constitutional History of the United States to 1860	HIS	D	D	D
HIS	7170	Readings in Constitutional History of the United States from 1860 to 1940	HIS	D	D	D
HIS	7190	Readings in History of American Social Thought	HIS	D	D	D
HIS	7200	Readings in Women in American Life and Thought	HIS	D	D	D
HIS	7210	Readings in The Peopling of Modern America, 1790-1914: A History of Immigrati	HIS	D	D	D
HIS	7220	Readings in The Changing Shape of Ethnic America: World War I to the Present	HIS	D	D	D
HIS	7231	Readings in The Conquest in Latin America	HIS	D	D	D
HIS	7234	Readings in Race in Colonial Latin America	HIS	D	D	D
HIS	7237	Readings in The Mexican Revolution	HIS	D	D	D
HIS	7239	Readings in Latin American Migration to the United States	HIS	D	D	D
HIS	7241	Readings in American Slavery	HIS	D	D	D
HIS	7251	Readings in History of Feminism	HIS	D	D	D
HIS	7261	Readings in African Americans, History & Memory	HIS	D	D	D
HIS	7280	Readings in American Legal History	HIS	D	D	D
HIS	7290	Readings in American Labor History	HIS	D	D	D
HIS	7330	Readings in History of Ancient Greece	HIS	D	D	D
HIS	7340	Readings in History of Ancient Rome	HIS	D	D	D
HIS	7360	Readings in The Early Middle Ages: 300-1000	HIS	D	D	D
HIS	7370	Readings in The High Middle Ages: 1000-1300	HIS	D	D	D
HIS	7380	Readings in The Renaissance	HIS	D	D	D
HIS	7385	Readings in History of Christianity to the Reformation	HIS	D	D	D
HIS	7395	Readings in Social History of the Roman Empire	HIS	D	D	D
HIS	7400	Readings in Early Modern Europe	HIS	D	D	D
HIS	7407	Readings in The Scientific Revolution	HIS	D	D	D
HIS	7410	Readings in The French Revolution and Napoleon	HIS	D	D	D
HIS	7440	Readings in Twentieth Century Europe	HIS	D	D	D

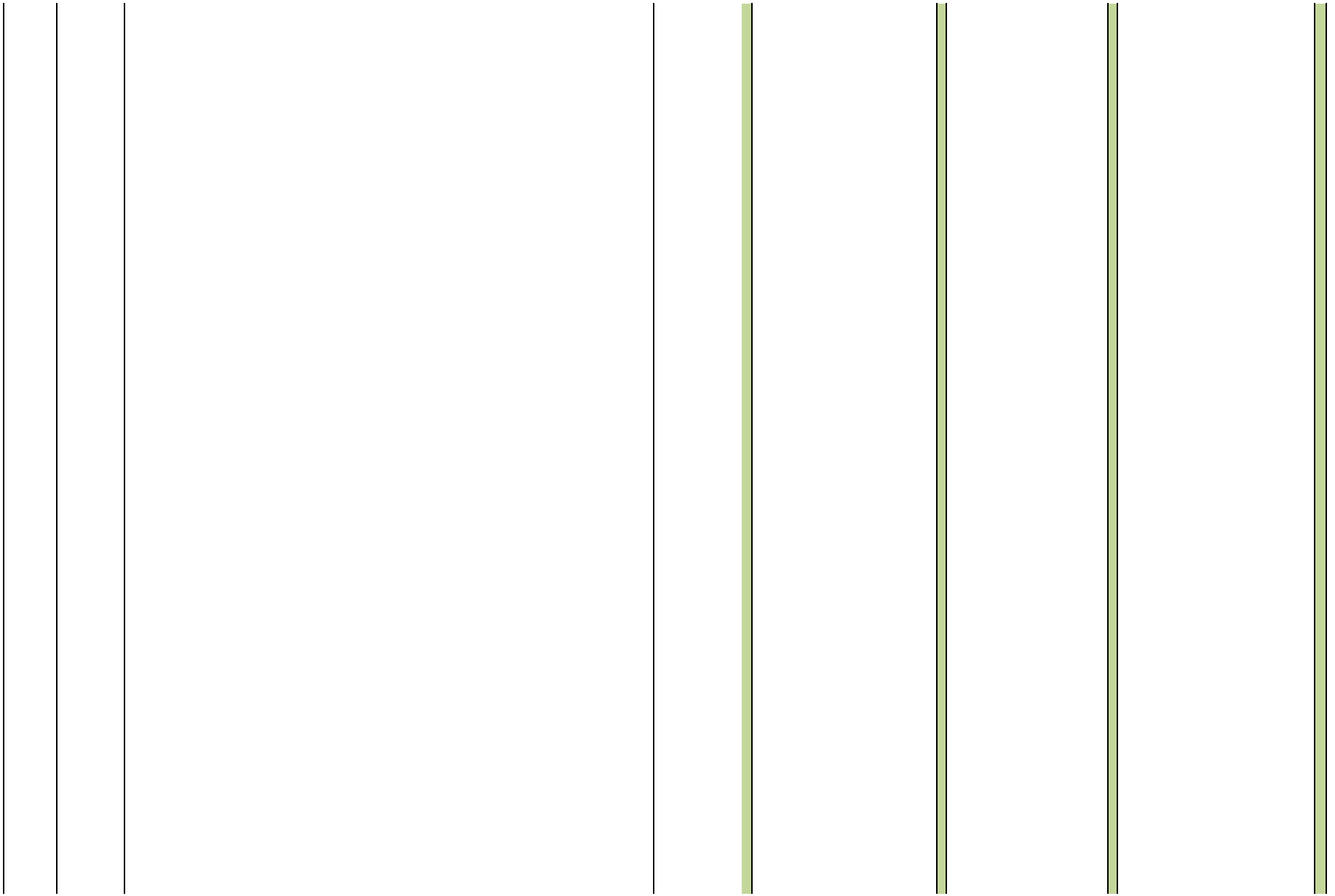
HIS	7450	Readings in The Age of Ideology: Europe in the Interwar Period	HIS	D	D	D
HIS	7465	Readings in History of the Holocaust	HIS	D	D	D
HIS	7470	Readings in Modern Germany	HIS	D	D	D
HIS	7480	Readings in Nazi Germany	HIS	D	D	D
HIS	7490	Readings in Russian History through the Revolution	HIS	D	D	D
HIS	7495	Readings in the History of the Russian Revolution	HIS	D	D	D
HIS	7500	Readings in The Soviet Union	HIS	D	D	D
HIS	7530	Readings in History of World War I and II	HIS	D	D	D
HIS	7550	Readings in Britain 1485-1714	HIS	D	D	D
HIS	7555	Readings in Britain in the Age of Empire	HIS	D	D	D
HIS	7556	Readings in the History of Modern Britain	HIS	D	D	D
HIS	7660	Readings in France Since 1815	HIS	D	D	D
HIS	7665	Readings in Cities of the World	HIS	D	D	D
HIS	7670	Readings in Modern American Cities	HIS	D	D	D
HIS	7685	Practicum: Archives	LIS	D	D	N
HIS	7745	Archives and Libraries in the Digital World	LIS	D	D	N
HIS	7810	Introduction to Archival and Library Conservation	LIS	I	I	N
HIS	7820	Electronic Archives	LIS	D	D	N
HIS	7830	Methods and Research in History	HIS	I	I	N
HIS	7835	Public History: Theory and Method	HIS	I	I	N
HIS	7840	Archival Administration	HIS	D	D	N
HIS	7855	Memory and History	HIS	D	D	N
HIS	7860	Oral History: A Methodology for Research	HIS	D	D	N
HIS	7870	Comparative Legal History	LEX	D	D	D
HIS	7880	Administration of Historical Agencies	HIS	N	N	N
HIS	7890	Administration and Preservation of Visual Collections	HIS	N	N	N
HIS	7960	Globalization, Social History and Gender in the Arabian Gulf	N E	D	D	D
HIS	7990	Directed Study	HIS	D	D	D
HIS	7999	Masters Essay Direction	HIS	M	M	M
HIS	8005	Seminar in American Historiography	HIS	D	D	D
HIS	8010	Seminar in Early American History	HIS	D	D	D
HIS	8020	Seminar in Nineteenth Century American History	HIS	D	D	D
HIS	8030	Seminar in Modern American History	HIS	D	D	D
HIS	8050	Seminar in the Constitutional and Legal History of the United States	HIS	D	D	D
HIS	8060	Seminar in North American Labor History	HIS	D	D	D
HIS	8110	Seminar in the History of Education	EPS	D	D	D
HIS	8180	Seminar in Immigration History	HIS	D	D	D
HIS	8225	Seminar in European Historiography	HIS	D	D	D
HIS	8235	Seminar in Early Modern European History	HIS	D	D	D
HIS	8240	Seminar in Modern European History	HIS	D	D	D
HIS	8310	Seminar in World History	HIS	D	D	D
HIS	8320	Information Issues and the Digital Environment	LIS	D	D	N

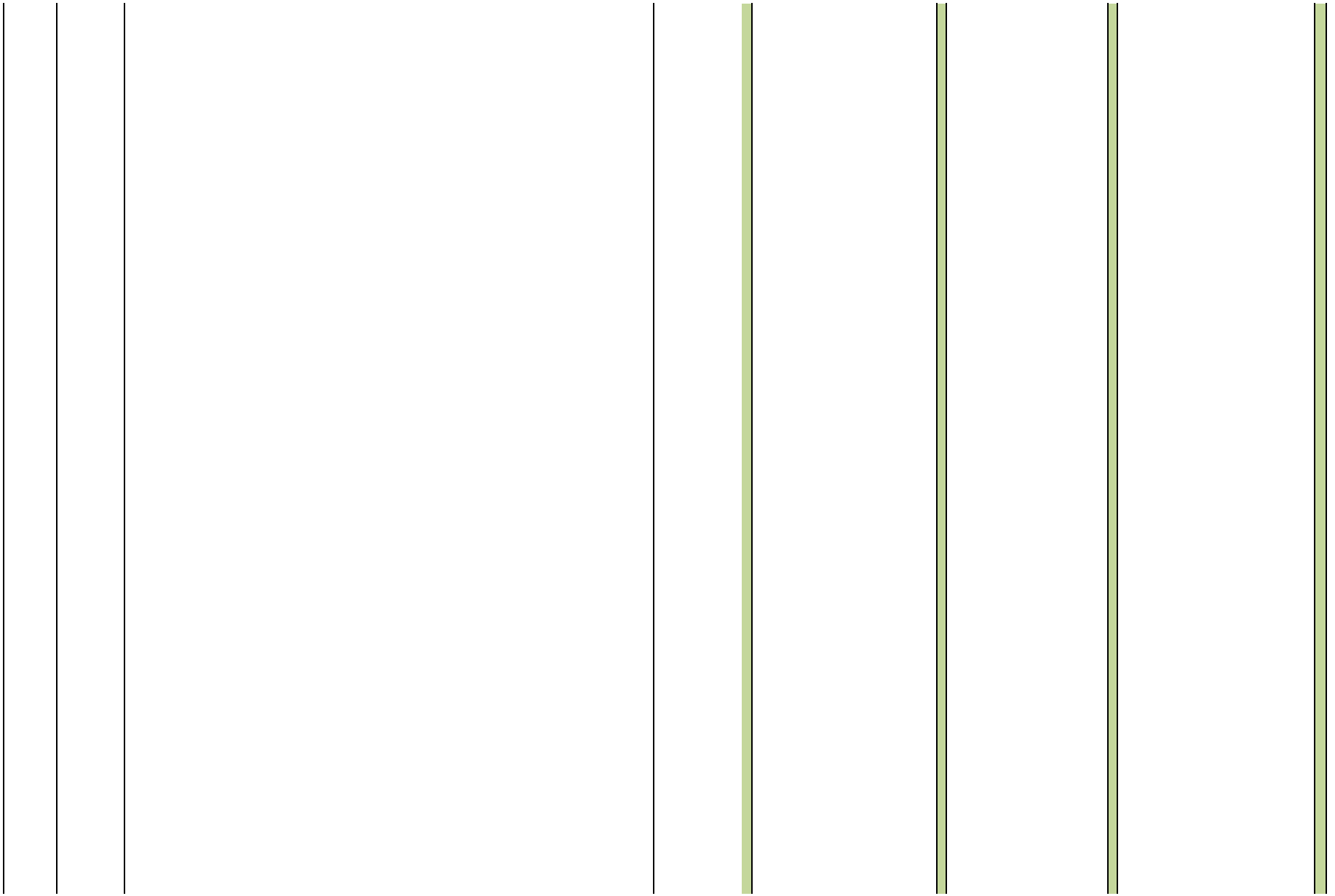
HIS	8999	Masters Thesis Direction	HIS	M	M	M

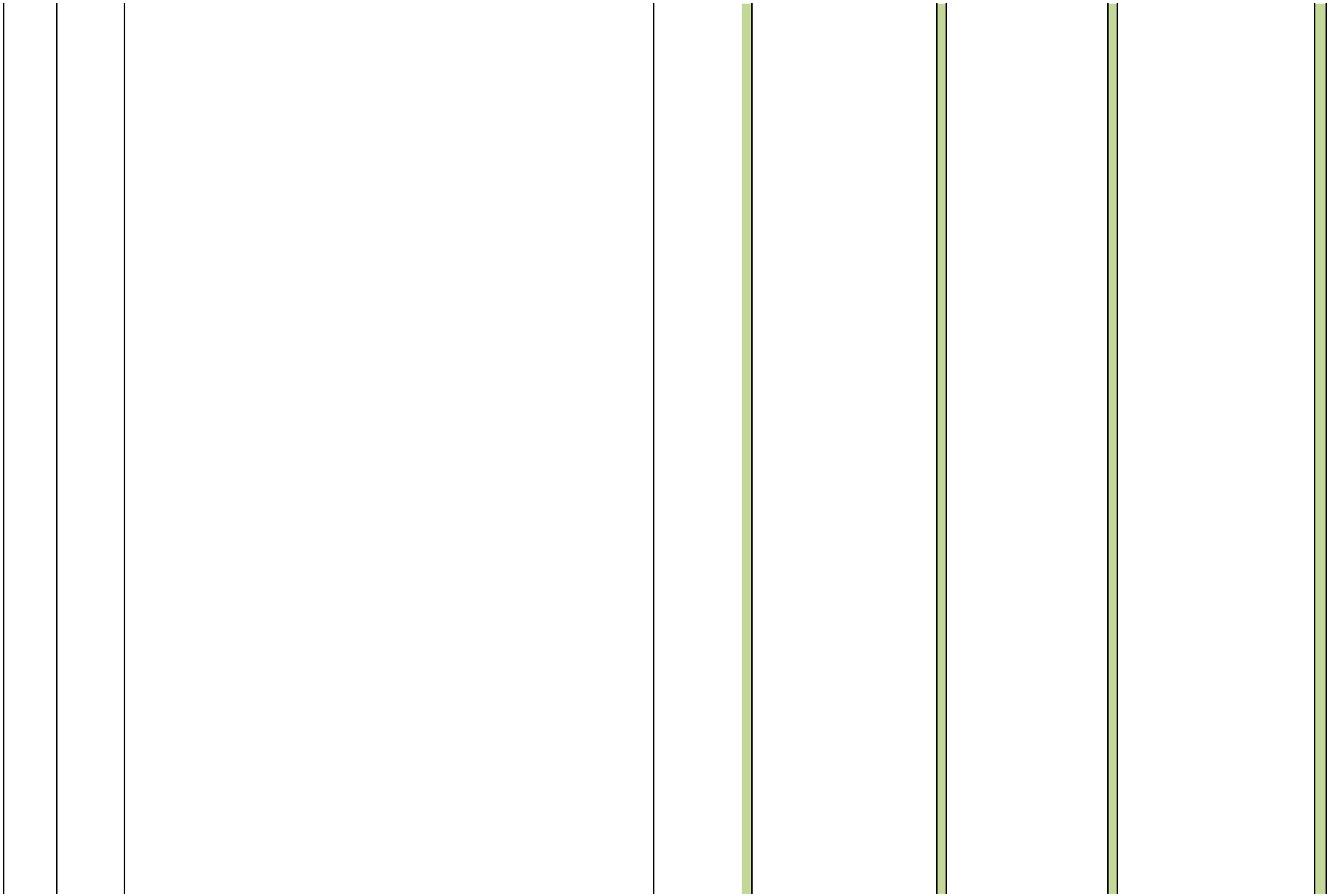


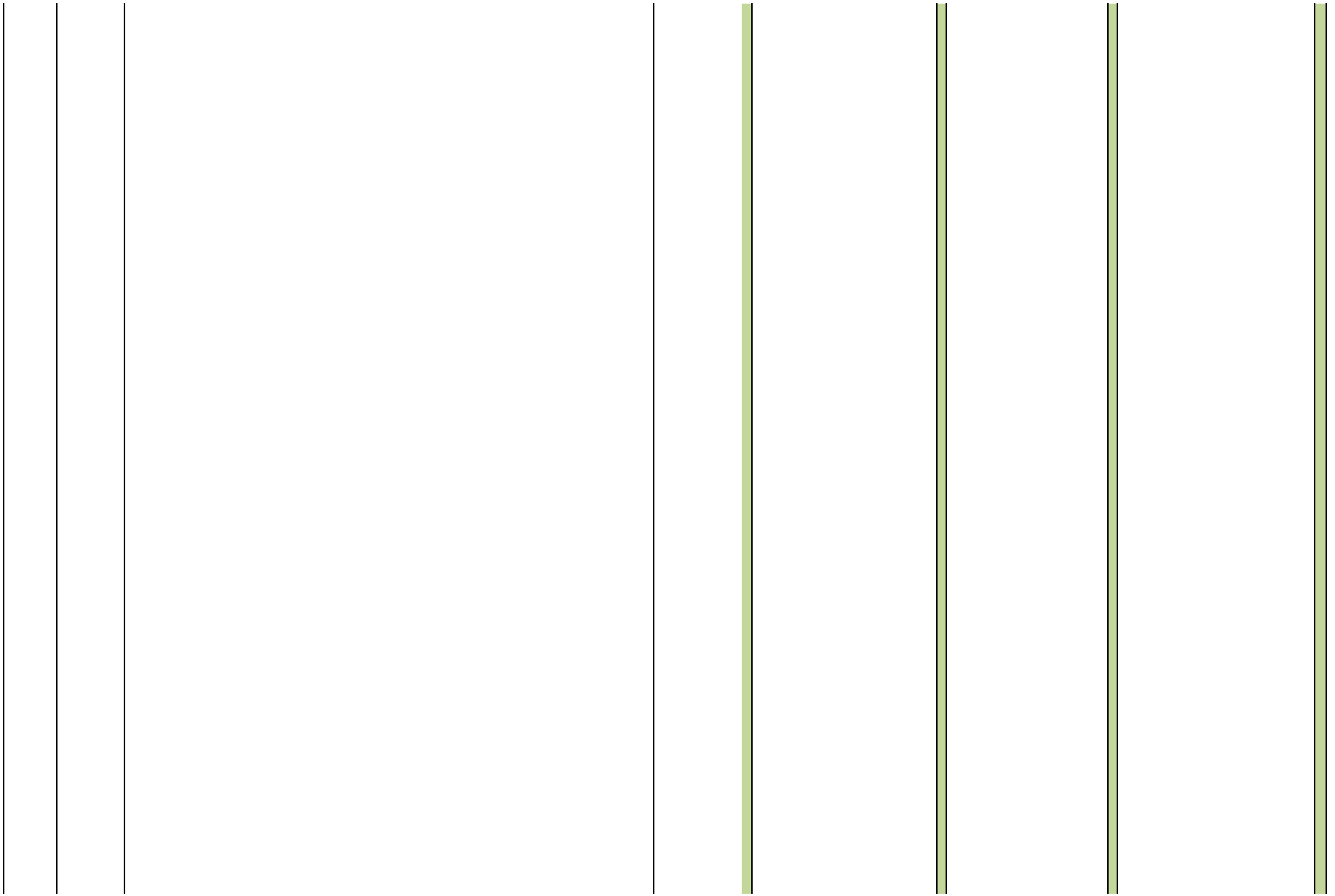


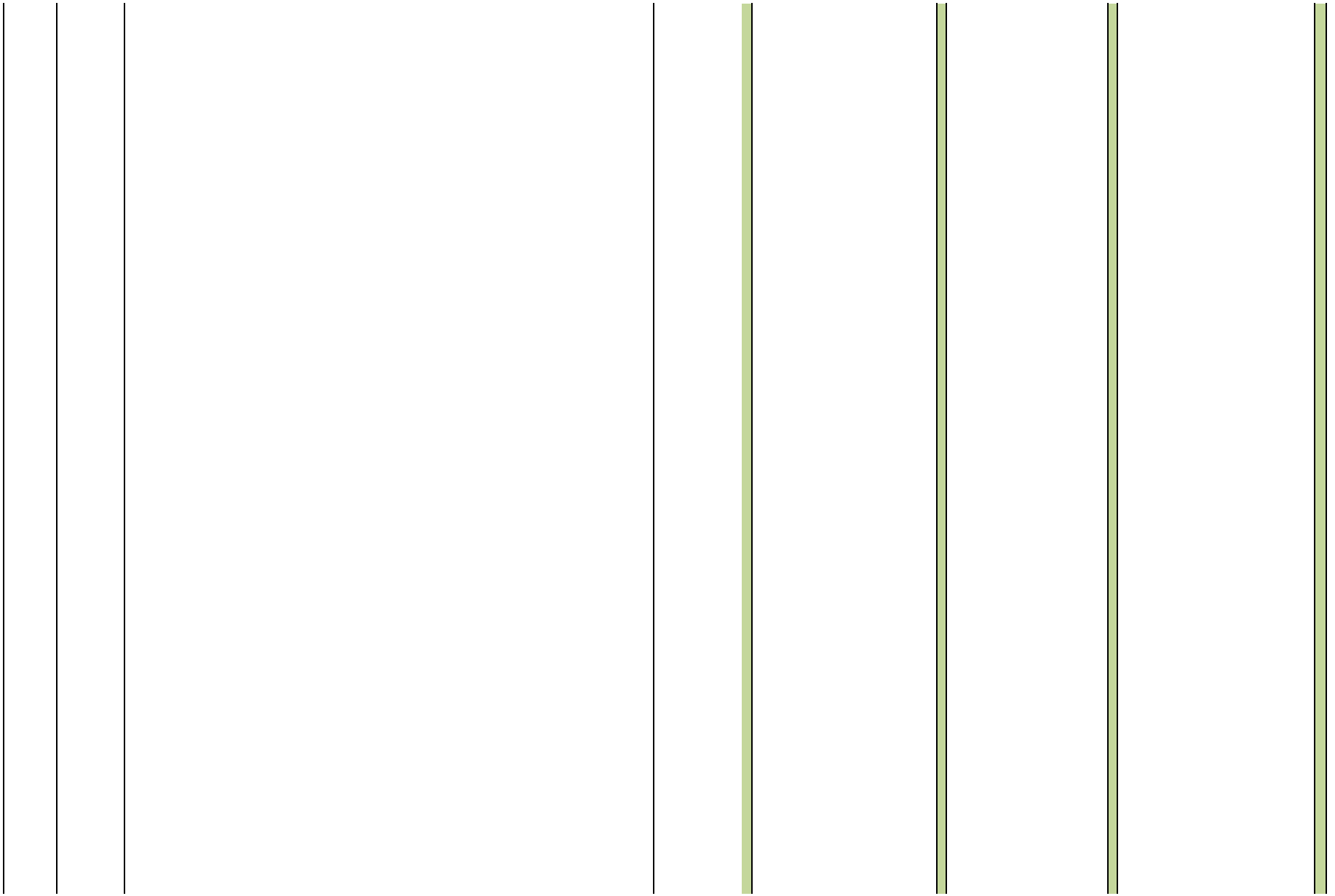


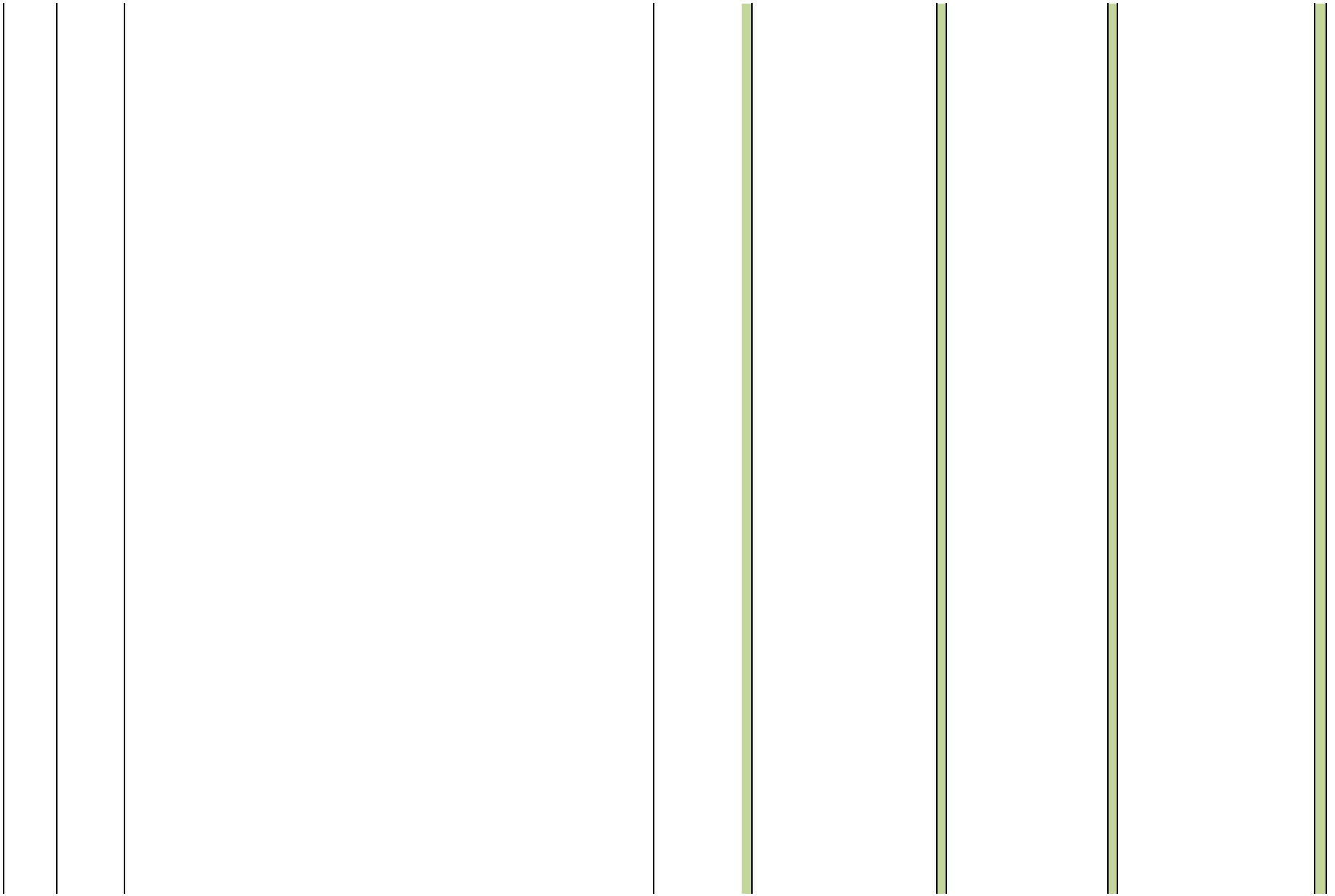


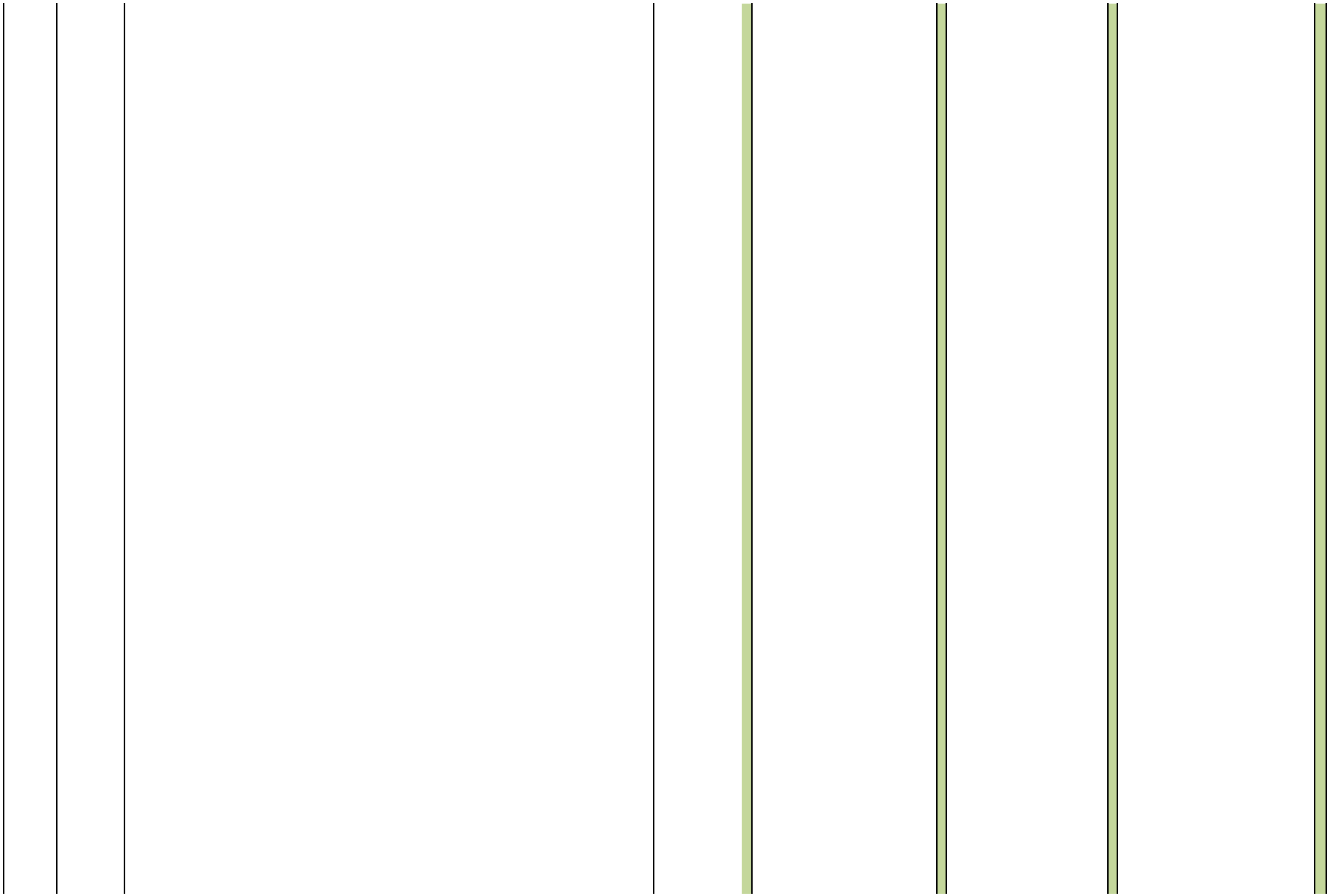


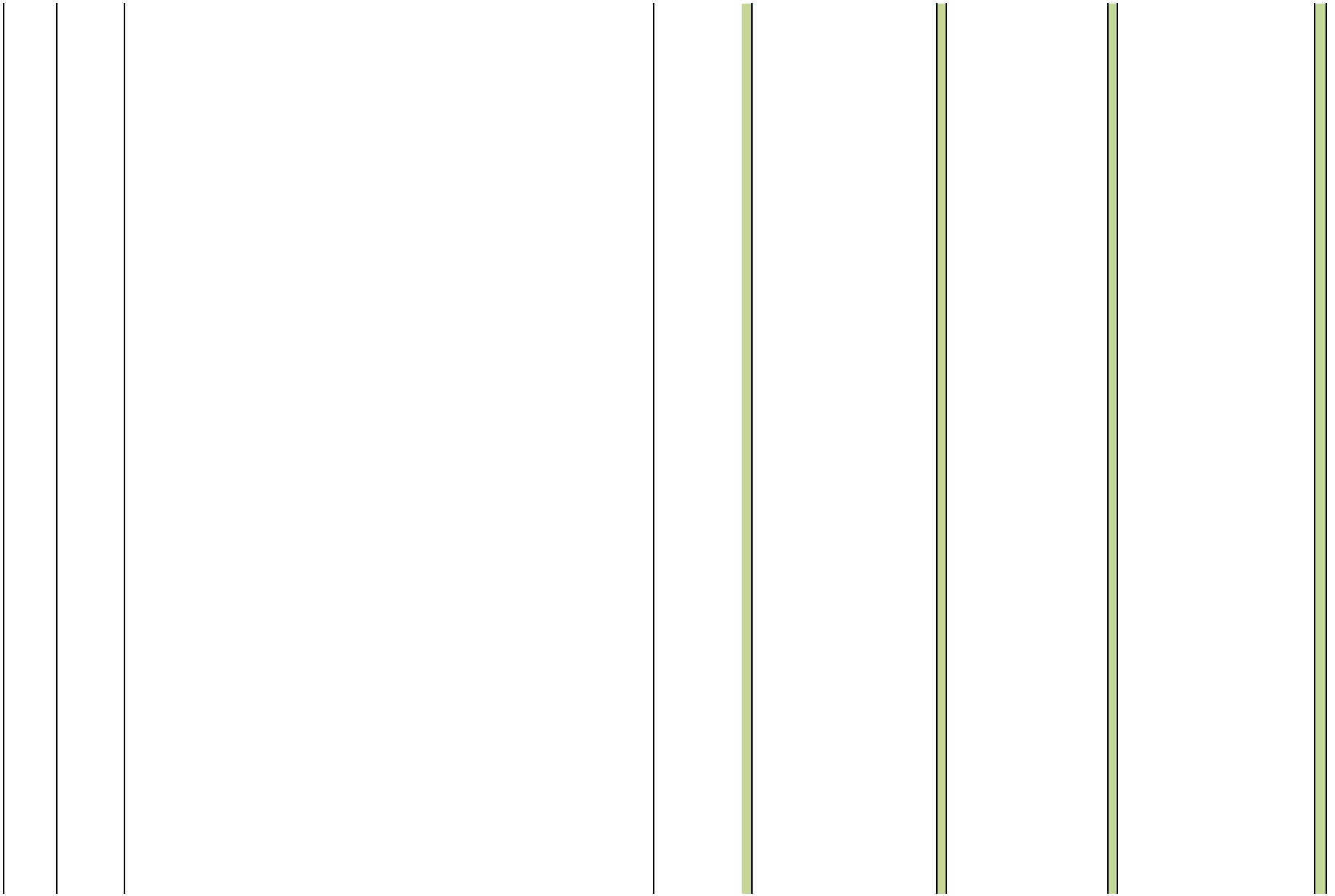


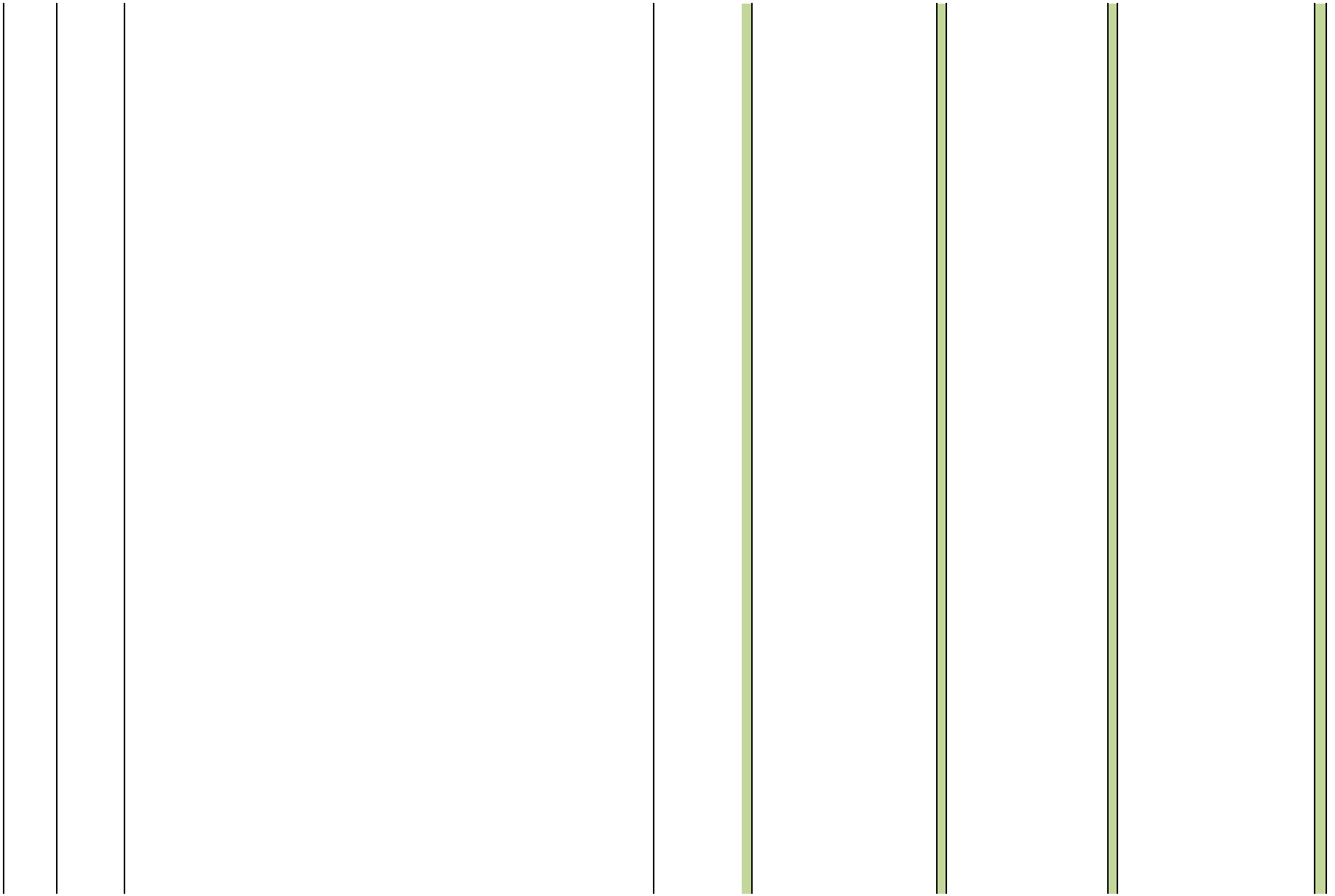


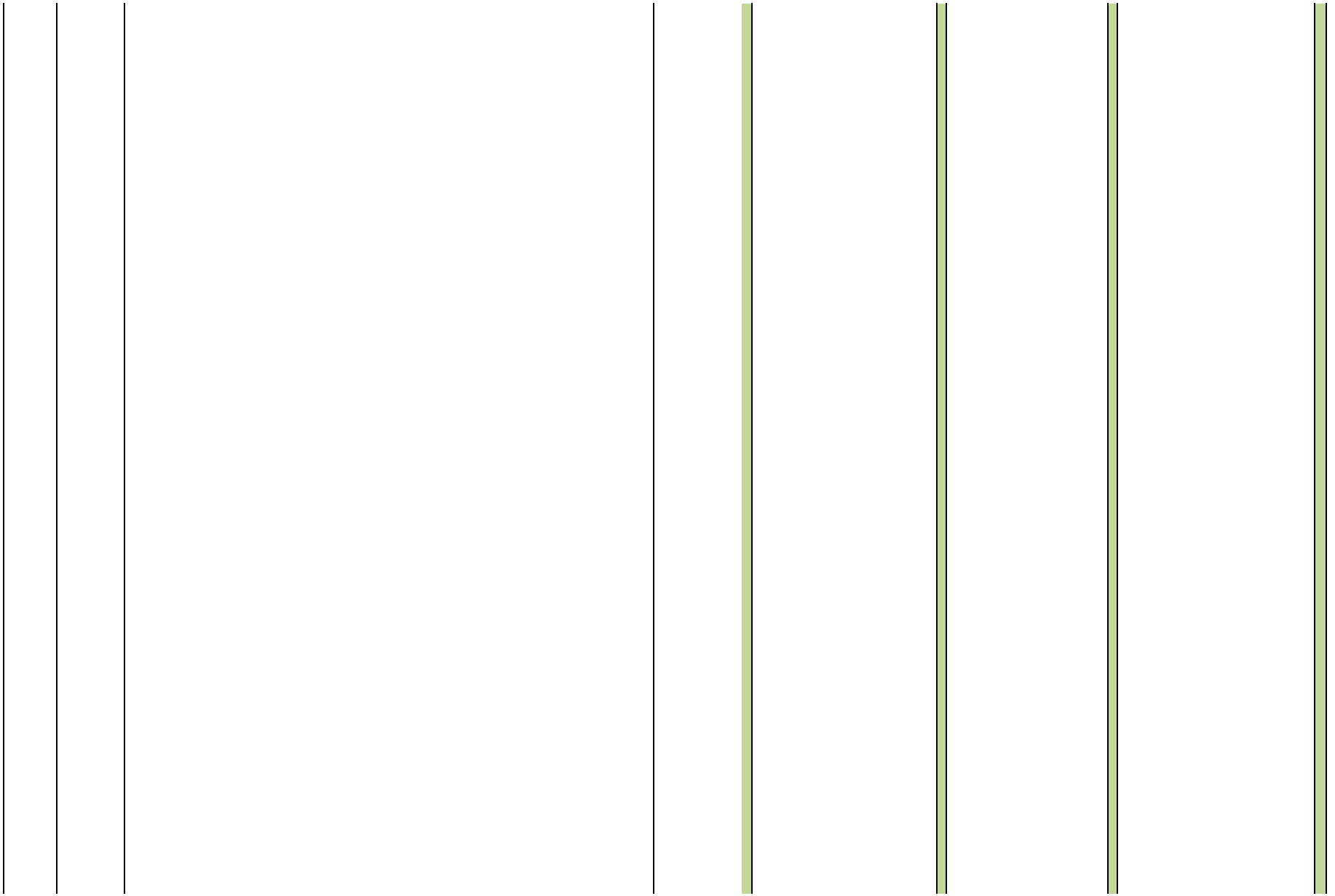


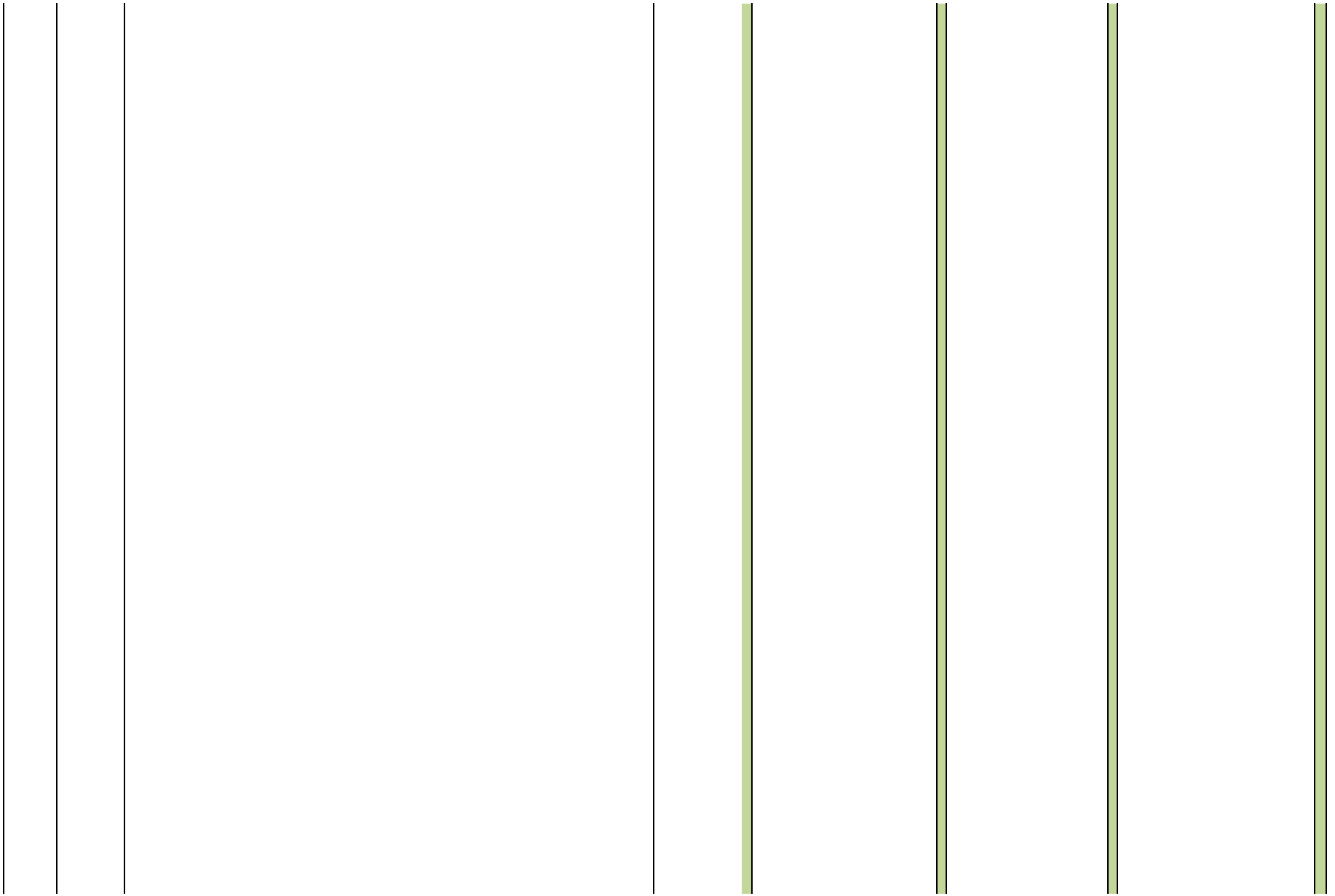


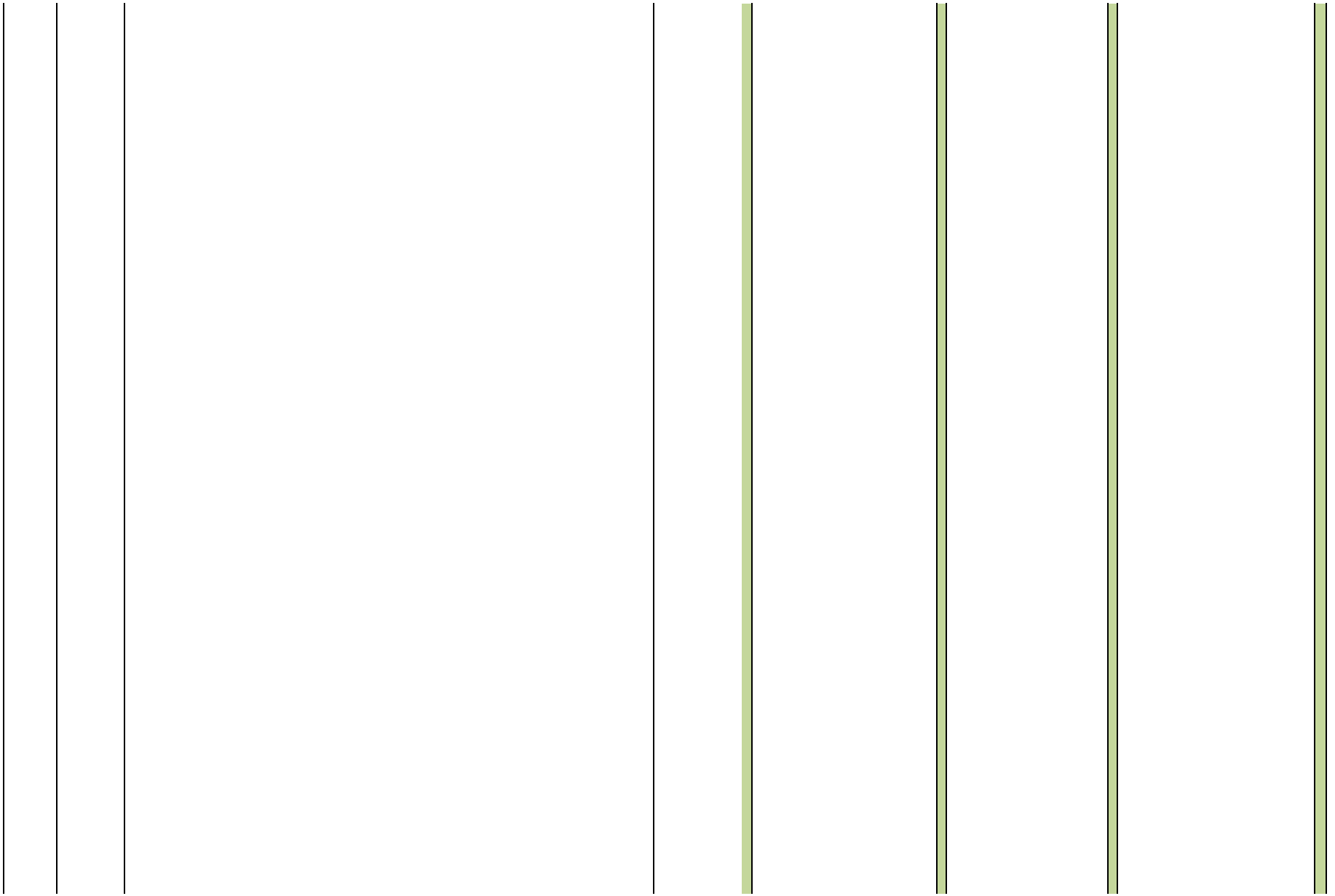


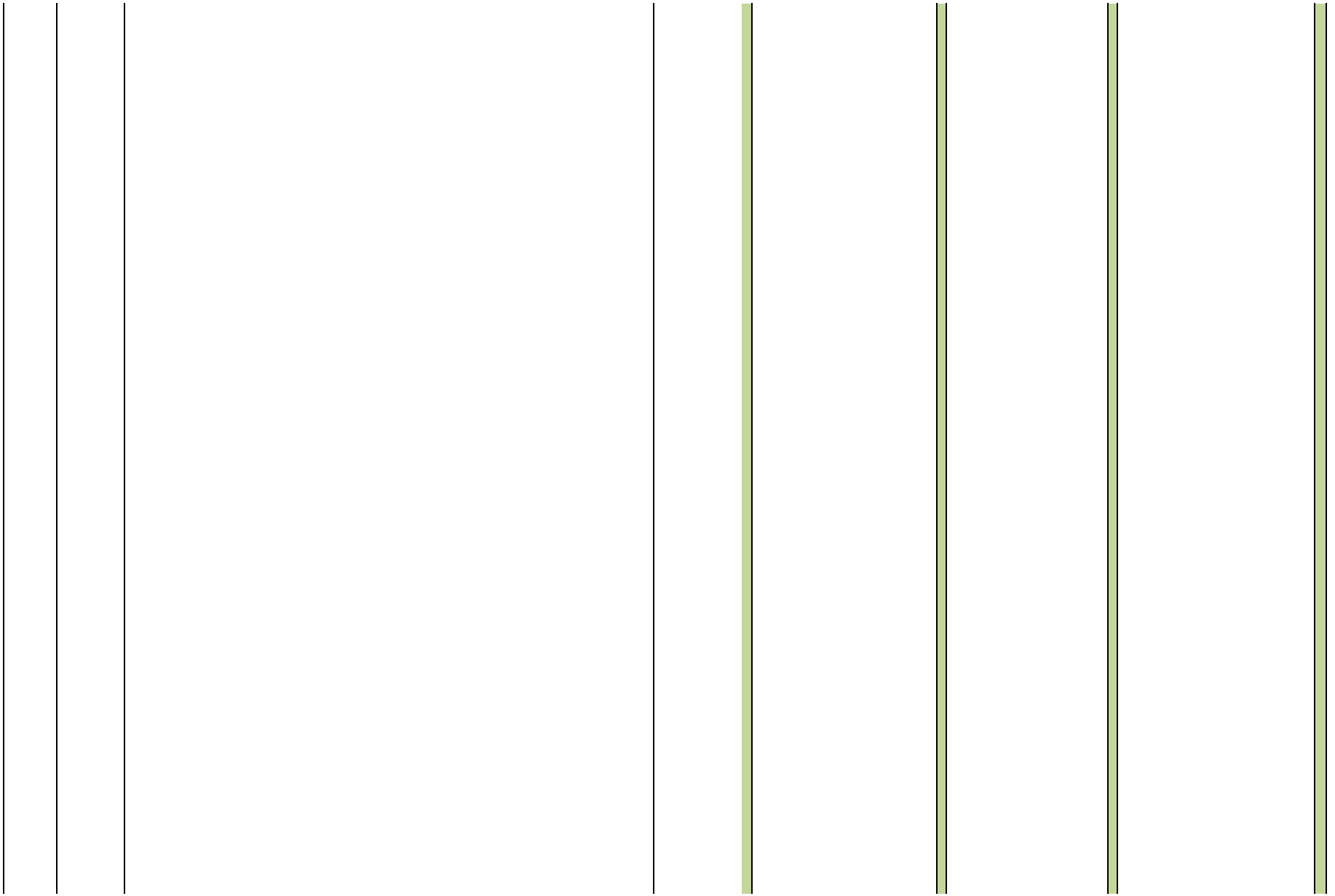


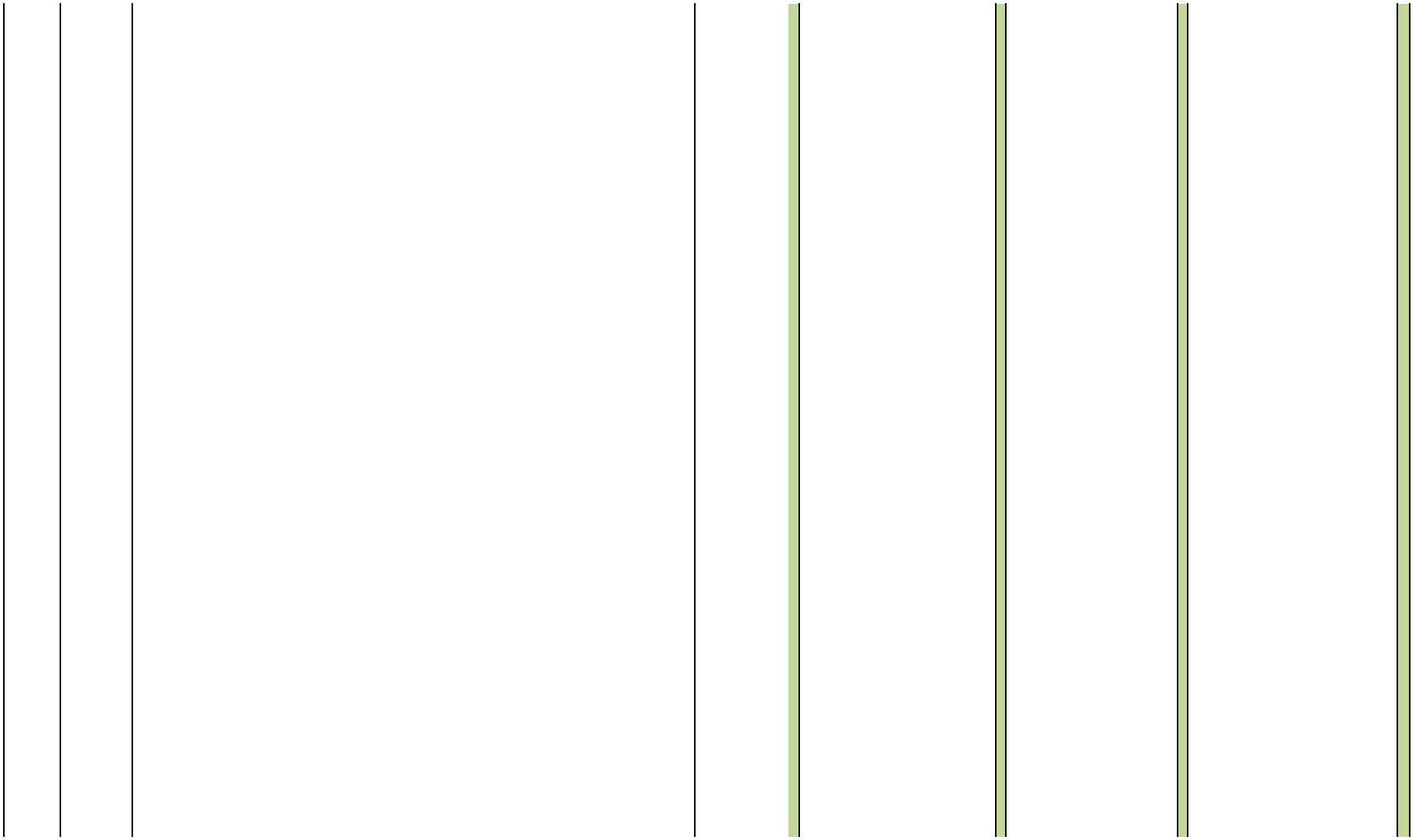












4 - Historiography		5 - Historical Argument
MA Students will analyze current historiographical debates in a chosen field of history.		MA Students will articulate a historical argument, using evidence based in primary and secondary sources.
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MAPH program mission statement:
The Master's Program in Public History (MAPH) gives advanced academic and professional training to students who wish to pursue careers in public history fields such as archival administration, cultural resource management, museums, documentary filmmaking, and public policy. Students will acquire the necessary skills through coursework, a supervised internship, and a supervised MA project in some aspect of public history.

1. *MAPH students will acquire the skills needed to produce high-quality research in their public history field of specialization*
2. *MAPH students will be trained in theories, methods, and scholarship in public history*
3. *MAPH students will acquire and/or improve skills in primary research, historical interpretation, and written and oral communication for public audiences.*

MAPH program learning outcomes:
1. MAPH students will interpret the principal historical events in a chosen field of history, and in the context of a public history specialization
2. MAPH students will apply current methods of producing public history research
3. MAPH students will carry out a public history project
4. MAPH students will demonstrate a professional, project-management skill set, during an internship in the field
5. MAPH Students will exhibit high-quality writing in their research projects.

MAPH assessment points, to measure program learning outcomes:
1. HIS 7835, final project
2. Internship
3. Professional portfolio
4. MAPH final project

- Assessment of the MAPH program will be coordinated, and primarily undertaken, by the History Department's graduate committee. This is in keeping with our other graduate program assessment.
- We anticipate carrying out assessment on each of the above-named assignments at least once within a two-year period, on a rotating basis. The MA final projects will be assessed in every semester.

Masters Program in Public History (MAPH)

Curriculum Map

				Museum Studies	Public Policy	Cultural Resources	African American History and Culture	Gender, Women's and Sexuality Studies	Urban and Labor History	Learning Ob: 1 - Historical Knowledge: MAPH students will describe and explain the principal historical events in a chosen field of history, and in the context of a public history specialization
Tracks										
Section 1: Program benchmarks for assessment										
HIS	7835	Public History: Theory and Methods, Final Project		X	X	X	X	X	X	
HIS	7998	Internship in Public History		X	X	X	X	X	X	
		Professional Portfolio		X	X	X	X	X	X	
HIS	7999	MA Final Project		X	X	X	X	X	X	M
Section 2: Coursework			**Home Dept.**							
Core Courses										
HIS	7835	Public History: Theory and Methods	HIS	X	X	X	X	X	X	N
HIS	7855	Memory and History	HIS	X	X	X	X	X	X	I
HIS	7998	Internship in Public History	HIS	X	X	X	X	X	X	N
HIS	7999	M.A. Project	HIS	X	X	X	X	X	X	M
		MAPH Student Portfolio		X	X	X	X	X	X	D
Methodology Course (pick one)										
	HIS 7860, LIS 7770, or ANT 6360	Oral History: A Methodology for Research	LIS	X		X	X	X	X	N
	HIS 7840, LIS 7710	Introduction to Archival Administration	LIS	X		X	X	X	X	N
ANT	ANT 5210	Anthropological Methods	ANT	X		X	X	X	X	N
ANT	ANT 6570	Archaeological Laboratory Analysis	ANT	X		X	X	X	X	N
ANT	ANT 5230	Mixed Methods Research Methodology	ANT	X		X	X	X	X	N
	UP 6700, GPH 6700	Geographic Information Systems	U P	X		X	X	X	X	N
Track-Specific Core Courses (pick one)										
ANT	ANT 5600	Museum Studies	ANT	X						

	HIS 7880, LIS 7885	Administration of Historical Agencies	HIS	X						
PS	7410	Policy Formation and Implementation	P S		X					
	PS 7420, UP 7650	Urban Public Policy	P S		X					
PS	7480	Policy Analysis for Administration	P S		X					
ANT	6555	Cultural Resource Management and Public Archaeology	ANT			X				
HIS	7261	Readings in African Americans, History & Memory	HIS				X			**D**
GSW	5200	Feminist, Gender, and Queer Theory	GSW					X		**D**
HIS	7290	Readings in American Labor History	HIS						X	**D**
Public History Electives										
ACS	5650	Museum Culture: Histories, Critiques, Practices	ACS	X	X	X	X	X	X	
ANT	5060	Urban Anthropology	ANT	X	X	X	X	X	X	
ANT	5500	Historical Archaeology	ANT	X	X	X	X	X	X	
ANT	5565	Urban Archaeology	ANT	X	X	X	X	X	X	
ANT	5600	Museum Studies	ANT	X	X	X	X	X	X	
ANT	6360	Oral History: A Methodology for Research	ANT	X	X	X	X	X	X	
ANT	6555	Cultural Resource Management and Public Archaeology	ANT							
ANT	7625	Material Culture and the Social Meaning of Things	ANT	X	X	X	X	X	X	
COM	5060	Documentary and Non-Fiction Film and Television	COM							
COM	5280	New Media Practices	COM							
COM	5350	Media Arts Production	COM							
COM	5460	Magazine Writing	COM							
COM	7200	Rhetoric of Visual Culture	COM							
ENG	5695	Topics in Writing and Publishing	ENG							
ENG	5830	Introduction to Technical and Professional Writing	ENG							
GPH	6700	Geographic Information Systems	GPH	X	X	X	X	X	X	
HIS	7261	Readings in African Americans, History & Memory	HIS	X	X	X	X	X	X	**D**
HIS	7745	Archives and Libraries in the Digital World	HIS	X	X	X	X	X	X	**D**
HIS	7820	Electronic Archives	HIS	X	X	X	X	X	X	**D**
HIS	7840	Archival Administration	HIS	X	X	X	X	X	X	**D**
HIS	7860	Oral History: A Methodology for Research	HIS	X	X	X	X	X	X	**D**
HIS	7880	Administration of Historical Agencies	HIS	X	X	X	X	X	X	**D**
HIS	7261	African American History and Memory	HIS							**D**
LIS	7440	Scripting Languages for Library Applications	LIS	X	X	X	X	X	X	
LIS	7450	Digital Imaging	LIS	X	X	X	X	X	X	
LIS	7710	Archival Administration	LIS	X	X	X	X	X	X	
LIS	7730	Archives and Libraries in the Digital World	LIS	X	X	X	X	X	X	
LIS	7770	Oral History: A Methodology for Research	LIS	X	X	X	X	X	X	
LIS	7780	Electronic Archives	LIS	X	X	X	X	X	X	
LIS	7885	Administration of Historical Agencies	LIS	X	X	X	X	X	X	
PS	6700	Financial Management for Nonprofit Organizations	PS							
PS	6710	Introduction to Nonprofit Organizations	PS		X	X	X	X	X	
PS	6720	Marketing, Development, and Grant Writing for Nonprofit Organizations	PS							
PS	7240	Urban Public Policy	PS							
PS	7330	Public Budgeting and Finance	PS	X	X	X	X	X	X	

PS	7350	Managing Public Organizations and Programs	PS	X	X	X	X	X	X		
UP	5010	Resources and Communication in Planning	UP								
UP	5110	Urban Planning Process	UP	X	X	X	X	X	X		
UP	6340	Community Development	UP								
UP	6510	Urban and Regional Systems	UP	X	X	X	X	X	X		
UP	6700	Geographic Information Systems	UP	X	X	X	X	X	X		
UP	7650	Urban Public Policy	UP								
History Electives, two courses											
		Need two courses numbered 6000 or above in a single geographic specialization (U.S., European, or World history)		X	X	X					**D**
		U.S.: 6000 (topic), 6010, 6025, 6170, 6435, 6440, 7010, 7020, 7030, 7040, 7050, 7060, 7070, 7090, 7120, 7130, 7160, 7170, 7190, 7210, 7220, 7241, 7251, 7280, 7670, 7870									
		European: 6000 (topic), 6005, 6435, 7251, 7330, 7340, 7360, 7370, 7380, 7385, 7395, 7400, 7407, 7410, 7440, 7450, 7465, 7470, 7480, 7490, 7495, 7500, 7530, 7550, 7555, 7556, 7660									
		World: 6000 (topic), 6840, 7231, 7234, 7237, 7239, 7665, 7960									
		Need two courses from among the specified list.					X	X	X		**D**
		African American History and Culture: HIS 5235, 6170, 7241					X				**D**
		Gender, Sexuality, and Women's Studies: 5875, 7200, 7251, 7960						X			**D**
		Urban and Labor History: 7290, 7660, 7670, 8060							X		**D**
One Seminar											
HIS	8010	Seminar in Early American History		match U.S. electives			X	X	X		**D**
HIS	8020	Seminar in Nineteenth Century American History		match U.S. electives			X	X	X		**D**
HIS	8030	Seminar in Modern American History		match U.S. electives			X	X	X		**D**
HIS	8235	Seminar in Early Modern European History		match European electives			X	X	X		**D**
HIS	8240	Seminar in Modern European History		match European electives			X	X	X		**D**
HIS	8310	Seminar in World History		match World electives			X	X	X		**D**

jectives Key: I = Introductory, D = Developmental, M = Mastery, N = Not applicable				
2 - Research Skills		3 - Public History Project		4 - Professional Experience
MAPH students will apply current methods of producing public history research		MAPH students will synthesize, develop, and carry out a public history project		MAPH students will acquire professional experience in public history
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PhD program mission statement:
The doctoral program in History provides advanced students with the skills necessary to be professional historians. Students will acquire the necessary skills through advanced coursework, through their preparation for a written and oral comprehensive exam, and through an original research project culminating in a dissertation.

1. *Doctoral students will acquire the skills needed to produce original, publishable-quality research in their field of specialization.*
2. *Doctoral students will gain advanced proficiency in theories, methods, and scholarship in history.*
3. *Doctoral students will master skills in archival research, historical interpretation, and written and oral communication for scholarly and/or public audiences.*
4. *Doctoral students will be trained in the professional standards of the field.*

PhD program learning outcomes:
1. *Doctoral Students will identify relevant primary and secondary sources.*
2. *Doctoral Students will analyze relevant primary and secondary sources.*
3. *Doctoral Students will interpret the principal historical events in two major fields and one minor field of history.*
4. *Doctoral students will engage with current historiography in their specialized area(s) of research.*
5. *Doctoral Students will articulate an original historical argument, using extensive evidence based in primary and secondary sources.*
6. *Doctoral Students will exhibit high-quality writing in their research projects.*
7. *Doctoral students will adhere to professional/scholarly standards.*

PhD assessment points:
1. *HIS 7830, final assignment*
2. *8000-level seminar*
3. *Comprehensive exams*
4. *Prospectus meeting*
5. *Dissertation*

Doctorate (Ph.D.) in History Dept. of History, CLAS Contact person: Eric Ash, 577-3325, <antocain@wayne.edu>	Learning Objectives					
	1 - Disciplinary Knowledge	2 - Writing, Communication, & Research	3 - Diversity, Inclusion, & Cultural Literacy	4 - Historiography	5 - Historical Application	6 - Professional Development
	Graduates will demonstrate advanced knowledge of their chosen field of study.	Graduates will demonstrate advanced skills in writing, communication, and research.	Graduates will understand the importance of diversity, inclusion, and cultural literacy in the study of history.	Graduates will demonstrate advanced knowledge of historiography in their chosen field of study.	Graduates will demonstrate the ability to apply historical knowledge and skills to real-world problems.	Graduates will be prepared for professional careers in history.
Section 1 - Required Core Courses (to be completed)						
HIS 7000 Proseminar	M			M		
HIS 7001 Graduate Research Seminar	M	M	M		M	M
Comprehensive exam	M	M	M	M		
Dissertation proposal	M			M		
Dissertation defense	M	M	M	M	M	M
Section 2 - Electives						
Select 3 courses/credits in Medieval & Early Modern						
HIS 5000 Medieval Europe	M					
HIS 5010 Early Modern Europe	M					
HIS 5020 Medieval Women	M					
HIS 5030 Medieval Science	M					
HIS 5040 Medieval Law	M					
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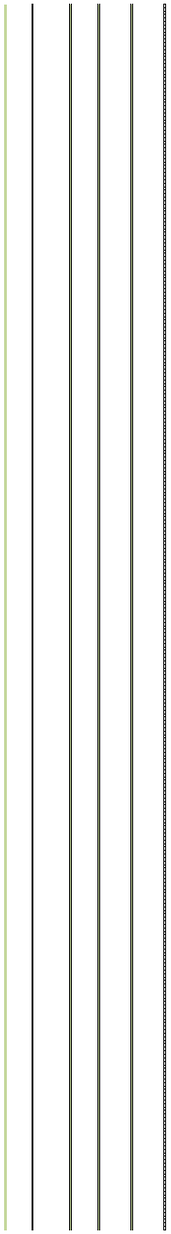

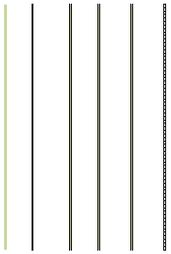

Department of History
Strategic Plan 2021 – September 3, 2021

Revised by Elizabeth Faue, Elizabeth Lublin, Tracy Neumann, Aaron Retish, and Marsha Richmond and reviewed by the Executive Committee of the Department of History, 2019-2021; approved with changes, by the department, September 3, 2021.

Introduction

The Department of History at Wayne State University has been in existence for nearly ninety years. Facing new challenges in the twenty-first century, the department plans to build upon its past successes and consolidate its reputation as a center of scholarship and teaching excellence at Wayne State University, the premiere research institution in the diverse global city of Detroit.

Department of History Mission Statement

In an ever more diverse and globalizing world, and in concert with the University's mission, the mission of the Department of History is:

- to maintain and develop a national and international reputation for excellence in interdisciplinary historical research and scholarship
- to teach undergraduate students historical perspectives that help them better understand the past and the fundamental research, analytical, and writing skills necessary to prepare them for a wide range of careers
- to prepare graduate students to succeed in a variety of career paths for which historical knowledge is relevant
- to engage in service that enables the Department to fulfill its research, teaching, and public missions to educate and communicate about the past

Since 2015, the year of our last Academic Program Review, we revised the undergraduate major and minor requirements and added new graduate degree programs at the master's level in response to a six-year decline in enrollments. We created a master's program in public history, and we have revitalized and created new dual degree programs with the School of Information Science. We expanded internships for undergraduate and graduate students, added specialized history minors, and established History Communication as a new area of study that includes a new communication lab to provide students with training and experience in different digital and social media platforms and access to equipment necessary to achieve program goals. These efforts are integrally linked with career diversity and public history initiatives.

In addition to restructuring the undergraduate and graduate programs, the Department has focused on strengthening curriculum and our research and teaching clusters in three major areas, including

1. Social and economic history (urban history; labor and working-class history, the history of Detroit; the history of capitalism and of work)
2. Gender and women's history and the history of the family (gender ideology and constructions of femininity and masculinity, women and men in the past, family patterns and ideology)
3. Political history (formal and social politics; state formation; foreign and domestic policy; law and legal culture; human rights)

Into each of these clusters is interwoven the history and historical construction of race and ethnicity. We also have a concentration of faculty in the history of science, medicine, environment, and technology. These strengths are reflected in the courses and programs we offer and the research and scholarship we publish.

Program Analysis: Strengths, Weaknesses, and Opportunities

At the time of our last program review in 2014-2015, the History Department faced several significant challenges. Reflecting national trends, the department had experienced a six-year decline in enrollment in the major and had not explored the expansion of minors. We needed to respond to proposed General Education reforms for the university that had the potential to reduce the enrollment base for History. In the graduate program, the number of master's students in History had declined, which mirrored national statistics and reflected changes in the education labor market and in teacher certification, state core curriculum, and continuing education requirements. At the same time, we had administrative staffing issues, with the loss of an ASO. Finally, we had a significant number of associate professors who had long been in rank.

In summer 2015, the History Department had a change in leadership for the first time in twenty years, with the appointment of a new chair, the first woman to hold this position. In the past six years, the department has addressed most of the issues raised in the Academic Program Review. In the Undergraduate program, we focused on the revision of the major and minor, which involved updating the history curriculum and adapting to WSU's new General Education requirements. In the Graduate Program, we introduced a new Master's in Public History degree, new courses in history communication and digital history, and won two new grants to improve doctoral education: a National Endowment for the Humanities Next Generation Humanities PhD Planning Grant and two American Historical Association Career Diversity Grants. At both graduate and undergraduate levels, we are developing internship opportunities and focusing on career diversity. We have taken on issues relating to faculty development, addressing an imbalance in the number of full professors by putting forward for promotion eight new associate professors to the rank of professor. We were successful in promoting three junior faculty to associate professor with tenure and in promoting the lecturer to the rank of senior lecturer. We have improved significantly our annual and endowed fund-raising in the department and have been the beneficiaries of significant new endowments and annual gifts.

The chief challenge remaining to the department is to address the issue of enrollment both in student credit hours and in the number of majors and minors. While the latter has been somewhat balanced by the expansion of History minors under the new Gen Ed requirements, the number of History minors cannot make up for other losses. The 2014 Self-Study revealed that overall enrollments were down by about 50% since 2009. Analysis of the data reveals that nearly 80% of the enrollment decline over the occurred between 2009 and 2015, in a pattern that mirrored national trends and reflected shifts within the department. The loss of faculty positions (from 26 to 22 FTF) and the shift from a majority of four-credit courses to a majority of three-credit courses (a trend hastened by the design of the new Gen Ed requirements) had a deep impact on course scheduling and enrollments. The demographic decline in Southeast Michigan and the increased emphasis on labor market-ready degrees, factors that have shaped the University's enrollment decline, are at the core of History's as well. We have reduced the number of adjunct faculty in courses, which had an effect on enrollment; but it also has increased the proportion of undergraduate credits taught by full-time faculty. Finally, the Covid-19 pandemic has played a role in declining enrolled student credit hours and the drop in the number of History majors.

Currently, we have 78 majors and 94 minors, reflecting a loss of 50 majors over the last 18 months durng the pandemic crisis.

Opportunities are available to strengthen the History Department. We remain strong in faculty research accomplishments and with individuals recognized by the university and in the profession for excellence in teaching, mentorship, and service. In the past seven years (since 2014), department faculty have published 9 sole authored books, more than 75 peer-reviewed articles, more than 35 book chapters, nearly 90 book reviews, and 12 encyclopedia and handbook entries as well as having edited an additional 6 essay collections and numerous regular and special issues of academic journals. Four faculty members have served as editors or co-editors of ranked academic journals, including two still currently serving. There have been 6 external residential fellowships, including fellowships at Weatherhead Center for International Affairs at Harvard, Harvard's Radcliffe Institute, the Institute for Advanced Studies at Princeton, the Marie Curie Senior Fellowship of the Freiburg Institute for Advanced Study, the Imre Kertész Kolleg of Friedrich-Schiller University, and the Leverhulme Visiting Faculty Fellowship, and other external grants in support of research, including grants from the National Science Foundation, the National Endowment for the Humanities, and the Japan Foundation. Faculty also have won several internal research awards, including the Office of Vice President for Research Arts and Humanities Research Enhancement grants (5), Graduate School's Research Assistantship grants (4), Board of Governor's Faculty Recognition Awards (at least 5), Humanities Center Fellowships (including the Williamson Distinguished Faculty Fellowship), the Distinguished Graduate Faculty Award, and the Distinguished Faculty Fellowship. While faculty have received several internal and external fellowships to support their research, they do not cover the full costs of scholarship and not all scholarship can be offset by grants and current internal support. **The Department recognizes the need for more funding to support faculty and student research and writing**.

The Department of History received a National Endowment for the Humanities Next Generation Humanities PhD Planning Grant and an American Historical Association's Career Diversity Grant and a Faculty Institute Grant. The History Department is, in conjunction with the English Department, currently collaborating with the Graduate School on a project funded by the Council of Graduate Schools to support the Humanities Clinic.

With the addition of a Master's in Public History (MAPH) degree program and a revitalized dual degree program with the School of Information Studies, our graduate program continues to mentor top-level graduate students at both the doctoral and master's levels. While there has been some enrollment decline (exacerbated by the pandemic), time to degree and placement continue to improve.

Our undergraduate program has been enhanced by the addition of a mid-level methodology course, the Historian's Craft, opportunities for internships, and new minor fields in H-STEM: the history of science, technology, environment, and medicine, in Society and the Environment (Soc-Env), in which we are a partner. Our undergraduate majors continue to participate in the Undergraduate Research Opportunity Program (UROP), receiving grants that are then augmented by the History Department's Sterne-Lion award.

While the Department of History is justifiably proud of its recent progress, it faces significant challenges as it moves forward. In response, the department has identified five main areas for continuing to strengthen its on-going program and to improve our standing in the future:

- **Enhance and expand the undergraduate program**, including recruitment of majors, minors, and students in gen ed and elective history courses; **offer more career development and research opportunities** for undergraduates
- **Expand the graduate program,** at the MA level in particular, and enhance funding for graduate students at the master's and doctoral levels, with greater professional development
- Build relationships and **expand undergraduate and graduate internship opportunities** as a path to professional development and career diverse opportunities
- **Foster diversity, equity and inclusion** in student **recruitment, curriculum, and hiring** with **targeted replacement of faculty** and main and extend diverse representation among faculty
- Support and encourage greater **community engagement** and create more **public visibility**

We have a clear vision of where we are headed as a department and are working to enhance the quality of our programs as well as enrich our curriculum for the future.

Pandemic's Impact

Since early 2020, the ongoing public health crisis of the pandemic has stalled our progress in addressing the department's chief challenges. The impact of Covid-19 has resulted in specific losses in enrollments, majors, revenue, and—most importantly—affected the character, content, and quality of our work as teachers, scholars, and members of the university community. Coincident with the state's stay-at-home order in March 2020, all faculty and staff moved to remote work and online teaching. The transition to new methods of instructional delivery was made rapidly over a two-week period, and the faculty responded well, aided by the Office of Teaching and Learning and our staff. The overwhelmingly online class/teaching schedule was again in place in the fall 2020 and winter 2021 semesters, with almost all faculty teaching online. In Fall 2021, with the changing public health environment, we have over 60% of our classes in person; our enrollments for the semester also have exceeded those of Fall 2020.

Organizing classes from the beginning as online (synchronous or asynchronous) courses has meant new challenges in technology but also in pedagogy, reorganizing or creating new course content, and new methods of delivery, from Big Blue Button (winter and spring/summer 2020) to Zoom (since summer 2020). Faculty responded quickly and efficiently by taking online workshops and attending seminars to learn new educational software, including, for some, more extensive use of Canvas, Teams, Zoom, Perusall, video production technology, and other online teaching tools. Courses have been revised to respond to the restrictions of online instruction but also to take advantage of new online tools. The transition has been time-consuming, yet it also strengthened the department's offerings and allowed us to launch a pilot online dual degree master's program.

Equally important, faculty research and scholarship has been affected by the pandemic. The ban on university-supported travel, instituted in March 2020, coincided with the closure of libraries and archival repositories nationally and internationally. Combined with cancellation of national and international conferences, including the department's own North American Labor History Conference in 2020 and annual research symposia, the crisis has shaped how we communicate about the past and somewhat limited our outreach. In response to these limits, the Otis-Reider Graduate Research Symposium (2020 and 2021) and the Sterne-Lion Undergraduate Research Colloquium (2021) were moved to online platforms, with virtual awards ceremonies and twitter takeovers in 2020 and 2021.

For faculty, travel restrictions followed the cancellation of conference plans, transfers to online virtual talks and conferences, and the closure of libraries and research repositories central to historical research. Those on leave in from winter 2020 into fall 2021 have not been able to utilize funds to conduct research and/or could not fully use research time and sabbatical leaves for travel. While we have continued to research and publish in academic and public forums, the pandemic continues to place restrictions on the extent of research possible. **Faculty need additional research support to assist in regaining lost opportunities over the past eighteen months and advance their research agendas.**

Diversity, Equity, and Inclusion: Framing Our Progress

The Department of History is committed to Diversity, Equity, and Inclusion and aims to weave these fully into the fabric of the Department. As the American Historical Association recently stated, "history must inform our actions as we work to create a more just society."[1] The Department already has made significant steps to support diversity, equity, and inclusion, including hiring and retaining a diverse faculty, selecting the first female Chair in the Department's history, and seeking to recruit and support a more diverse body of students as majors.

Twenty percent of the faculty currently represents traditionally under-represented groups, and half of the faculty are women, although these percentages will change with upcoming retirements. The commitment to diversity, equity, and inclusion, however, is exemplified by the leadership of History faculty in the Center for Latino/a and Latin American Studies, the Center for the Study of Citizenship, the Cohn-Haddow Center for Judaic Studies, and the Gender. Sexuality, and Women's Studies Program. The Department realizes that much more needs to be done in the department and in community-engaged scholarship.

The Undergraduate Program

The Department of History has a long history of mentoring future academic and public historians and engaged alumni. This makes sense. The department houses eleven winners of the President's Award for Excellence in Teaching and eleven faculty who have received College of Liberal Arts and Sciences teaching awards. It offers history majors, minors, and general education students a global education and the tools of historical analysis and communication to build careers.

Our number one challenge remaining from the last APR was and is enrollments and, as a central component, the recruitment of undergraduate majors and minors. Since the last strategic plan, the History Department has revised the major and minor requirements, established in collaboration with other departments four interdisciplinary minors, in H-STEM (History of Science, Technology, Environment, and Medicine), Society and the Environment, and Digital Humanities, and a strictly in-house minor in Public History. We introduced an intermediate research and methods course required of majors and minors. We have revised, updated, and added course offerings, including a number of online and intermediate courses. We continue to discuss how to best introduce history at the survey level and the possibility of common learning outcomes for introductory courses, in line with scaffolding the major.

[1] https://www.historians.org/news-and-advocacy/aha-advocacy/aha-statement-on-the-history-of-racist-violence-in-the-united-states-(june-2020)

The number of enrolled history majors has declined over the course of the pandemic from an average of about 120-130 to 78 currently. Even at 94, the number minors still has room to grow. Our revised curriculum has provided us the basis for that growth. We continue to build and expand our strong undergraduate research program and, before the crisis, had an increasing number of students take advantage of opportunities to share their research at local, regional, and national conferences. Crucial to sustaining that research program has been the Sterne-Lion Undergraduate Research Award, which has provided funding for history majors and minors – under the mentorship of a faculty member – to conduct research in archives domestically and as far away as Great Britain, Poland, and China. These efforts were affected by the global pandemic, as travel restrictions and funding restrictions saw a pause in Sterne-Lion and Undergraduate Research Opportunity Program applications.

These initiatives represent steps that the Department has taken to address a decline in the university's student enrollment and diminished interest nationwide in History as a major. History enrollments nationally have declined significantly in the past ten years. The Department has taken important steps to mitigate these declines, but increasing enrollments is at the center of our strategic plan.

Focus on these changes began with the Department's thoughtful and proactive response to the new General Education program, which demonstrated faculty willingness to adjust and adapt to new challenges. While all history courses previously approved for General Education were rolled over into the new program, the Department secured for the first time Gen Ed status for an additional eleven courses, including three survey courses in United States history (HIS 1060 (new), HIS 2040, and HIS 2050) for the Civic Inquiry (CI) requirement and classes on Detroit, ethnicity and race, and African American history, which count toward the Diversity, Equity, and Inclusion (DEI) requirement. These courses have seen significantly improved enrollments. Faculty also have shifted their teaching to increase the number of full-time faculty teaching introductory courses, one of the primary conduits for recruiting new students and new majors. Two key determinants of the Department's enrollment decline, however, were the shift from 4-credit to 3-credit courses as the basis for Gen Ed requirements and, second, the pandemic, which was reflected in CLAS enrollments across the board. Reversing enrollment declines must begin by recognizing continuing trends and adapting to them.

Among the improvements the History Department has made to the quality of the curriculum, the introduction of the Historian's Craft (HIS 3000), the intermediate research and methods course, stands out as of particular importance. The Department's last program review highlighted the need for such a course to better prepare students for advanced coursework and the junior/senior research seminar. Like the seminar, each section of the Historian's Craft focuses on a different topic, but the course is designed to help students develop the skills essential to the discipline. It is not simply an additional capstone class; rather, Historian's Craft prepares majors and minors by teaching and improving their skills in historical research, analysis, and communication. This course has in turn enabled the Department to further fine tune its assessment program. We continue as well to work on revamping, rebranding, and rethinking our curriculum to incorporate courses that will engage students and recruit new majors.

The assessment program was initially adopted before the last strategic plan and involved the development of specific learning outcomes for each level of the major and for each individual class. Those outcomes include rigorous training in historical inquiry and the analysis of evidence, the interpretation of historical arguments, the use of methodologies and theories, the application of research skills, and the art of expository writing. Faculty now evaluate final projects in the Historian's Craft and the junior/senior research seminar papers to determine the extent to which majors have acquired these skills. The evaluations and surveys of students in both classes serve as a guide for

further honing of major requirements and courses. Importantly, preliminary analysis of assessment data has shown improvement in student performance in the Junior-Senior Seminar (HIS 5996) for students who completed Historian's Craft. Once the majority of majors have completed the Historian's Craft and the junior/senior research seminar, we will have a more complete picture of student development and outcomes. The Department is undertaking a more systematic evaluation of required courses and institute changes as deemed necessary to improve student achievement of learning outcomes. With these already implemented and impending changes, the Department is striving to ensure that students hone the critical faculties they need to excel in their chosen careers.

The Department's past success in achieving a high student retention rate and in enriching the curriculum stemmed in large part from a strong culture of hands-on advising headed by the Director of Undergraduate Studies. In 2014, the History Department welcomed Gayle McCreedy as our full-time advisor. She has worked tirelessly to enhance retention and ensure timely completion of graduation requirements with close advising of incoming and continuing majors and through several outreach programs. This work has enabled the Director of Undergraduate Studies to focus on developing programs to enrich the major experience outside as well as inside the classroom and thus further augment retention and the quality of the major. Beginning in 2020, the History Department advisor's time was and is now shared with Anthropology and, at least temporarily, Labor Studies and Economics. We have, however, benefited from the continuity of contact that a department advisor provides. The Department continues to try to expand its internship and public history programs, develop materials and social media for recruitment and retention, and advise students about diverse career opportunities.

In our efforts, **the History Department needs enhanced resources for marketing and recruitment, professional support** in addition to the current, largely voluntary and unpaid work of faculty and staff.

The Graduate Program

The Department of History has a small, vibrant graduate program tailored to the needs of students from diverse backgrounds and with a wide range of career goals. In 2021, the History Department broke into the top 100 programs for the first time. We are presently ranked 92 by *US News & World Report*. Our department awards a doctoral degree, a master's degree in history (MA), a master's degree in public history (MAPH), and a graduate bridge certificate in world history. Master's students may concurrently earn degrees in law (MA/JD) or library and information science (MA/MLIS and MAPH/MLIS). Our graduate students also complete graduate certificates offered by other programs, and many master's and doctoral students elect to earn archival administration or nonprofit management certificates to complement their history degrees and expand their career horizons. We currently have 19 doctoral students, 38 master's students (13 MA, 10 MAPH, 15 in dual degree programs), and 3 stand-alone certificate students enrolled across our degree programs.

Over the past six years, we have modernized our doctoral program. We have thoroughly engaged with the American Historical Association's career diversity initiative, receiving both a Career Diversity Workshop grant and a Career Diversity Fellowship implementation grant, one of only twenty universities nationwide to receive both. We instituted a new Public History examination field for comprehensive exams, and we replaced our foreign language and cognate requirements with a more flexible skills acquisition requirement. We now require a course focused on pedagogy, professionalization, and career exploration (HIS 7832) for all PhD and MA students to complement our existing required research methodology course (HIS 7830). Changes in the doctoral program have led to improved time to degree and degree completion rates.

We created the MAPH program in 2015, which has become a significant component of our master's cohort. We likewise created the MAPH/MLIS joint degree, in partnership with our colleagues in the School of Information Science (SIS), to appeal to students who want to combine public history training with their skills in library science. More recently, we revised our MA program to require 30 (rather than 35) credit hours and changed our major fields from several regional and topical specializations to US, Europe, and World. These updates bring our MA degree in line with comparable programs, lower the cost of our master's degree, and reduce the time required to complete it. Changes in the degree program have helped to stabilize enrollments and provide possibilities for further growth.

In fall 2021, we will begin a two-year pilot program for an online MA/MLIS program, which will allow us to meet a growing demand from SIS students (the MLIS is a fully online degree) and evaluate interest in an online master's program. Finally, we revised our graduate bridge certificate in world history to reduce the required credit hours from 15 to 12 and expand the range of courses that can be counted toward the degree.

Our graduate program has a robust internship program, in partnership with museums, libraries, and cultural institutions in the metropolitan Detroit area, both in service of the MAPH curriculum, for which an internship is required, but also in the doctoral program. History took the lead in creating and administering a successful interdisciplinary Humanities Clinic as the result of a National Endowment for the Humanities NextGen PhD grant, and through it several of our students have completed paid internships working for Detroit-area civic and nonprofit organizations. We also have introduced coursework in digital history and history communication.

Our department has made great strides in modernizing our curriculum and providing career development, but we lag behind our peers at other institutions and in other WSU social science departments, in terms of recruiting and retaining students from underrepresented groups. In the past decade, we have enrolled only three African American doctoral students. One was fully funded with a dean's diversity fellowship but did not complete the degree, and two did not receive funding packages. We currently have only one PhD student of color. Our master's students are more diverse than our doctoral students, yet approximately 86% of current master's students identify as white. We actively recruit from a diverse applicant pool. Because we are able to offer funding to few of our admitted students, we cannot compete with other institutions' offers of full or partial funding packages for excellent applicants from underrepresented groups, even at the master's level. Whenever possible, we pursue funding through the Graduate School's diversity initiatives. At most this provides one doctoral and one master's scholarship a year.

The chief limitation on our ability to recruit graduate students, and to guide our existing students to timely completion of their degrees, is a lack of adequate funding. Our doctoral program is smaller and more selective than it was a decade ago, yet we are still unable to fully fund all of our students. In any given year, we can reliably offer funding packages that include tuition scholarships, stipends, and health insurance to only seven doctoral students. In recent years, we have had as many as five of our six GTA lines already committed before admission decisions are made, leaving only one available to recruit new students or support students completing their degrees. We are allotted seven Graduate Professional Scholarships to support students in our three degree-granting programs; in an average year, demand for these tuition scholarships outpaces supply by a factor of three.

In terms of resources, **the most pressing need for our graduate program is expanded financial support for our students**. Two additional GTA lines and an additional Rumble fellowship would greatly enhance our efforts to recruit and retain the highest-caliber doctoral students and would allow our program to maintain its current size. At the master's level, additional full and partial tuition scholarships would support our efforts to expand our enrollments and recruit exceptional students. Our master's program experienced a contraction after the state government changed tuition benefits for secondary school teachers and began to accept a wider range of degrees for professional advancement.

Over the past two years, due to the popularity of the MAPH program and the MA/MLIS and MAPH/MLIS degrees, our master's applications have increased. Enrollments are beginning to recover. We welcomed twelve new master's students in the 2020-21 academic year, and we anticipate ten additional master's students will matriculate in fall 2021. Each year we have a strong pool of applicants to all of our degree programs, only to see a number of the most promising admitted students matriculate elsewhere because we were unable to offer them any sort of funding package. In sum, the Department requires additional support for graduate education commensurate with the caliber of the research faculty it has assembled to train students.

Faculty Hires and Support

The Department has been extraordinarily successful in recruiting an excellent and diverse faculty. The Department is currently comprised of eleven men and eleven women, including one Latina and two African Americans. Moreover, in the past, the Department's hiring strategy has extended its offerings with the inclusion of scholars who have added new perspectives in African, African American, Native American, Asian, and Eastern European history, while at the same time deepening its thematic strengths in urban, labor, gender, and women's history and political history. We have increased the role, visibility, and course offerings from faculty in the history of science, technology, the environment, and medicine. For the first time since 2000, however, the History Department faces the prospect of a wave of upcoming retirements that will change our demographic profile, potentially weaken our curriculum and program, and challenge us in rebuilding the department's future.

In order to maintain its outstanding research and teaching profile, the Department will need to replace retiring or departing faculty, about a third of whom are approaching or have reached the age at which many professors retire. While it is unknown when individual faculty will retire, we have already begun to see a demographic shift with a retirement this past year and two faculty members in phased retirement in fall 2021. The Department aims to fill these vacancies with colleagues who will add new dimensions to the three areas of strength we outlined at the beginning—in the history of women and gender; in social and economic history; and in the history of politics and policy. These targeted fields are and will continue to be important in maintaining the Department's core graduate and undergraduate programs in world and United States history. They are, moreover, replacement positions that have been adjusted to reflect scholarly trends, curricular needs, and student interests.

The Department would like to prioritize two replacement positions.

First, we will need to replace after retirement our current specialist in **the field of labor and working-class history**, who also is a scholar of gender and women's history. Recognizing our historic strength in **labor history**, especially in the graduate program, and the strategic partnership we have had with the Reuther Library Archives of Labor and Urban Affairs, it will be important for the Department **to hire a historian whose specialization is in the history of work and the labor movement**, as they **intersect**

with gender and race, subjects vital to understanding the history of Detroit, the State of Michigan, and the nation. That field currently attracts the largest number of graduate applications and advisees. The labor history course (cross-listed in economics) is a required course for the Labor Studies major and the MA in Employment and Labor Relations. Annually, it has the largest upper-division enrollments in the department. **A replacement hire**, especially one at the associate level, is important for the department going forward.

Second, as a replacement for our current historian of medicine and the environment (already in phased retirement), **an environmental historian or a historian of public and/or environmental health**, ideally with a focus on Detroit, who would complement the History Department's specializations in urban history and enhance the University's urban mission.

Given that three of our actual or potential retirements are historians in the field of gender and women's history, we would like to add a historian of sexuality and gender to enhance our offerings and cross-listed courses in Gender, Women's and Sexuality Studies. **Both our two priority hires** have the possibility of contributing to our **public history program**, and we would benefit by bringing on board someone with training or experience in digital history and/or public history.

From a long-term perspective, the Department would benefit, in the wake of likely future retirements, by hiring **a historian of the Middle East and/or of middle-eastern immigration**, a position which might suggest a joint appointment in Near Eastern Studies (CMLLC). The Detroit metropolitan area has the largest Arab population outside the Middle East, and an historian of that region, housed in the department, would answer student demands for more courses in the field and add to the world history offerings. The graduate and undergraduate programs would be strengthened by the hiring of a specialist in **early United States history** (revolutionary era through the Civil War) to replace the faculty member scheduled to begin phased retirement in 2021-2022, with potential subfields in legal/constitutional history, political history, and/or African American history. Finally, we would like to see the expansion of our Asian offerings with the addition of **a historian of China or Southeast Asia**.

In line with DEI standards, we need to note that among the first faculty to retire will be four faculty whose retirement will create greater imbalances in the department by reducing female representation by nearly a third and representation among Latino/Latina faculty by half. (That faculty line is currently held by, and likely will be replaced, within LLAS).

Development and Goals

This year (2021), we received as a legacy gift a more than $2 million commitment to establish fellowships in history in the MA and PhD programs. This gift, while it will take effect at an indeterminate time in the future, will go a long way in addressing a long-term goal of finding greater support for our graduate programs. The fund, which will support our students in the future, complements earlier endowments and endowments received since our last program review.

Our endowed accounts currently support nearly than $40,000 in annual student tuition and research awards, more than double what the department was awarding in 2015. From a base of $3,000 in 2015 in annual giving, the department now receives more than $20,000 annually, which is used to supplement the general fund and provide additional student and faculty research support. While this is a significant increase from the past, it serves only to supplement our current general fund budget and

does not replace university funds. Moreover, we still depend on graduate teaching assistantships and a single fellowship with stipend and benefits (the Rumble) to provide support for our graduate program.

Establishing, building, re-building, and expanding our relationships with donors has been a team effort, including past gifts (among them some endowed funds), annual giving, newly endowed scholarships, and trust or legacy gifts. The department chair, working with CLAS Philanthropy and Alumni Relations and in league with the social media team (including newsletter, Facebook, and Twitter editors), individual faculty, and staff, has strengthened communications with donors. The department has opened its doors and invited alumni and donors to an expanded range of annual events that now include distinguished alumni speaker events, the Sterne-Lion Undergraduate Colloquium, Otis-Reider Graduate Research Symposium, and annual award ceremony. These latter have been held virtually since the pandemic, but they constitute the backbone of our department's annual activities.

Goals for development in the future should align with the goals of the department. They might include **funds for tuition grants and/or stipends for graduate and undergraduate interns**; **scholarships (tuition grants or stipends), especially at the master's level,** to support History MA, MAPH, and dual degree students and/or a dissertation fellowship; **support for Faculty Research,** perhaps a rotating endowed chair and/or research/travel support**; grants in support of our public history and/or digital history and history communications initiative**, including for faculty work and/or professional development in digital history/history communications skills

Staffing Needs

No department of our size (22 full time tenure-track or tenured faculty, a full-time lecturer, several PTFs, six GTAs and a variable number of graduate fellows and research assistants, about 80 majors and 95 minors (as of September 2021), and a growing alumni community) can do its work without the support of sufficient clerical and accounting staff. **The History Department has neither an ASO nor an associate chair and has not had a full support staff since 2013**. The department advisor divides her time between History and Anthropology and also serves as a temporary advisor for Labor Studies, the graduate program in Employment and Labor Relations (MAELR), and (fall 2021) for Economics. We currently have only one full-time office desk clerk II and a part-time (40%) financial staff member.

Understaffing in the Department dates to 2011 with the loss of two secretarial positions and later the loss of an ASO when she transferred to an Academic Advisor II position. In January 2014, we then were assigned a single front-office clerical worker (Office Clerk II), which reduced the front-office by half and with a less skilled position. In July 2015, the college hired a part-time financial staff person (40% time) to reconcile books, manage purchases and invoices, and do some forensic accounting, much needed since the books had not been fully reconciled since at least 2011. While the Department saw significant improvement in maintaining accounts and recording of expenses, there remained much undone work, and work that was done was frequently beyond the job description and/or pay grade of the person doing the work.

In July 2019, we lost our front-office staff person, who was not replaced until November 2019. Our current front office staff (hired as Office Clerk II) has an expanded skill set. She has performed at a high level of competence in the job, even under the less than optimal conditions of the pandemic. Her hire leaves us with sufficient staff to keep up with most paperwork, but we continued to feel the effects of the loss of the ASO in 2013. Moreover, our financial staff person is currently a part-time worker

who likely will retire within a few years. Planning for her replacement, with a full-time staff person at ASO rank, would benefit the department by finally providing adequate staff coverage.

In 2020, the Department of History experienced a significant change in advising staff time. Our nearly full-time Academic Advisor (shared with the GSW program) was assigned a second major department (Anthropology) and has since taken on several other short-term advising work as a substitute including Economics and Public Health (temporary), and Labor Studies (on-going) and Economics (temporary and new). She further has probation duties. This has meant we have gone from having an academic advisor (90%) who could take on some administrative and department communication and website tasks to having an advisor at 40-45% time, leaving us little flexibility in longer term projects on curriculum, recruitment, and marketing.

The lack of sufficient staff has had a significant impact on the History Department:

- The loss of the ASO in 2013 and a higher-level secretarial position prior to that has meant that the Department Chair has no direct support for planning and implementing necessary curricular revisions and department career emphases and much less support for the standard day-to-day operations of the department.
- Recruitment and marketing and the coordination of social media that might well fall within the purview of an experienced ASO are simply beyond the workload capacity of current faculty and staff.
- The lack of staff experienced in event planning has meant that faculty involved must plan all events the department holds, with the office clerk providing support only for room scheduling, catering, and travel expense reimbursement.
- While the department, particularly the department chair, has been quite successful in soliciting individual donors, the lack of staff has created substantial barriers in launching other potential development events.
- The Graduate and Undergraduate programs have lacked necessary staff support, at a time when the tasks associate with assessment were escalated. The Graduate and Undergraduate Directors have no staff support for basic data entry, and the lack of staff in particular has affected student recruitment and record-keeping.

While we continue to operate despite these deficits, the long-term well-being of the History Department requires that **we be allowed to fill the Academic Services Officer positio**n left empty since December 2013, especially in the likely event that our part-time financial staff person leaves her position and retires.

Conclusion

The Department of History looks forward to another decade of excellence, robust development, and wise deployment of the University's resources. In strategically planning for the future, the Department believes that modest investments in graduate funding and the ongoing replacement and shaping of its faculty will allow it to achieve its mission, thereby nurturing a true center of excellence at this University and advancing Wayne State University's reputation as a premier, visionary urban research institution.

GRADUATE HANDBOOK

The online version of the Graduate Handbook represents the most current version of the requirements for the degree programs of the Department of History. Students are encouraged to check the site frequently for up-to-date information.

go.wayne.edu/historygrads

2021-2022

WAYNE STATE

Department of History

Welcome to the WSU History Department

Wayne State University (WSU), a nationally ranked research university located in Detroit, Michigan, is one of fifteen institutions of higher learning that serve a diverse urban population and have a specifically urban mission. The History department's graduate program focuses on American history and the history of early modern and modern Europe, with supporting fields in World, African, and Latin American history and a core of topical specializations, including labor and urban history, citizenship studies, women's and gender history, and the history of science and technology. We offer training in public history and archival administration, access to world-class archival repositories and cultural institutions devoted to historical study, and opportunities for a wide range of internships.

We award three graduate degrees and one graduate certificate: the Master of Arts (MA) in History, the Master of Arts in Public History (MAPH), the Doctor of Philosophy (PhD) in History, and the Bridge Certificate in World History. We also offer joint degrees in history and library and information science (MA/MLIS), public history and library and information science (MAPH/MLIS), and history and law (MA/JD).

Graduate education in history serves several audiences. Advanced degrees in history can help prepare students for diverse careers such as teaching positions at the secondary, community college, or university levels; government research positions; management of archival resources or historical agencies; and museums and other public history careers. Our graduate programs also provide sufficient flexibility to serve the needs of students with career goals where an understanding of history is crucial (such as law or journalism) or useful (such as banking, criminal justice, social work, research, public policy, or publishing) or those who simply have an avocational interest in acquiring an advanced knowledge of history.

General responsibility for supervising the graduate programs within the department falls upon its Graduate Committee, whose chair serves as the Director of Graduate Studies (DGS). The DGS administers the programs with the authority to enforce the degree and program requirements of the department, the college, and the university, and to approve satisfactory completion of those requirements. All graduate students are expected to familiarize themselves with the rules and regulations in this handbook and the Graduate Bulletin.

On behalf of the department, I am delighted to welcome you to our graduate program!

Tracy Neumann
Director of Graduate Studies
WSU Department of History
2021-2022

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Elizabeth Faue

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United States, Urban History, Public History

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Modern Europe, Germany, World History, Memory, Genocide

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Modern Europe, Russia, World History, Labor

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United States, African American History, Urban History, Labor

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Greco-Roman Egypt, Rome, Ancient Historiography

Leonidas Pittos, Department of Modern and Classical Languages, Literature and Culture
Byzantium and Post-Byzantine Greece, History of Eastern Christianity

History Graduate Student Association

The goal of the History Graduate Student Association (HGSA) is to assist in the academic and professional development of graduate students enrolled in the Department of History at Wayne State University. Working with the Director of Graduate Studies, who serves as the group's faculty liaison and academic advisor, HGSA organizes professional development workshops, fundraisers, social and educational events, and provides important service to the department. This group also acts as a support system for graduate students. The association has an elected executive board that meets monthly, but all students are automatically made members upon acceptance to one of the department's graduate programs. All History graduate students are encouraged to get involved with HGSA!

Facebook @wsuhgsa
Twitter @WaynestateHGSA
Instagram @wsuhgsa

2021-2022 Officers

President
Alexandrea Penn

Vice President of Education
James McQuaid

Vice President of Administration
Aimee Shulman

Vice President of Social Media
Grace Moore

Treasurer
D'Arcy Cook

Secretary
Alex Fleet

Campus Resources

WSU Libraries
WSU libraries is composed of five facilities; Purdy/Kresge and the Undergraduate Library hold most of the resources relevant to History graduate students. Visit the History LibGuide and History Research During COVID-19 LibGuide to find databases and digital collections. We have our own History Librarian, Alexandra Sarkozy.

Walter P. Reuther Library & Archives
WSU is home to the Reuther, the largest labor archives in North America. Its unparalleled collections document the histories of unions and labor-related organizations, political and community life of urban and metropolitan Detroit, the civil rights movement in Michigan and nationally, and women's struggles in the workplace.

History Communication Lab
The History Communication Lab (3079 FAB) seeks to support students and faculty in the work of translating historical research for public audiences. It provides workstations with software and equipment, as well as training through coursework and programming. Contact Jennifer Hart at jennifer.hart4@wayne.edu for access.

Computing & Information Technology
C&IT provides technical assistance with university systems and software, including Canvas and Zoom. The C&IT website also contains downloads of university-licensed software. You can reach the Help Desk at 313-577-4357.

Office for Teaching & Learning (OTL)
OTL provides services to faculty and graduate teaching assistants, including workshops, pedagogical instruction, and a reading group.

OneCard
The OneCard office is where you get your student ID and purchase campus parking passes.

Student Disability Services (SDS)
SDS serves as a resource for the Wayne State University community to ensure academic access and inclusion for students. If you require learning accommodations or services, this office will help you arrange them.

Counseling and Psychological Services
It is common for graduate students to experience mental health issues, particularly anxiety and depression, related to the intense nature of graduate study. CAPS provides counseling services for all enrolled students, as well educational activities and workshops designed to support academic success.

Title IX Office
If you are sexually harassed or experience discrimination on the basis of sex, the department encourages you to report the incident to the Title IX office and to the DGS and/or the Department Chair.

W Food Pantry
WSU's food pantry provides food and personal care products to all enrolled students in need.

Admissions

Graduate admission decisions are made by the Graduate Committee. Admission decisions reflect both applicants' preparedness for rigorous study and the alignment of applicants' and faculty members' research interests. Admission to History graduate programs is competitive and is based on an applicant's entire academic profile. The requirements described below are minimum standards for consideration and do not guarantee admission.

An offer of admission is only applicable for the semester admitted. If a student is not able to register for classes for the admitted semester, they will be withdrawn from the program and will have to reapply. Applicants must be officially admitted to the program before enrolling in coursework.

Admission Requirements

The department normally considers only those applicants whose undergraduate grade point average is at least 3.00 overall and at least 3.25 in a minimum of 18 semester credits in history and related subjects at the advanced undergraduate level. Applicants should have, or be in the process of acquiring, relevant foreign language preparation to enter the area in which they wish to study.

Application Deadlines

PhD Program

Students are admitted to the doctoral program only for the fall term. There are no exceptions. The application deadline for the PhD program is **January 15** of each year. All application materials must be uploaded by the deadline. Incomplete applications will not be considered.

MA in History (MA) and MA in Public History (MAPH) degrees

Students are admitted to the master's programs for both fall and winter terms. Students who would like to be considered for funding must apply by **January 15**, to begin the following fall. Students who do not wish to be considered for funding must apply by **April 15** for the following fall or **October 15** for the following winter. All application materials must be uploaded by the deadline. Incomplete applications will not be considered.

MA/MLIS and MAPH/MLIS joint degrees

The MA/MLIS and MAPH/MLIS program lead to the simultaneous receipt of a master's degree from the Department of History and a Master of Library and Information Science (MLIS) from the School of Information Sciences (SIS). Applicants to these programs must apply and be admitted to both master's degree programs. In most cases, students first gain admission to one program, and then apply to the other during their first year of study. All application materials must be uploaded by the deadline. Incomplete applications will not be considered.

MA/JD joint degree
The MA/JD program leads to the simultaneous receipt of a master's degree from the Department of History and a Doctor of Jurisprudence (JD) degree from the Law School. Students who have successfully completed their first year at the Wayne State Law School are eligible to apply and should do so by **October 15** to begin their studies the following winter or **April 15** to begin the following fall. All application materials must be uploaded by the deadline. Incomplete applications will not be considered.

Bridge Certificate in World History
Students are admitted to the World History certificate program for both fall and winter terms. The department does not offer funding for certificate programs. Students must submit applications for consideration for fall admission by **April 15** and for winter admission by **October 15**. All application materials must be uploaded by the deadline. Incomplete applications will not be considered.

Students currently enrolled in the History MA, MAPH, or PhD programs who wish to add the World History Bridge Certificate should simply fill out a Change of Graduate Status Request form and Plan of Work for the bridge certificate and submit it to the Director of Graduate Studies via email.

Graduate Certificate in Archival Administration
The Graduate Certificate in Archival Administration may be earned in conjunction with the MA, MA-MLIS, MAPH, MAPH-MLIS, or PhD programs. Students must take an additional 6 credits in addition to the coursework counted toward their History degree. Students admitted to graduate degree programs in History or Library and Information Science are eligible to enroll in the certificate program. Please consult the SIS website for program requirements.

Graduate Certificate in Nonprofit Management
The Graduate Certificate in Nonprofit Management may be earned in conjunction with the MA, MAPH, and PhD programs. MAPH and PhD student must take an additional 3 credits in addition to the coursework counted toward their History degree, while MA students must take at least 7 additional credits. Decisions regarding admission to the Nonprofit Management certificate are made in the department of Political Science, where the program is housed. Please consult the Political Science website for program requirements and application information.

Non-Degree Graduate Admissions
Students may be permitted to enroll in graduate courses by seeking admission on a non-degree basis. Non-degree admission is recommended for those seeking admission to the MA or PhD program, but who cannot acquire the necessary letters of recommendation. This is often the case with second-career students who have been out of college for an extended period of time. In such cases, the candidate should formally apply as a non-degree student through the normal Graduate School Admissions process. The deadlines are the same as

those for degree-seeking students, but the only required documents for a non-degree application are official copies of all previous transcripts. Should a student in the non-degree status later earn admission to the graduate program, a maximum of 9 non-degree credits may be applied toward the degree. While in non-degree status, students may complete up to three (3) 5000-level courses but may not take 6000-, 7000- (including 7830), or 8000-level courses. Students in a non-degree status are typically not eligible for financial aid. Please note: If a non-degree student seeks to enter the MA, MAPH, or PhD program, and intends to use the credits earned toward their degree, they should apply for Non-Degree Graduate Admission rather than enroll with post-Bachelor status. Post-Bachelor credits are not graduate credits. No work earned as post-Bachelor student may ever be counted toward a graduate degree, either at Wayne State University or at another institution.

Application Materials

1. **Graduate Admission Application**. All students must apply online and pay an application fee (unless you qualify for a fee waiver because you are a WSU alumnus, current student, employee, or meet one of the other waiver requirements).

2. **Statement of Purpose**. In a 500-750-word academic statement of purpose, you should convey as clearly and concisely as possible your intellectual interests (i.e., what is your proposed area(s) of study, including period, region, topic, and/or approach?), your preparation for the program to which you are applying (i.e., how have your previous educational and/or professional experiences given you skills and tools to succeed in our graduate program?), and your career goals. You should identify by name the faculty members with whom you would like to work and explain why. The strongest PhD and MA applicants will also be able to describe in some detail the nature of the research project they hope to pursue. The Graduate Committee carefully considers these statements when making admission decisions to ensure your scholarly interests are compatible with those of our faculty. We also evaluate these statements as evidence of your writing abilities, your maturity as a scholar, and your readiness to undertake graduate study. Thus, we urge you to allow ample time to craft and revise your Statement of Purpose.

   Joint degree applicants: If you are applying to the MA/MLIS or MAPH/MLIS program, you must submit separate applications to each degree program. Applicants to the MA/JD must have already been accepted to and matriculated in WSU's law school. Please indicate in your statement of purpose that you seek admission to a joint degree program.

3. **Resume or CV**. Upload a current resume or curriculum vitae via Additional Documents.

4. **Writing Sample**. Your writing sample should demonstrate your ability to conduct historical research and clearly communicate your findings. Typically, applicants submit a capstone project or a research paper from an advanced history class or a class in a related field; ideally, your writing sample will be based on primary source research.

5. **Letters of recommendation** (3 letters for applicants to the PhD program, 2 letters for applicants to all other programs. Please do not submit additional letters; if you do, the committee will only read the required number of letters, in the order they are received). Letters should be from individuals who can comment on your research and writing skills, academic accomplishments, and potential for success in a graduate program; ideally, these will be from instructors who have supervised or advised your work in the recent past. You may submit, as a second or third letter, the recommendation of a supervisor in a public history field (archives, library, or museum work), particularly for the MAPH degree.

6. **Official transcripts** from all past universities attended.

7. **Graduate Record Examination** (GRE). Applicants to the PhD program are required to submit official GRE scores; master's and certificate programs do not need to submit GRE scores and they will not be considered in the admissions process for those degree programs. Doctoral applicants' scores regularly range from the 60th to the 98th percentile for the verbal and analytical writing components. The department recognizes scores on standardized tests are influenced by social and cultural factors and may not be accurate indicators of performance ability. Consequently, GRE scores are considered, but are not a binding criterion for admission.

Funding

Wayne State provides financial assistance to master's and doctoral students in the form of fellowships, scholarships, grants, and awards. We do not offer financial support for certificate students. Our department does not have the resources to fully fund all of its graduate students; most master's students and some doctoral students take out student loans or otherwise self-finance their degrees. You can calculate your cost of attendance using the WSU Tuition and Fee Calculator and should carefully consider the financial implications of your decision to pursue graduate study before incurring debt to pay for your education.

We expect all of our doctoral students, and master's students where appropriate, to regularly apply for external scholarships, fellowships, and awards. You should consult with your advisor about external funding sources appropriate to your research focus. You should also familiarize yourself with Pivot, a database of external funding opportunities, and check the social media and websites of major professional organizations in your areas of specialization.

How to Request Financial Support

All continuing MA, MAPH, and PhD students who wish to be considered for financial support from the department must **submit a Funding Request form by January 15 each year**; if you do not submit the form, you will not be considered for any funding awarded by the department (including, at present, the Graduate Professional Scholarship). Applicants to the MA, MAPH, and PhD programs may also apply for Graduate Professional Scholarships;

applicants to the PhD program will automatically be considered for the Rumble Fellowship and/or available Graduate Teaching Assistantships.

Financial Aid

Some research awards and scholarship made by the department and university require recipients to demonstrate financial need. For this reason, we recommend that any students who wish to be considered for these funding opportunities file a FAFSA annually. You may also wish to consult the Office of Financial Aid about loans and employment opportunities for eligible graduate students.

Scholarships

Wayne State University offers many scholarships for its students; graduate students may be eligible to apply for some of these awards. You can search for scholarships in AcademicWorks; most scholarships have a March 1 deadline.

Full Tuition Awards

Our department's major sources of financial support for graduate students are through the Thomas C. Rumble Fellowship, Graduate Professional Scholarships, and graduate assistantships. Additionally, we nominate eligible incoming students for Dean's Diversity fellowships or scholarships.

Thomas C. Rumble Fellowship (PhD students)
The department awards **one** Thomas C. Rumble fellowship annually, which covers tuition and provides a stipend and benefits, with no teaching or service obligations. We typically award the Rumble to an incoming doctoral student who has not previously attended Wayne State, and guarantee the Rumble fellow three additional years of support through an appointment as a Graduate Teaching Assistant (GTA). Exceptional students may apply for a fourth year as a GTA as part of a competitive applicant pool. GTA appointment and renewal is contingent on maintaining good academic standing and making satisfactory academic progress toward degree, as confirmed by their annual review. Rumble fellows are prohibited from holding other employment during the tenure of their award. The award is by departmental nomination only; students cannot apply directly.

Graduate Professional Scholarships (MA, MAPH, and PhD students)
The Graduate School presently delegates responsibility for awarding its Graduate Professional Scholarships (GPSes) to individual departments. The GPS is a tuition scholarship that covers up to 10 credits of in-state graduate tuition. (Out-of-state students may receive a GPS, but the award will only cover partial tuition). Our department is typically able to award **six or seven** GPSes annually to continuing and incoming students in the MA, MAPH, and PhD programs. Recipients may not simultaneously hold a graduate assistantship (GRA, GSA or GTA), a tuition-paying internship, a tuition-paying fellowship, a tuition-paying scholarship, or a full-time WSU position with tuition benefits. To be considered for the GPS, students must

indicate that they plan to apply on the Funding Request form as well as apply though the Graduate School website. **Deadline**: March 1.

In assessing applications for the Graduate Professional Scholarship, members of the Graduate Committee will primarily consider the student's record of academic achievement, the student's overall progress toward degree, and the student's professional development activities. Other considerations include a student's receipt of prior funding, and the need to provide some funding to all of our various degree programs. We will not adhere to a strict quota system, but ordinarily the committee will seek to prioritize at least one master's student, a doctoral student who is following a non-academic career path, and a doctoral candidate who can demonstrate they applied for but did not receive external support. Students may receive the GPS in more than one year, up to a lifetime maximum of two awards for MA or MAPH students, and three for PhD students. Students who are applying for additional years of GPS funding are strongly encouraged to apply for external funding wherever possible and doing so will strengthen their application. PhD students who have achieved candidacy will not be considered for a GPS if they have not applied for external funding, unless their advisor makes a compelling case in their favor. Make sure to review the History GPS Guidelines and Review Criteria before completing your application.

Graduate Teaching Assistantships (PhD students)
The department currently awards **six** Graduate Teaching Assistantships (GTAs) annually, which provide a salary, a tuition scholarship, and subsidized medical, dental, and vision insurance. GTAs provide approximately 20 hours of instructional service per week over the course of a semester. GTAs may be assigned teaching duties, including grading, in undergraduate-level courses or discussion sections, and may serve as instructors of record for undergraduate courses. In History, GTAs also proctor exams and participate in some service activities. GTAs are represented by GEOC and their working conditions are governed by a collective bargaining agreement. The initial appointment is one year, with a promise of renewal for two additional years, contingent on maintaining good academic standing and making satisfactory academic progress toward degree, as confirmed by their annual review. Exceptional students may apply for a fourth year as a GTA as part of a competitive applicant pool. Because GTAs positions typically represent a three-year commitment, we ordinarily award only one or two new GTAs each year. Apply using the Funding Request form.
Deadline: January 15.

Graduate Research Assistantships (PhD students)
Individual faculty members are occasionally able to hire Graduate Research Assistants (GRAs), who work approximately 20 hours per week over the course of a semester in research or academic activities relevant to their own academic programs of study. GRAs provide a salary, a tuition scholarship, and subsidized medical, dental, and vision insurance. GRA activities should relate directly to the student's degree requirements and should be reasonably expected, among other purposes, to contribute to a student's dissertation, thesis, essay, independent or directed study, or otherwise be undertaken for the primary benefit of the

student's research, scholarship or academic program. Typically, History faculty apply for internal funding which pays for a GRA, and individual faculty members select the student through a non-competitive process. GRAs are not represented by GEOC or covered under the collective bargaining agreement. The award is by faculty nomination only; students cannot apply directly.

Graduate Student Assistantships (PhD students)
Graduate Student Assistantships (GSAs) provide a salary, a tuition scholarship, and subsidized medical, dental, and vision insurance. GSAs work approximately 20 hours per week over the course of a semester. GSAs may be assigned research, administrative, and scholarly duties for the primary benefit of the university or granting agency under the supervision of a university faculty member or administrator. GSAs are represented by GEOC and their working conditions are governed by a collective bargaining agreement. The department does not regularly offer GSA positions, but we encourage students to seek out GSA opportunities in other campus units.

Dean's Diversity Fellowships (PhD students)
The Dean's Diversity Fellowship is designed to recruit minorities, women, persons with disabilities or individuals from cultural, linguistic, geographic and socioeconomic backgrounds who otherwise would not be adequately represented in the doctoral program. It cannot be awarded to continuing students. The fellowship covers tuition and provides a stipend and benefits, with no teaching or service obligations. After the initial three years, funding is provided for two additional years through the department, usually through a GTA appointment, for a total of five years of support. The award is by departmental nomination only; students cannot apply directly.

Dean's Diversity Master's Scholarship (MA and MAPH students)
The Dean's Diversity Master's Scholarship is designed to attract outstanding new master's students to Wayne State University and to support these students through successful degree completion. The scholarship covers up to 20 credit hours of tuition and can be spread across all three terms of a student's first year. Eligibility is restricted to U.S. citizens/domestic students. The award is by departmental nomination only; students cannot apply directly.

Research Awards

History Department Research Support (MA, MAPH, and PhD students)
The department holds an annual competition for awards to support graduate student research. Funds endowed by foundations, former faculty, and alumni are dedicated to support travel to and research in archives and libraries nationally and internationally. Award amounts usually range from $500 to $2000. Apply for the awards listed below using the Funding Request form. **Deadline**: January 15.

- Dr. Gerald R. Dreslinski Award for research on early American history
- Charles F. Otis and Dr. Jeffrey L. Reider Scholarship for research on the history of gender and sexuality
- Michael Patterson Memorial Endowed Research Award in African American History
- Joanne Nicolay Foundation Endowed Student Award in 19th Century American History
- Kruman-Lion Endowed History Graduate Student Award for historical research in any field
- Alfred H. Kelly Memorial Research Award historical research in any field

Graduate School Research Support (PhD and Plan A MA students)
The Graduate School has a grant program to defray expenses necessary to complete approved thesis or dissertation research. Please note that expenses must be approved before the related research activity begins. Costs associated with preparation of the thesis or dissertation manuscript itself are not allowable under this program. Eligibility is limited to doctoral candidates who are engaged in dissertation research and master's candidates involved in thesis (not essay) research. Awards are limited to a maximum of $1,000 for dissertation research and $500 for thesis projects. Matching support from the student's department is required. Eligibility is restricted to one award per student per degree. Funds from the Thesis/Dissertation program must be expended within six months of receiving the funds. Apply through the Graduate School. Deadline: Rolling.

Conference Travel Awards

History Department Conference Travel Support
Graduate students who have a minimum 3.50 GPA in History courses are eligible to receive funding to present original research at regional, national, and international conferences or to participate in a professional workshop. Contingent upon the availability of departmental funds, up to $500 may be reimbursed for a regional conference, $1000 for a national conference (outside the Midwest), and up to $1500 for an international conference. Students may apply for travel funding in more than one year, but there is a lifetime cap of $4500 for doctoral students and $1500 for master's students.

To apply for conference travel funds, email the following materials to the DGS:

- Your abstract or proposal for the paper or poster presentation
- Your conference presentation or workshop attendance acceptance notification
- A budget, including conference registration, transportation, lodging, and meals
- If the conference organization offers any travel funding for graduate students, the student must apply for it and provide evidence of having done so (e.g., a copy of the confirmation e-mail).

Requests for funding must be submitted in advance of any presentation, and ideally within two weeks of receipt of the conference presentation acceptance notification. Requests

submitted after the presentation has taken place will not be considered. Payment will take the form of reimbursement after the conference using the TravelWayne system; make sure to keep all of your receipts.

Graduate Student Professional Travel Awards (MA, MAPH, and PhD students)
The Graduate School provides funding to departments to support graduate students' professional travel to national and international conferences to present their research. These awards are made by departments, in consultation with the dean's office in their school or college. Awards are made up to a maximum of $500 per student and require a matching amount from the department or college. Consult the DGS to apply. Deadline: Rolling.

Dissertation Writing Awards

Summer Dissertation Award (PhD students)
The Graduate School annually holds a competition for Summer Dissertation Awards for advanced PhD students. The fellowship period covers the months of June, July, and August and provides summer support to recipients while they work full-time on their dissertations. Consideration will be given to PhD candidates who have an approved prospectus on file and anticipate defending their dissertations within the academic year following the fellowship period. Apply through the Graduate School website. **Deadline**: January 15.

Humanities Center Doctoral Dissertation Fellowship (PhD students)
The Humanities Center offers one fellowship each year to a doctoral student in the final stages of writing his or her dissertation, whose dissertation prospectus has been approved by both the dissertation committee and the Graduate School, and has completed all requirements for the degree except the dissertation by the application. The fellowship offers a $15,000 stipend. Recipients are required to present a paper at a colloquium sponsored by the Humanities Center. Apply through the Humanities Center website. **Deadline**: Mid-October.

Other Sources of Support

King-Chavez-Parks Future Faculty Fellowships (PhD students)
The King-Chavez-Parks (KCP) Future Faculty Fellowship is designed to support doctoral students who intend to pursue a full-time teaching position in a postsecondary institution in Michigan within one year of receiving their doctorate. The fellowship provides a stipend for one year. KCP fellows are eligible to reapply for additional years of support up to three years or a maximum of $35,000 over a three-year year period. A student may receive this fellowship in addition to other awards. Applicants must be a United States citizen or permanent resident and be a member of an underrepresented minority in the field of History. Apply through the Graduate School website. **Deadline**: varies; check the Graduate School Website.

Munich Fellowships (MA, MAPH, and PhD students)
Master's and doctoral students whose research focuses on Germany should consider applying for a Munich Fellowship. The Graduate School sponsors one annual competition, which provides tuition for one year of study at the University of Munich plus a monthly stipend for 10 months that is designed to support a single student's normal living expenses. Students must demonstrate both written and oral competence in the German language to qualify for this fellowship. Apply through the Graduate School website. **Deadline**: Early April.

Ronald Raven Annual Award (MA, MAPH, and PhD students)
Two Ronal Raven Awards are made each year, one for fall semester and one for winter semester. Graduate students enrolled in Wayne State's History Department or the School of Information Science are eligible. The successful applicant must be in good academic standing and demonstrate financial need. The award consists of a tuition stipend and a semester-long internship at the Walter P. Reuther Library of Labor and Urban Affairs. Applicants should be able to commit to 135 hours of on-site archival processing and records management work. Preference will be given to applicants who have completed the introductory archival administration course (LIS 7710/ HIS 7840). Successful interns can receive the award multiple times, but successive awards are neither automatic nor guaranteed. Application instructions are circulated via emailed. **Deadline:** Varies.

Graduate School Master's Scholarships (MA and MAPH students)
These partial-tuition scholarships from the Graduate School are granted to WSU schools and colleges to help recruit and retain outstanding master's students. The Graduate School Masters Scholarship will pay for up to 4 credit hours of tuition at the in-state Graduate School rate for two consecutive semesters. The award is by departmental nomination only; students cannot apply directly.

MA Scholarships for AGRADE students (MA and MAPH students)
This scholarship is for AGRADE students who are making the transition to their Master's-only year of study; applicants must have been enrolled in AGRADE as undergraduates. They must be in either their first of second semester of Master's-only coursework, be enrolled in at least 3 credits, and have a GPA of at least 3.0. The scholarship covers up to 4 credits of in-state graduate tuition for two consecutive semesters. Students already receiving graduate funding (e.g., GPS scholarship) are not eligible. Apply through the Graduate School website. **Deadline**: April for Fall term and August for Winter term.

Graduate Program Requirements

Graduate Bridge Certificate in World History

The Bridge Certificate in World History provides a graduate-level credential in world history, an area of growing demand at both the secondary and post-secondary levels of education. The certificate program is especially suitable for history and social studies teachers and teachers in training.

World History Bridge Certificate students complete **4 courses** for a minimum **12 credits**, as follows:

Core course: HIS 8310, World History Seminar (3 cr.)

Electives: At least 9 credits of HIS courses numbered 5000 or above, *at least* one of which has a global or comparative focus. Courses focused exclusively on US or European history cannot be counted toward the certificate. Students should aim for a regional distribution in their course selection, rather than take multiple courses focused on a single world region. A list of courses that fulfill certificate requirements is posted on the department website.

Master's Degree in History

The **MA in History (MA)** is an academic degree for students who want to teach history at the secondary school level, who are considering pursuing a doctorate, who want to conduct independent research, or who are lifelong learners with an interest in historical scholarship. There are four paths to the master's degree, each with slightly different requirements: the MA Thesis Option (Plan A), the MA Essay Option (Plan B), the MA/MLIS, and the MA/JD. The MA degree can be completed in two years of full-time study, while dual degree programs typically take three to four years of full-time study.

Thesis Option (Plan A) Degree Requirements

Thesis option students take at least 22 hours of regular coursework and earn 8 credits writing a master's thesis, for a total of **at least 30 credit hours**. Students must select an MA field from the following specializations: US, Europe, World. Students must pass HIS 7830 and HIS 7832 with a B or better to progress in the program.

Course Requirements

- HIS 7830, Methods and Research in History (3 cr.), normally taken in the first fall semester of enrollment
- HIS 7832, History Practicum (3 cr.), normally taken in the first winter semester of enrollment
- HIS 8999, Master's Thesis (8 cr.)

- At least three (3) courses in an MA field (US, Europe, World)
    - HIS 7990, Directed Study, may only count toward the three courses if taken for three (3) or more credits
- At least two (2) 8000-level seminars, at least one of which is in the MA field
- No more than two (2) courses may be taken at the 5000- or 6000-level without permission of the advisor and DGS (granted by their signatures on the Plan of Work); 5000- and 6000-level courses must be offered for graduate credit to count toward the MA degree

CLAS establishes deadlines regarding thesis submission and defense, and master's students must adhere to them; your advisor may impose earlier deadlines at their discretion. Thesis advisors have primary responsibility for approving the content and style of master's theses. However, the thesis manuscript format—margins, spacing, pagination, page layout, parts and their order—must conform to Graduate School specifications. Approval of the manuscript format by the Graduate School is a degree requirement. For information about manuscript approval, please visit the Graduate School website.

Essay Option (Plan B) Degree Requirements

Essay option students take at least 27 hours of regular coursework and earn 3 credits writing a master's essay, for a total of **at least 30 credit hours**. Students must select an MA field from the following specializations: US, Europe, World. Students must pass HIS 7830 and HIS 7832 with a B or better to progress in the program.

Course Requirements

- HIS 7830, Methods and Research in History (3 cr.), normally taken in the first fall semester of enrollment
- HIS 7832, History Practicum (3 cr.), normally taken in the first winter semester of enrollment
- HIS 7999, Master's Essay (3 cr.)
- At least three (3) courses in an MA field (US, Europe, World)
    - HIS 7990, Directed Study, may only count toward the three courses if taken for three (3) or more credits
- At least two (2) 8000-level seminars, at least one of which is in the MA field
- No more than two (2) courses may be taken at the 5000- or 6000-level without permission of the advisor and DGS (granted by their signatures on the Plan of Work); 5000- and 6000-level courses must be offered for graduate credit to count toward the MA degree

Master's essays do not need to be submitted to the Graduate School for format checks, but they must meet College of Liberal Arts and Sciences formatting requirements, which are available on the CLAS website.

MA/MLIS Joint Degree Requirements

Students in this joint program earn both an MA in History and a Master's in Library and Information Science (MLIS) from the School of Information Sciences (SIS). Graduates of the program benefit from the joint preparation in history and information sciences and increase their job market potential. Students are prepared to enter a new workforce with the skills to appraise and describe historical records, create websites, and preserve electronic documents. Students must complete **at least 30 credit hours in History** and at **least 36 credit hours in SIS**, 13 credits of which are double-counted for both degrees. This allows dual degree students to obtain both the MA and MLIS after completing 53 credits, rather than the 61 credits required if the degrees were completed independently. If you are pursuing a graduate certificate in Archival Administration, nine of the fifteen hours required for the certificate may be counted toward the joint degree, which means that you will need to complete a total of 59 credits to earn all three. MA/MLIS students must write a master's essay; they may not elect to write a thesis. The MA/MLIS is a generalist degree and students may take any electives that suit their interests; we advise taking coursework relevant to the topic of your eventual master's essay. Students must pass HIS 7830 with a B or better to progress in the program.

History Course Requirements

- HIS 7830, Methods and Research in History (3 cr.), normally taken in the first fall semester of enrollment
- HIS 7999, Master's Essay (3 cr.)
- HIS electives (17 cr.), including:
    - At least one 8000-level History seminar
    - No more than two (2) courses may be taken at the 5000- or 6000-level without permission of the advisor and DGS (granted by their signatures on the Plan of Work); 5000- and 6000-level courses must be offered for graduate credit to count toward the MA degree
- INF electives (7 cr.)

SIS Course Requirements

- INF 6010, Introduction to the Information Profession (3 cr.)
- INF 6080, Information Technology (3 cr.)
- INF 6120, Access to Information (3 cr.)
- INF 6210, Organization of Knowledge (3 cr.)
- INF 7040, Library Administration and Management (3 cr.), or, for students in the School Library Media Specialization, INF 7310, School Library Media Programs (3 cr.)
- INF 7996, Research for the Information Profession (3 cr.)
- INF electives (11 cr.)
- HIS electives (7 cr.)

MA/JD Joint Degree Requirements

The combined MA/JD Program leads to the simultaneous receipt of a JD from the Law School and an MA from the Department of History. Students must complete **at least 30 credit hours in History** as well as all degree requirements for the JD. Because the Law School may credit some of the non-law credit hours toward the JD degree, a student may be able to complete the combined MA/JD program in one semester beyond the time usually required to complete the JD alone. MA/JD students must write a master's essay; they may not elect to write a thesis. The MA/JD is a generalist degree and students may take any electives that suit their interests; we advise taking coursework relevant to the topic of your eventual master's essay. Students must pass HIS 7830 with a B or better to progress in the program.

MA/JD joint degree students must complete all requirements for a JD as described in the Graduate Bulletin as well as 30 credit hours for the History MA (Plan B). Coursework for the History MA consists of 12 credits in three core courses, plus at least 18 credits of elective coursework, 8 credits of which can be in LEX classes and at least 10 of which must be in HIS classes. Students are encouraged to take a variety of History courses and to pursue research topics that have a legal and/or constitutional history focus. Neither the History Department nor the Law School can guarantee the availability of any required or elective course in any given semester.

History Course Requirements

- HIS 7999 Master's Essay Direction (on a topic related to legal or constitutional history, 3 cr.)
- HIS 7830, Methods and Research in History (3 cr.), normally taken in the first fall semester of enrollment
- LEX 8386/HIS 8050, Seminar in U.S. Legal and Constitutional History (taken twice with different instructors, 6 cr.)
- HIS 7999, Master's Essay Direction (3 cr.), normally taken in your final semester
- HIS electives (10 cr.)
- LEX electives (8 cr.)

MA Essay/Thesis Guidelines

The culminating experience for the MA degree is a master's essay or thesis, completed under the direction of a committee composed of your advisor and a second reader, most commonly a second historian. Your essay or thesis should ideally be of publishable scholarly quality. It must include a bibliography and a clear indication of where your research fits into the scholarly literature (historiography). It should be based upon exhaustive research in the secondary literature and should make extensive use of published primary sources as well as readily available archival materials. Your essay or thesis may begin as a seminar paper, but you must show evidence of significant further work and thought. An essay typically ranges from 35 to 50 double-spaced pages, exclusive of notes and bibliography. A thesis typically ranges from 80 to 120 double-spaced pages, exclusive of notes and bibliography. You and your advisor should discuss whether writing an essay or a thesis will best help you achieve your educational and professional goals.

While some students begin the MA program with a research project already in mind, many come to the program with general interests. Once you've entered the program, however, you should begin thinking about your essay or thesis as early as possible. You should take advantage of assignments in your regular coursework to develop your ideas for a potential research project. Coursework outside of your primary field might shed light on unfamiliar historical approaches, encourage you to reframe your questions, or introduce you to new bodies of literature. For this reason, we encourage students to take a variety of courses covering a broad geographical and temporal scope.

You should begin planning your project as early as possible. Students who intend to complete the degree in two years should submit their proposal at some point in their third semester in the program with the goal of having an approved proposal in advance of enrolling in HIS 7999 and completing the essay/thesis in the fourth semester. In some cases, projects may extend into the summer following the fourth semester. We recognize that many students enroll part-time or find it necessary to interrupt their studies, and this schedule is flexible and can be adjusted in consultation with your advisor if you do not plan to complete your degree in two years.

MA Essay/Thesis Proposal and Proposal Meeting

You must write a 750-1000-word proposal, developed in consultation with and approved by your committee. The proposal should include a brief project description, offer a tentative argument, explain the significance of the research, describe the scope of work and method/approach you will use, and outline a timeline for completion. You must also append a preliminary annotated bibliography of primary and secondary sources; this should document any archival research you have already completed or oral histories you may have conducted for other projects and plan to use for your essay or thesis. You should send a draft of this document to your advisor for feedback, and after revising the proposal and in consultation with your advisor, identify a second reader. You should then schedule a brief meeting with your advisor and second reader to discuss the proposal and how the project will move forward; there is no fixed time limit for this meeting, but most run 30-60 minutes. After the meeting, please submit a signed Proposal Approval form to the DGS; you will not be allowed to register for HIS 7999 until this form is submitted. If you are writing a thesis, you must also submit a thesis outline, signed by your advisor. **Deadline**: No later than the semester before enrolling in HIS 7999

MA Essay/Thesis Completion

Your essay/thesis should be completed per the timeline outlined in your proposal. Make sure to build in time for your readers to review your work in draft stage and to address their feedback in your final essay/thesis. **Deadline**: To be determined in consultation with your committee as part of your proposal, but typically a first draft should be submitted to your committee for review at least two months in advance of your defense, and your final draft should be submitted at least ten days before the defense.

MA Oral Examination and Essay/Thesis Submission
An oral examination is the final step before the master's degree is awarded. Students and advisors should be aware that it is their obligation to arrange for the examination well in advance of graduation deadlines. You must have the final draft of the thesis or essay in the hands of each member of the examining committee at least 10 days prior to the date of the examination. The oral examination will be scheduled only at the discretion of your advisor.

The oral examination will be scheduled for one hour and will concentrate on the thesis or essay. Immediately prior to the formal beginning of the examination, in the absence of the student, the advisor and the second reader will determine the order and allotted times for each questioner. Typically, the student will make a 7-10-minute presentation on the essay/ thesis and its significance and answer questions from the committee. After the examination, and in the absence of the student, both readers will confer. Both readers must approve the thesis or essay for the student to pass. The student will be informed orally of the results immediately after the examination.

It is your responsibility to bring the Master's Final Report for Certifying Fulfillment of Degree Requirements to the defense and ensure that it is signed and submitted to the DGS. Students writing an MA essay should submit a copy of the title page, signed by their advisor, at the same time. Students writing a thesis must submit it electronically for a format check by the Graduate School immediately after the defense; please visit the Graduate School website for formatting details and further instructions.

If the student fails the examination, they should consult the advisor to discover the cause of failure; if it is deemed advisable, a second (and final) examination can be scheduled after six months have elapsed.

Deadline: The oral examination must be completed, and all paperwork submitted, in advance of CLAS graduation deadlines.

Master's Degree in Public History

The **MA in Public History (MAPH)** is a professional degree for students seeking careers in museums, at historical societies or historic sites, in cultural resource management, in nonprofits, in government agencies, and in allied fields. Attainment of the MAPH requires mastery of an area of specialization ("track"), a demonstrated ability to do research in primary sources, and an ability to interpret history for popular audiences.

MAPH Tracks
Museum Studies
Public Policy
Cultural Resource Management
Digital History
African American History and Culture
Gender, Sexuality, and Women's Studies
Labor and Urban History

MAPH Degree Requirements
Students must complete **at least 33 credit hours** in approved graduate courses as specified for their selected track to earn the MAPH, which can be completed in two years of full-time study. Students must pass HIS 7835 and HIS 7855 with a B or better to progress in the program.

Course Requirements

- HIS 7835, Public History: Theory and Method (3 cr.)
- HIS 7855, Memory and History (3 cr.)
- HIS 7998, Internship in Public History (3 cr.)
- HIS 7999, Master's Project (3 cr.)
- Methodology course (3-4 cr.)
- Track core course (3-4 cr.)
- History seminar (3 cr.)
- History electives (6 cr.)
- Public History electives (6 cr.)
- Professional portfolio

The course requirements for each track are listed in the MAPH Curriculum Guide, available on the History department's website. All MAPH students are required to complete a 3-credit, 135-hour internship (HIS 7998) that gives them the opportunity to gain professional experience relevant to their track. It is the student's responsibility to identify and secure an internship, though the Director of Public History and Internships may be able to assist in suggesting possibilities. Detailed information on internship requirements can be found in the WSU Department of History Internship Handbook. MAPH students are also required to produce a professional portfolio as part of their degree requirements, as outlined in the MAPH Curriculum Guide.

MAPH/MLIS Joint Degree Requirements
Students in this joint program will earn both an MA in Public History (MAPH) and a Master's in Library and Information Science (MLIS) from the School of Information Sciences (SIS). Graduates of the program enter the workforce with the skills to appraise and describe historical records, create and maintain websites, preserve electronic documents, and communicate with a public audience. Students must complete **at least 33 credit hours in approved graduate courses** as specified for their selected track to earn the MAPH and at **least 36 credit hours in SIS**, 14 credits of which are double-counted for both degrees. This allows dual degree students to obtain both the MA and MLIS after completing 55 credits, rather than the 69 credits required if the degrees were completed independently. If you are pursuing a graduate certificate in Archival Administration, 9 of the 15 hours required for the certificate may be counted toward the joint degree, which means that you will need to

complete a total of 61 credits to earn all three. The MAPH/MLIS degree can be completed in 3-4 years of full-time study.
History Course Requirements

- HIS 7835 Public History: Theory and Method (3 credits)
- HIS 7855 Memory and History (3 credits)
- HIS 7998 Internship in Public History (3 credits)
- HIS 7999 Master's Project (3 credits)
- Methodology course selected from among INF 7700, Oral History (3 cr.), INF 7710, Archival Administration (3 cr.), and INF 7440, Scripting (3 cr.) and double-counted as an INF elective
- Track core course (3-4 cr.)
- History seminar (3 cr.)
- History electives (6 cr.)
- Public History electives (6 cr.) selected from among a variety of INF elective courses and double-counted as INF electives
- Professional portfolio

The course requirements for each track are listed in the MAPH Curriculum Guide, available on the History department's website. All MAPH students are required to complete a 3-credit, 135-hour internship (HIS 7998) that gives them the opportunity to gain professional experience relevant to their track. It is the student's responsibility to identify and secure an internship, though the Director of Public History and Internships may be able to assist in suggesting possibilities. Detailed information on internship requirements can be found in the WSU Department of History Internship Handbook. MAPH students are also required to produce a professional portfolio as part of their degree requirements, as outlined in the MAPH Curriculum Guide.

SIS Course Requirements

- INF 6010 Introduction to the Information Profession (3 cr.)
- INF 6080 Information Technology (3 cr.)
- INF 6120 Access to Information (3 cr.)
- INF 6210 Organization of Knowledge (3 cr.)
- INF 7040 Library Administration and Management (3 cr.)
- INF 7996 Research for the Information Profession (3 cr.)
- INF electives (12 cr.)
- HIS electives (6 cr.)

MAPH Project Guidelines
The culminating experience for the MAPH degree is a Master's Project, completed under the direction of a Project Committee composed of the student's advisor and a second reader,

most commonly a second historian or a faculty member from SIS or Anthropology. The Project is analogous in scope to a master's essay (a 35-50-page study), rather than a thesis.

You will develop and execute a project based on original research, which may be entirely new or may grow out of (but not include or duplicate) work completed as part of an internship or other professional experience. After submitting a proposal and receiving approval to proceed from the Project Committee, you will complete the project, document it for Committee Review, and compose a companion essay to submit with the project documentation.

The parameters of the project are flexible to accommodate a wide range of student interests. Recent examples include curating a travelling exhibit, creating a digital exhibit, designing a prototype and project management plan for a digitization project, and developing an interpretive plan for a museum. Other possibilities might include conducting an oral history project, completing a National Register nomination, developing a finding aid for a collection, or creating educational materials for a museum. To the extent possible, we encourage students to pursue a "real world" project in partnership with a history organization. In most instances, this will involve shared authority—i.e., demonstrating that you can identify and collaborate with relevant community stakeholders.

You should begin planning your project as early as possible. Students who intend to complete the degree in two years should submit their proposal at some point in their third semester in the program with the goal of having an approved proposal in advance of enrolling in HIS 7999 and completing the project in the fourth semester. In some cases, projects may extend into the summer following the fourth semester. We recognize that many students enroll part-time or find it necessary to interrupt their studies, and this schedule is flexible and can be adjusted in consultation with your advisor if you do not plan to complete your degree in two years.

MAPH Project Proposal and Proposal Meeting

You must write a 750-1000-word proposal, developed in consultation with and approved by your Project Committee. The proposal should include a brief project description, identify the need for and relevancy of the project, describe the scope of work and methodology you will use, identify any collaborators and their roles, and outline a timeline for completion. You must also append a preliminary annotated bibliography of primary and secondary sources; this should document any archival research you have already completed or oral histories you may have conducted for other projects and plan to use for your MAPH project. You should send a draft of this document to your advisor for feedback, and after revising the proposal and in consultation with your advisor, identify a second reader. You should then schedule a brief meeting with your advisor and second reader to discuss the proposal and how the project will move forward; there is no fixed time limit for this meeting, but most run 30-60 minutes. After the meeting, please submit a signed Proposal Approval form to the DGS; you will not be allowed to register for HIS 7999 until this form is submitted. **Deadline**: No later than the semester before enrolling in HIS 7999.

MAPH Project and Essay
Your project should be completed per the timeline outlined in your proposal, with the understanding that timelines on "real world" projects will sometimes change for reasons beyond your control. Make sure to build in time for your readers to review your work in draft stage and to address their feedback in your final project.

You must write a 3,500-word essay that describes the historical context for the project and its significance, situates it in the relevant theoretical and methodological literature, explains the choices you made while completing the project, discusses collaborative aspects of the project, details challenges you faced and how you addressed them, and outlines remaining work required to realize the project. Append your project documentation to the essay; what this looks like will vary based on the nature of the project and should be agreed upon in advance with your Project Committee. Your essay must adhere to CLAS's Guidelines for Master's Essay. Please submit a copy of the final essay to the Director of Public History via email in advance of graduation.

Deadline: To be determined in consultation with Project Committee, but typically a draft should be submitted for review at least two months in advance of defense and the final essay should be submitted at least two weeks in advance of the defense.

MAPH Oral Examination and Project Submission
An oral examination is the final step before the MAPH degree is awarded. Students and advisors should be aware that it is their obligation to arrange for the examination well in advance of graduation deadlines. You must have the final draft of the project documentation and the essay in the hands of each member of the examining committee at least 10 days prior to the date of the examination. The oral examination will be scheduled only at the discretion of your advisor.

The examination will be scheduled for one hour and will concentrate on your project and essay. Immediately prior to the formal beginning of the examination, in the absence of the student, the advisor and the second reader will determine the order and allotted times for each questioner. Typically, the student will make a 7-10-minute presentation on the essay/ thesis and its significance and answer questions from the committee. After the examination, and in the absence of the student, both readers will confer. Both readers must approve the project and essay for the student to pass. The student will be informed orally of the results immediately after the examination.

It is your responsibility to bring a copy of the Master's Final Report for Certifying Fulfillment of Degree Requirements to the defense and ensure that it is signed and submitted to the Director of Graduate Studies. You must also submit a copy of the essay title page, signed by your advisor, at the same time.

If the student fails the examination, he or she should consult the advisor to discover the cause of failure; if it is deemed advisable, a second (and final) examination can be scheduled after six months have elapsed.

Deadline: The oral examination must be completed, and all paperwork submitted, in advance of CLAS graduation deadlines.

PhD in History

The Doctor of Philosophy (PhD) in History is an academic degree and the culmination of a historian's academic training. Traditionally, doctoral study prepared students to teach and conduct research as tenure-stream faculty members at colleges and universities. Over the past several decades, changes to the structure of higher education have resulted in significantly fewer full-time, permanent teaching positions. Increasingly, PhDs are seeking work outside of the academy. Our doctoral program prepares students professionally for both academic and non-academic careers. Recent graduates work in publishing, academic administration, and nonprofit organizations as well as at research universities, community colleges, and private secondary schools.

Attainment of the PhD requires mastery of three historical fields and a demonstrated ability to conduct original research. Students must complete substantial coursework, satisfy the university's Responsible Conduct of Research requirements, demonstrate skill area competence, pass qualifying examinations, prepare a prospectus, and write and defend a dissertation. The program is highly individualized and designed to allow you to tailor your course of study to your research interests and professional goals.

Completing the PhD typically involves at least four years of full-time study for students entering with a master's degree and at least six years for students entering with a bachelor's degree. Students who are admitted without a master's degree may choose to earn an MA by completing a thesis or essay as part of their coursework.

Course Requirements

You are required to complete 90 credit hours: 60 credits of *regular coursework*, at least 51 of which must be in HIS classes, and 30 *dissertation credits* in doctoral candidate status courses. Credits earned in pre-candidacy research (HIS 9990) or candidacy maintenance (HIS 9995) do not count toward the required 90 credit hours.

- HIS 7830, Methods and Research in History (3 cr.), normally taken in the first fall semester of enrollment
- HIS 7832, History Practicum (3 cr.), normally taken in the first winter semester of enrollment
- At least four 8000-level HIS research seminars (12 cr.)
- At least 15 additional credits in HIS classes numbered 7000 or above
- HIS 9991, 9992, 9993, and 9994 (7.5 credits each), Doctoral Candidate Status I-IV

Students must pass HIS 7830 and HIS 7832 with a B or better to progress in the program. Students enrolled full-time should plan to complete regular coursework in three semesters if they enter the program with a master's degree and six semesters if they enter with a bachelor's degree only.

Responsible Conduct of Research

All WSU PhD students must complete a program of interdisciplinary training on the Responsible Conduct of Research (RCR). Training is delivered through three distinct modules, all of which should be completed in your first year: Online RCR training using the Collaborative Institutional Training Initiative (CITI) system; online presentations focused on WSU-specific resources related to RCR; and discipline-specific instruction delivered by the student's department or program, fulfilled by completing HIS 7830 with a B or better for History students.

Skill Area Competence

All History PhD students must demonstrate Skill Area Competence in three fields outside of traditional academic history, in accordance with the department's commitment to fostering professional development. The three skill areas are to be determined jointly by the student and their advisor and should clearly advance the student's research and/or career goals. Students should initially submit the Skills Acquisition (proposed) form with the POW. The Skills Acquisition (final) form, signed by the student's advisor and certifying completion of all three skill areas, should be submitted to the DGS with the Recommendation for Doctor of Philosophy Candidacy Status form, after the student completes the qualifying examination. European History students must demonstrate proficiency in at least one foreign language as one of their three skill areas.

The possibilities for skill acquisition are intentionally quite broad—they are meant to allow students considerable flexibility in tailoring the doctoral program to their individual needs and goals. Possible skill areas include (but are not limited to) foreign language study (including coursework, immersion programs and language exams), anthropology, sociology, political science, literature, urban planning, digital humanities, history communication, museum studies, non-profit management, fundraising, archival administration, union organizing, oral history, statistics, and grant writing. Skill area competence may be demonstrated through an exam, an internship, or successfully completed coursework in a given area. Language exams serve as one possibility, as do classes in a field outside of history, though neither is necessarily required. In order to facilitate skills acquisition, students may count up to nine credits of non-HIS coursework toward their doctoral degrees.
Doctoral students are encouraged to study other languages as research tools, as avenues for understanding the history of another culture, and as a means of communicating within the larger scholarly community. Students who wish to fulfill a skill area by passing a foreign language examination should contact the DGS in the Department of Classical and Modern Languages, Literature, and Culture (CMLLC) to arrange an exam.

Qualifying Examinations

All PhD students must pass written and oral qualifying examinations (quals or comps) to continue in the program. The purpose of quals is to evaluate your preparation to teach in three distinct fields of history. You will be examined in two major fields and one minor field, selected from the list below. One field must be in a geographical area different from your dissertation field, and one may be topical. In evaluating your examinations, your committee members look for evidence of sufficient oral and written facility, and sufficient mastery of historiography, to teach college-level courses. You should work with your advisor to determine your exam fields early in your degree program and take coursework in all three fields to prepare. If your committee members offer courses in your fields, you should probably take them.

Quals are composed of three separate written examinations followed by a comprehensive oral examination. You will be asked to answer three questions for a major field exam and two questions for a minor field exam. The number of questions you are given to choose from will vary by examiner. Beyond this standard examination format, quals are tailored to student interests and highly individualized; it is important to consult with each examiner at an early stage make sure you understand their expectations.

Your first step in preparing for quals is to assemble a committee of three faculty members, including your advisor, to administer the examinations. In consultation with your examiners, you will develop separate reading lists for each examination field. You should expect to include 70-100 books and related articles for each major field and 40-50 books and related articles for the minor field; some readings may appear on more than one list. The method of creating each reading list is at individual examiners' discretion. One examiner may provide you with a reading list and expect you to work through it, another might ask you to construct an initial list on your own and give you feedback on it, while a third may give you a partial reading list and instruct you to add additional texts. Additionally, your examiners may or may not expect to meet regularly with you to discuss your progress on your reading list, ask you to draft potential questions, suggest you take a practice exam, or set other expectations for how you prepare for the exam they will administer. Please note that many faculty members will only administer qualifying exams during the academic year and not during the summer.

You must complete 50 credits of regular coursework before taking quals. You may, however, begin preparing for your exams before you reach 50 credits. In a common scenario, you might complete coursework in the winter, spend a summer reading independently for quals, and complete the exams the following fall. However, you may, with your advisor's support, elect to begin your preparation earlier and take quals at the same as you are completing your regular coursework. Doing so will allow you to progress more quickly through the program. If you have finished your regular coursework and plan to take your exams over the course of a semester, you may register for the first semester of dissertation credits (HIS 9991) while completing quals. You must pass your exams during the term; if you do not, you will have to re-take HIS 9991.

Examination Fields

Geographical
North America
United States (combined exam)
Early America to 1877
United States Since 1877
Europe (combined exam)
Early Modern Europe
Modern Europe
World/Global
Latin America
Medieval Europe
Modern Africa
Modern East Asia

Topical
African American
Citizenship
Constitutional and Legal
Foreign Relations
Gender, Women, and Sexuality
Immigration and Ethnicity
Labor
Native American
Public History (minor field only) *
Science, Technology and the Environment
Urban

**Students pursuing a minor field in public history are required to take HIS 7835 and HIS 7855 and complete an internship. The internship evaluation and a professional portfolio will be substituted in place of the reading list and a formal written exam.*

Written Examinations
All three written exams must be completed within four months. Each committee member writes the questions for the field in which they will examine you, and they are prohibited from providing you with a final list of questions prior to the exam. Your committee member will review your examination and, within one week, inform you and your advisor whether you have passed or failed. Committee members must also provide comments on your written exam prior to your oral examination. You may proceed to the oral examination only if you pass all three written exams. If you fail one written exam, you must retake (and pass) the exam within sixty days, or you will be dismissed from the program. If you fail two or more written exams on the first try, you will be dismissed from the program.

Written exams may be taken either in a timed format, administered within the History department, or in a take-home format. The format must be the same for all three fields. If you opt to take exams in a **timed format**, you must do so in an unused space in the department. You will have five hours to complete each major field exam, and three hours for the minor field. There is no word limit, and while you are encouraged to make reference to specific authors and/or texts by name, you do not need to include citations. You will be allowed to refer to a copy of your reading list for the field in question but may use no other aids. If you opt for the **take-home format**, you must complete the exam for each field within 48 hours. The answer to each question should not exceed 2000 words, exclusive of footnotes. You may use books and notes, you may quote directly from sources, and you must cite all sources and include a full bibliography of all sources cited. Email your completed take-home exam to the relevant committee member and the DGS at the end of 48 hours. The DGS will use Unicheck

to review all take-home exams for plagiarism and provide a copy of the report to you and your committee member.

Oral Examination and Candidacy

The oral exam must be taken within 60 days of completing the written exams. Your advisor will make arrangements for the oral examination, in consultation with you and your committee members. Your oral examination will be scheduled for no more than two hours. The committee may ask you to defend or elaborate on your answers to written exam questions, address questions you were asked but did not answer in the written exam, discuss how your intended research project fits into the current state of the historiography, and inquire about progress on your dissertation. The committee will meet briefly without you to assess your performance in the oral examination and inform you whether you have passed or failed. If you fail the oral exam, you will be dismissed from the program. Immediately following your successful completion of quals, you must file three forms: the first, the Graduate School Report on Oral Examination form, confirms that you passed your exam; the second, the Graduate School Recommendation for Candidacy Status, constitutes your dissertation committee and requires the signature of all four of your dissertation committee members, who may or may not the same as your qualifying exams committee; the third. History's Skills Acquisition form (final) certifies your successful completion of all three skill areas. The DGS will not approve your candidacy form unless the Skills Acquisition form (final) has been submitted.

Doctoral candidacy is the equivalent of ABD ("all but dissertation") status, indicating that only the dissertation and its defense remains outstanding in the list of requirements for the degree. To become a PhD Candidate, you must assemble a four-member dissertation committee. The dissertation committee may or may not include all three members of your quals committee. Three committee members must be History faculty (two must be from our department; one may be from another institution) and one must be from another department and/or discipline (often representing one of the student's skill areas outside History; this member also may be on the faculty of another institution).

Dissertation Credits and Maintaining Matriculation

After your candidacy request is approved, you may begin to take your dissertation credits (HIS 9991-9994). You must register for these courses across four consecutive fall and winter semesters; if you fail to do so, you will be considered withdrawn from the program. To register for dissertation credits, you must request an override from the Graduate School by emailing phdstudents@wayne.edu. As you complete your dissertation credits, you will receive a deferred grade (Y). All four grades will be changed after you successfully defend your dissertation.

If you complete all 30 hours of dissertation credits without defending your dissertation, you must maintain matriculation (i.e., your full-time status and access to University resources,

including the library) by enrolling in Candidate Maintenance Status (HIS 9995) each semester until you graduate.

Dissertation Prospectus and Prospectus Meeting

Before you begin your dissertation, you will first write a prospectus, which your committee must approve at a prospectus meeting. Your prospectus must be approved within six months of achieving candidacy; if you cannot meet this deadline, you and your advisor must request an extension, or you may be dismissed from the program.

The dissertation prospectus defines—in chronological, geographic, and theoretical terms—your dissertation topic. It proposes a tentative argument or hypothesis, explains the context and rationale (both historical and historiographical) for the dissertation, articulates the significance of your research (i.e., answers the "So What?" question), specifies actual and potential sources and methods, and outlines preliminary dissertation chapters. Your research, interpretation, and findings may develop differently from the way you present it in dissertation prospectus, but the prospectus establishes a road map for you to use as you move forward. Students will normally have the opportunity to write a draft prospectus in HIS 7830; even if your dissertation topic changes after you complete the course, the exercise will help prepare you to write a prospectus for your final topic.

After you have drafted your prospectus, shared it with your advisor, and edited it based on your advisor's feedback, you should submit the prospectus to your entire committee for review and further revision. After your prospectus has been fully revised, you should arrange an approximately one-hour meeting with all dissertation committee members. The prospectus meeting is not an examination, but rather an opportunity for the committee to provide you with additional resources and guidance as you move forward in your doctoral research. Bringing the whole committee together at this point in the process allows for the exchange of ideas and consensus among its members on the project itself and the proposed plan for carrying it out. Your advisor will preside over the meeting and facilitate a discussion about research methods, sources, recent or relevant scholarship, and bodies of theory. If your advisor believes that the prospectus needs additional revision, they will inform you at the end of the meeting and establish a deadline for completion of the revisions. Once the dissertation prospectus has received the approval of the dissertation committee, the entire committee must sign the Prospectus and Record of Approval form and a Conflict of Interest form; you should submit these forms to the DGS.

Dissertation Guidelines

After completing qualifying exams, advancing to candidacy, and submitting an approved prospectus, your final requirement is to research, write, and defend your dissertation. Writing a dissertation is major undertaking; however, researching and writing your dissertation will ideally take no more than three years beyond the completion of your regular coursework. History dissertations follow the Chicago Manual of Style and typically run 250-400 double-spaced pages. Your dissertation must be based substantially on primary sources. The precise

nature of your research will be guided by your field, your topic, and your research questions. Many projects will require research in one or more archives, which may necessitate domestic or international travel. Other projects might rely primarily on published primary sources or digitized archival records. You will work with your advisor to determine the appropriate sources for your project and develop a research plan. There are some university and department resources to support research travel, but we expect *all* of our doctoral students to apply for external funding to support research and writing the dissertation.

The Graduate School procedures for formatting, defending, and submitting your dissertation are numerous and can be confusing, so you should make sure to familiarize yourself with all requirements at the beginning of the academic year in which you expect to graduate. The Graduate School's list of completion deadlines will be especially helpful. Please note that you must, by the end of the fourth week of the term in which you plan to graduate, file an application for graduation via Academica and submit the Dissertation Title and Previous Degrees form.

You are not required to obtain Institutional Research Board (IRB) approval prior to beginning or during your research if you plan to conduct interviews or oral histories; history as a discipline is exempt from these rules. However, IRB guidelines and the Oral History Association's Best Practices are helpful for structuring your interview questions and you should follow them even though your project does not require IRB approval.

Dissertation Defense and Submission

When you have completed your dissertation and your committee agrees that you are ready to defend it, you may schedule your dissertation defense. The dissertation committee conducts the defense, chaired and moderated by the dissertation advisor (you may also request the Graduate School appoint an independent faculty moderator for the defense). The dissertation defense is open to the public and must be publicized at least two weeks in advance to the university community. Doctoral students who are in the writing stages of their degree are especially encouraged to attend dissertation defenses to prepare for their own.

At least two weeks before the Final Defense, you must:

- Submit the dissertation manuscript electronically to the PhD Office for a format check after adhering to all the formatting instructions
- Obtain committee members' signatures on the Final Report form
- Obtain committee members' signatures on a new Conflict of Interest form
- Submit the announcement publicizing the Final Defense to the PhD Office
- Fill out and submit permissions form to archive and disseminate your published dissertation with Wayne State University Library System

History dissertations follow the Chicago Manual of Style and the Graduate School's thesis and dissertation format templates. Where the two disagree, the Graduate School's template takes

precedence. The dissertation must include a full bibliography. The Graduate School often requires many formatting corrections, so you are well served by submitting your draft well in advance of the deadline. Failure to submit the draft in a timely manner could delay graduation.

After passing the defense, you must submit the final draft of your dissertation and all other paperwork listed under Final Graduate School requirements on the Graduate School website. Make sure to familiarize yourself with the required forms and their deadlines before your defense.

Policies and Procedures

Students should familiarize themselves with the Graduate Bulletin, which is the comprehensive guide to graduate policies and procedure at WSU. Certificate and master's degree requirements are governed by the College of Liberal Arts and Science and most information related to those programs is available on the CLAS website. PhD requirements are governed by the Graduate School, and information related to the program is available on the Graduate School website.

Forms

Throughout this Handbook, you will find reference to various department, college, Graduate School, and university forms, checklists, and worksheets. You can access all of these forms via the WSU History Graduate Program Forms folder in OneDrive (please contact the DGS if you have trouble accessing the file). CLAS and the Graduate School also post their forms on their websites. Master's and certificate programs are governed by CLAS; the PhD program is governed by the Graduate School. All forms should be submitted electronically; **do not submit paper forms**.

Advising

Your advisor's role is to guide you through your graduate program and direct your research. Your advisor should be your first point of contact for any questions, concerns, or issues and you should keep in touch with your advisor on a regular basis. It is important that you select an advisor whose intellectual interests and advising style match your needs; your advisor should be someone with whom you have a productive and supportive working relationship.

All incoming graduate students are provisionally assigned to a faculty advisor. In your first semester in the program, you should discuss your research interests and course of study with your provisional advisor and if possible, enroll in a course taught by your advisor. You should meet with your advisor to discuss continuing your relationship before you submit your annual review and plan of work in January of your first year in the program. By signing these forms, you and your advisor are committing to work together.

You may find, during your first semester or later, as your research interests develop or change focus, your advisor is no longer the most appropriate faculty member to supervise your work. If that is the case, you should discuss the matter with your current advisor and/or the DGS and seek out a new advisor. It is *your responsibility* to find another full-time faculty member who is willing to serve as your permanent advisor. If you cannot do so in a reasonable amount of time, you should not expect to continue in the graduate program. To change advisors, certificate students, master's students, and pre-candidacy doctoral students may simply notify the DGS via email, cc'ing the current and new advisor. Once a doctoral student has achieved candidacy, changing the advisor or committee members requires submitting a Change in Committee form.

Master's and PhD students are additionally responsible for assembling—in consultation with your advisor—a committee of faculty members who will provide feedback on your work at various stages of your degree. Master's committees are composed of the advisor and a second reader, who helps shape your MA essay/thesis or MAPH project. Doctoral students first select a qualifying exam committee to administer the department's required "quals," and subsequently form a dissertation committee, which may or may not be the same as the qualifying exam committee. Quals committees have three members (including the advisor), and dissertation committees have four members (including the advisor).

If a conflict arises between you and your advisor or a committee member, you should speak with the DGS, whose role is to advocate for graduate students and help them navigate difficult situations.

Graduate Courses and Grades

In the History department, most courses numbered 5000 and above are offered for graduate credit. 5000- and 6000-level courses are also open to advanced undergraduates. 7000-level courses are open only to graduate students, but they may meet concurrently with an advanced undergraduate section of the same course. When a course is offered at both the 5000 and 7000 level, graduate students should enroll in the 7000-level section. 8000-level courses (graduate seminars) are open only to graduate students and 9000-level courses (Doctoral Candidate Status courses) are open only to PhD students.

Required courses for our graduate programs are offered annually or biannually depending on enrollment. We make every effort to schedule required courses and graduate seminars so that there are not time conflicts. Graduate courses are scheduled both during the day and in the evening, and their timing may vary from semester to semester or year to year. You should expect to be flexible in your availability for required and elective courses.

Grades in graduate school reflect higher standards of scholarship than those applied at the undergraduate level. An A indicates excellent work, a B indicates good work, grades of B- or below indicate work below graduate standards, and an F indicates failure. Students who excel in our program primarily earn A grades, while B-range are a cause for concern.

Plans of Work

All graduate students are required to file a Plan of Work (POW) with their first progress report. Transfer credits must be listed on a Transfer of Credits form and submitted with the POW. Students enrolled in dual degree programs or who plan to earn multiple degrees must file separate POWs for each degree. Failure to submit the POW on time will result in an unsatisfactory progress report and a registration hold, which will prevent you from registering for classes. For MA and MAPH students, the approved POW serves as Admission to Candidacy for your degree.

Completing the POW helps to ensure that you take required courses when they are available and that you enroll in courses that will satisfy your degree requirements. The POW must be completed in consultation with your faculty advisor, and as you progress in the program you may, with permission of your advisor and the DGS, make course substitutions if those you initially planned to take are not offered or new courses become available. If the POW is significantly revised, you must file a Change of Plan of Work form. The DGS files POWs and Change of Plan of Work forms for master's and certificate students with the Graduate Office in the College of Liberal Arts and Sciences and for PhD students with the Graduate School.

MA, MAPH, and joint degree master's students are encouraged to complete a POW worksheet, available in the WSU History Graduate Program Forms folder in OneDrive, before meeting with their advisor. You can also find sample POWs for your program in the same folder.

Transfer Credits

Transfer Credits for the Master's Degree

Up to 8 graduate credits from a graduate degree program (at WSU or another institution) may transfer to a student's WSU master's degree. Those 8 in addition to a maximum of twenty-four earned in residency can be transferred toward a PhD.

Transfer Credits for the PhD

For students who earned a master's degree at Wayne State, up to 32 credits of 'B' or better graduate credit may be applied toward the PhD. These 32 credits may include up to eight master's degree transfer credits as noted above. Students entering the PhD program with a master's degree from another institution may transfer up to 30 credits of 'B' or better graduate credit. A student wishing to transfer graduate credit from an institution other than WSU toward the PhD degree must file a petition with the Graduate School via the Transfer of Credit form, approved by his/her advisor and departmental graduate director, requesting such transfers and submit it with the Plan of Work. The petition must be supported by a transcript showing a minimum grade of 'B' for the courses to be transferred; 'B-minus' and credit earned with 'S' and 'P' (satisfactory or pass) grades are not acceptable for transfer. Students who completed their master's degree at WSU may simply list the courses they want to transfer on their PhD plan of work.

Annual Reviews

To remain in good academic standing and help you stay on track to complete your degree requirements in a timely manner, master's and doctoral students must submit Progress Reports, Benchmarks Checklists, and cvs or resumes each year; PhD students must additionally submit an Annual Review/Individual Development Plan (IDP). You can access these forms via the WSU History Graduate Program Forms folder in OneDrive folder. You should complete your Progress Report and schedule a time to discuss it with your advisor well in advance of the submission deadline. Participation in the annual review process is mandatory; if you fail to submit your Progress Report, you may have a registration hold placed on your account.

MA Student Annual Reviews

Your first year in the program, you should submit an MA Progress Report, Benchmarks Checklist, and cv or resume, together with a completed Plan of Work, to the DGS by **January 15 if you began coursework in fall term and by May 15 if you began coursework in winter term**. In subsequent years, you should submit an MA Progress Report to the DGS by **January 15**. If you seek financial support from the department, you must also submit a Funding Request to the DGS by **January 15** each year.

MAPH Student Annual Reviews

Your first year in the program, you should submit an MA Progress Report, Benchmarks Checklist, and cv or resume, together with a completed Plan of Work, to the DGS by **January 15 if you began coursework in fall term and by May 15 if you began coursework in winter term**. In subsequent years, you should submit an MAPH Progress Report to the DGS by **January 15**. If you seek financial support from the department, you must also submit a Funding Request to the DGS by **January 15** each year.

PhD Student Annual Reviews

Your first year in the program, you should submit the Pre-Candidacy Progress Report, together with a completed Plan of Work and Skills Acquisition form, to the DGS by **January 15**. In subsequent years, until you have achieved candidacy, you should submit a Pre-Candidacy Progress Report to the DGS by **January 15**. After you achieve candidacy, you should submit a Dissertation Progress Report to the DGS by **January 15**. If you seek financial support from the department, you must also submit a Funding Request to the DGS by **January 15** each year.

The Graduate School requires all PhD students to complete IDPs annually; your IDP must be submitted electronically by **September 15** each year. You can find the form on the Graduate School website.

Deferred and Incomplete Grades

The mark of I (Incomplete) is given to a student when they have not completed all of the course work as planned during the term. A written contract specifying the work remaining to

be completed should be signed by the student and instructor. Responsibility for completing all course work rests with the student; when the student submits the required course work, the instructor will change the I to a letter grade. The History department expects students to make up work for incomplete grades by the end of the following term (i.e., an incomplete earned in fall term must be completed by the end of winter term). Any grade of I which is not resolved within a year will automatically turn into an F.

The mark of Y (Deferred) is given when the student is up to date in the work of a course that is expected to continue beyond the semester in which they are enrolled (i.e., essay, thesis, and dissertation credits). The Y is not to be confused with an incomplete, or I, grade. Unlike an incomplete, a deferred grade does not have a time limit, and it will remain a Y on your transcript until such time as the course instructor changes the grade. However, the DGS may place a hold on a student's registration if, after consultation with the advisor, the DGS concludes that the student has accumulated an unwarranted number of deferred grades. Additionally, students employed as GTAs and GRAs may endanger their eligibility for those positions through the accumulation of multiple deferred grades, which often indicate a lack of progress toward degree. An accumulation of such grades may also negatively impact a student's ability to apply for other funding from the university.

Directed Studies

Directed study may be authorized if the area of interest is an integral part of the student's graduate program and is not covered by courses normally included in our curriculum. Directed studies require prior approval. To secure permission to register, you and the faculty member who has agreed to supervise your directed study must first complete a Petition and Authorization for Directed Study form, which describes the content and rationale of the course. After your advisor signs the form, submit it to the DGS and you will be granted an override to register for HIS 7990. Directed studies may not be used as substitutes for basic courses or for seminars. History students may count no more than three directed studies toward their degree, and the directed study must be for three or more credits to count toward degree requirements.

Graduate Enrollment at Other Institutions

Wayne State University participates in the **Michigan Intercollegiate Graduate Study program (MIGS)**, which allows graduate students to take courses at other Michigan public institutions that offer graduate degrees. Students must receive permission to enroll from the course instructor, their advisor, the DGS, and the Department Chair. MIGS enrollments are limited to one semester for master's students and two semesters for doctoral students. This program is managed by Graduate Admissions, and the required forms that must be filed in advance of registration and at the end of the term, both by WSU and by the other institution, are managed by that office.

Graduate students may take courses at the University of Windsor through the **Wayne-Windsor Exchange Program**. This program and all paperwork are managed by Study Abroad.

Graduate Students may **study abroad** through a variety of programs available at WSU, including the Munich Fellowship and the University of Salford Exchange Program. These programs and all paperwork are managed by Study Abroad.

Students wishing to participate in any of these programs should speak with their advisor about how courses at other institutions will integrate into their plan of work.

Full-Time Status

The Graduate School defines full-time status as enrollment in eight or more credits per semester, fall and winter terms (and for those who may need to maintain full-time status over the summer months, at least two credits during the spring/summer term). However, the Office of Financial Aid and external funding agencies sometimes define their own, separate requirements for full-time status, and these may supersede the Graduate School's definition. Additionally, students under contract as GTA/GRAs must enroll in at least 6 credits per semester to fulfill the terms of their contract, but they should be aware that this contractual minimum does not constitute full-time status at Wayne State and may not meet the full-time enrollment requirement of a lending institution, should they have previous student loans. In short: Check with the relevant administrators and read the fine print!

If PhD students require additional credits beyond their current course load in order to maintain full-time status, they may consider enrolling in pre-candidacy research credits (HIS 9990) to make up the difference. Please be aware that pre-candidacy research credits *do not count* toward the 90 credit hours required to complete your degree; if you enroll in HIS 9990, you are essentially paying a maintaining matriculation fee. Pre-Candidacy Research is limited to eight credits in one semester and a maximum of twelve credits cumulatively.

Time Limits and Time Extensions

Students in certificate programs must complete all requirements within three years (six years if concurrent with a degree program). Students in master's degree programs must complete all requirements within six years. Students in doctoral programs must complete all degree requirements within seven years. Your time clock begins with the end of the first semester in which you complete a course required for your degree. For example, the time clock for master's students admitted for Fall 2021 expires on 12/31/2027; the time clock for PhD students admitted for Fall 2021 expires on 12/31/2028.

Should you require additional time to complete your degree, and your advisor and department support your continuation in the program, you must file a time extension request with CLAS (for certificate and master's students) or the Graduate School (for PhD students). Wayne State has a firm policy that time limits will not be extended past ten years for master's

degrees or twelve years for doctorates. Approval of time extensions is not automatic, and current practice is to extend time limits only one year at a time. If a second (or third) year is required, you must submit a separate application. It is your responsibility to contact your advisor and the DGS about a time extension. While current practice allows for a six month grace period in which to file for an extension after you reach your time limit, we encourage you to be in touch with your advisor and the DGS well in advance of your time clock expiration to make a plan for your degree completion and submit the required paperwork.

Dismissal

Graduate students are expected to maintain good academic standing in their coursework (i.e., maintain a GPA of 3.0 or higher) and make satisfactory academic progress toward their degree (i.e, meet program benchmarks and expectations). If they do not, they may be dismissed from the program. In the History department, satisfactory academic progress is assessed by advisors and documented in students' annual progress reports.

Dismissal for failure to maintain good academic standing

- Earning a grade lower than a B in HIS 7830, HIS 7832, HIS 7835, or HIS 7855 if the course is required for the student's program
- Earning a grade lower than a B in *any* graduate course
- Falling below a 3.0 (B) grade point average

Students who earn a grade lower than a B in HIS 7830, HIS 7832, HIS 7835, or HIS 7855 will be immediately dismissed from the program if the course is a degree requirement for the student's program. They may not retake the course. The student will be notified in writing by the DGS of their dismissal; the DGS will also notify CLAS (for master's students) or the Graduate School (for doctoral students) and a hold will be placed on the student's future registration. Students who earn a grade lower than a B in any other graduate course are placed on academic probation by the Department, and the DGS will request that Graduate School place a hold on their registration. Students whose GPAs fall below 3.0 are placed on probation systemically and automatically have a hold placed on their registration by the Graduate School. Such students are required to confer with their advisor to develop a plan and timetable for elevating their GPA. If the advisor approves the plan, they should notify the DGS to ask the school/college to release the GPA registration hold so the student can register for the agreed upon course(s). If the student fails to improve their grades on the timetable proposed by the advisor, the student will be notified in writing by the DGS of their dismissal; the DGS will also notify CLAS (for master's students) or the Graduate School (for doctoral students) and a hold will be placed on the student's future registration.

Dismissal for failure to make satisfactory academic progress

- Receiving an "Unsatisfactory Progress" evaluation from your advisor on your annual progress report and failing to resolve the issues by the end of an agreed-upon probationary period

- PhD students only: Failing two written qualifying exams on the first try, failing one written qualifying exam twice, or failing the oral examination
- PhD students only: Failing to submit a prospectus within six months of passing qualifying exams and advancing to candidacy

Advisors assess every student's academic progress via an annual progress report. If an advisor determines a student is making unsatisfactory progress, the advisor will document the specific issues involved and issue a timetable for resolving them as part of the progress report review process. When the DGS receives the unsatisfactory progress report, they will notify CLAS (for master's students) and the Graduate School (for doctoral students) in writing that the student has entered a probationary period as outlined in the progress report. At the end of the probationary period, the advisor will evaluate the student's progress and make a recommendation to the Graduate Committee about whether or not the student should continue in the program. If the advisor and the Graduate Committee determine that the student met the expectations for the probationary period, the DGS will notify CLAS or the Graduate School that the student has returned to good standing. If the student does not meet expectations, the DGS will notify the student of their dismissal in writing and send CLAS or the Graduate School a copy of the dismissal letter, which will include a description of the evidence used to justify the dismissal. These offices will place a hold on the student's future registration.

Appeals

Students may appeal a dismissal following the procedure described in the Graduate Bulletin.

Graduation

You must apply to graduate in Academica no later than the Friday of the fourth week of classes for the semester in which you plan to graduate; the date of the application deadline and other relevant information is available on the University's Commencement website. In order to participate in the Commencement ceremony, you must be considered a graduate of that semester by meeting the deadline to complete all requirements. If you do not complete the requirements to graduate in the term you applied, you will need to re-apply for graduation in a future term. Submission deadlines for master's theses, essays, and projects and associated paperwork are posted on the CLAS website. Submission deadlines for doctoral dissertations and associated paperwork are posted on the Graduate School website.

History
Wayne State

Winter 2016

FACULTY ADMINISTRATION BUILDING IN FEBRUARY

IN THIS ISSUE

Chair's Message

by Dr. Elizabeth V. Faue

History is Everywhere at Wayne State

History, as American Historical Association Executive Secretary James Grossman quips, "is everywhere." And that has been particularly true at Wayne State this year. We've had dazzling speakers like Christopher Tomlins, giving a brilliant talk on the Nat Turner Rebellion, or Heather Thompson, speaking about communicating to broad public audiences from our own store of knowledge, master's program alumni Christopher Wilson of the Smithsonian telling tales of his career in public history—complete with anecdotes from Greenfield Village and the Museum of American History, Benn Williams of the University of Illinois outlining how to create our own digital history projects, and Steven High reflecting on the stunning work he is doing in Montreal, reconstructing the working-class past from oral histories and the urban landscape.

We have had a great time reconnecting with students and colleagues over the rich offerings of our North American Labor History Conference and our Career Diversity and Public History Speaker Series, funded by the Graduate School and the Department of History and the new Master's Program in Public History.

The winter semester has held and continues to hold similar delights—a talk by History Communicator Jason Steinhauer, the Humanities Center Faculty Fellows Conference, and events such as Mary Battle's oral history workshop and Women's History month events with our own faculty.

Bringing history into the present is what we do—telling stories, interpreting photographs, and puzzling over the letters and diaries that we find in archives. If you have been on this road with us, you understand the excitement we have when we listen to the new stories that our undergraduate majors tell, the insights our master's and doctoral students provide, and the interpretation that our faculty bring to light in their scholarship.

We Want to Hear from You

Let us hear from you about your history degree, your career, and what you have learned through our program—and come see us in one of the winter semester events you find listed elsewhere in the newsletter.

Master's Degree in Public History

The Department launched a new graduate program, the Master's degree in Public History in response to students' requests for public history and "real world" experience and our recognition that many of our graduate students ultimately build careers as public historians.

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Yale Indian Papers Project

Dr. Karen Marrero directed undergraduate students in the excavation of materials from the Yale Indian Papers.

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2015 Graduate Research Awards

Graduate Winners at the 2015 Spring Reception

- ⇒ **Dr. Gerald Dreslinski Award and Research Award** – Robert Pfaff for "Untested Allegiance: The United States in the Age of Revolution, 1789-1800."
- ⇒ **Richard D. Miles Endowed Award** – Lily Wilson for "Delegitimizing Women: The Visual Culture of the French Revolution."
- ⇒ **Rolf and Jennie Johannsen Endowed Memorial Award** – Michael Fedbush for "Pelagius: An Unwilling Deviant."
- ⇒ **Joe L. Norris Endowed Award** – Thomas Cragg for "Arriving Early, With Cash and References: A Demographic Profile of Detroit's Economic Elite in 1880."
- ⇒ **Michael D. Patterson Memorial Award** – Samuel Hogsette for "Bobby Rush: The Making of a Black Panther Politician."
- ⇒ **Charles F. Otis and Dr. Jeffrey Reider Scholarship in History of Gender and Sexuality** – Lily Wilson for "The Gendered Division of Artistic Labor at the Charles Lang Freer House, Detroit."
- ⇒ **Alfred H. Kelly Memorial Research Award** – Amanda Walter for "Rights and Respect: The Working Women's Movement and Clerical Unionism in Higher Education."
- ⇒ **Milton Covensky Grad Research Award** – Miriam Borenstein for "From Talking Softly to Carrying a Big Schtick: American Jewish Masculinity in the 20th Century."
- ⇒ **Thomas N. Bonner Graduate Research Award** – Nathan Kuehnl for "Race and Healthcare in Post-Civil Rights Detroit."

STUDENT AWARDS

You can learn about Student Funding on the department's website.

2015 UROP/Sterne-Lion Winners

Clockwise: Danielle Lumetta, Ny'Ree Williams, and Derek Robertson

Each year undergraduates are invited to apply to work with faculty to conduct research on subjects of interest to them as part of the **Undergraduate Research Opportunity Project.** Successful applicants are then eligible for the Sterne-Lion Award, an award made possible by the Department's benefactor G. Michael Loewe.

With the combined funding, history students are able to conduct research around the world. This year's winners traveled to archival sites in England and the U.S. Each student presented his or her findings at the Department colloquium in November.

Derek Robertson traveled to London for two weeks where he crisscrossed the city visiting various archives in his search for evidence of the political persecution of Quakers. Derek's paper was titled "Dissent in Restoration England: The Political and Social Status of an Outlawed Minority."

Danielle Lumetta also traveled to London where she researched the introduction of land use policies resulting in English peasants being denied use of open land in their communities. Danielle's paper was titled, "Enclosure Acts and Norfolk's Agricultural Progress from 1780-1850."

Ny'Ree Williams's research on gender and lynching took her to Chicago where she first visited the University of Chicago's Library system to study the Ida B. Wells Papers before heading to the Newberry Library. Then she traveled to Washington, D.C., to examine collections at the Library of Congress. Instead of writing a traditional paper, Ny'Ree developed a short video that illuminates African American women victims of lynching and women's role in the fight to help Americans understand the horrors of this violence and bring lynchers to justice.

HISTORY AROUND TOWN

Grad Students at the Midwest Conference on British Studies

Graduate students Kaitlin Cooper, Rob Pfaff, and Lauren Dreger attended and presented at the 62nd Annual Midwest Conference of British Studies in September.

2015 Civic Festival

The Center for the Study of Citizenship held its 1st Civic Festival, which celebrated and encouraged civic engagement across campus. The Henry Ford brought to campus a portable spinning wheel that Mahatma Ghandi gave to fellow pacifist, Henry Ford. Peter Croce spun records on Gullen Mall before hundreds of students, staff, and faculty.

2015 Humanities Center Faculty Fellows

Liette Gidlow presented research from her new project on women who continued to be disfranchised long after the women's suffrage amendment.

Liz Faue discussed her new research on feminism and bullying in the workplace.

Master's in Public History

by Dr. Tracy Neumann

In Winter 2016, the Department launched a new graduate program, the Master's degree in Public History (MAPH). Public history is a diverse and growing field that allows historians to engage directly with popular audiences in a wide variety of settings.

To prepare students for careers ranging from museum curator to public policy analyst to consultant, the Department now offers an interdisciplinary degree that draws on coursework and expertise from history, anthropology, political science, library and information science, and urban planning. History faculty worked closely with faculty members in those departments and with community partners to design a curriculum that builds on the College of Arts and Sciences' existing strengths and takes advantage of Wayne State's proximity to Michigan's premier cultural institutions—many of which are our neighbors in Midtown Detroit.

Community Partners

The Henry Ford Museum, the Detroit Historical Society, the Charles H. Wright Museum of African American History, and the Walter P. Reuther Library have partnered with the MAPH program to provide internships and other learning opportunities for our students. We plan to establish more such partnerships with local, state, and eventually national (and even international) organizations as the program grows. Our community partners have been generous with their time and knowledge, and representatives from several Detroit cultural institutions sit on the advisory committee that oversees the MAPH.

Origins

The MAPH came about as a response to students' requests for public history and "real world" experience; to our recognition that the majority of our MA and PhD students ultimately build careers as public historians, rather than as academic historians; and to the American Historical Association's call for graduate programs to promote career diversity. The MAPH will be, for most graduates, a terminal degree leading to employment in occupations as diverse as museum work, library and archival research, public policy analysis, documentary filmmaking, state and national parks, and tourism.

Concentrations

While in the program, students will concentrate in one of the following areas:

- ⇒ Museum Studies,
- ⇒ Cultural Resource Management,
- ⇒ Public Policy,
- ⇒ African American History and Culture,
- ⇒ Labor and Urban History, and
- ⇒ Gender, Sexuality, and Women's Studies

Every student will complete an internship to gain professional experience in their area of interest.

The MAPH had a soft launch this academic year, and we will welcome WSU's first cohort of public historians in Fall 2016—we can't wait to meet them!

For more information on the program, visit – http://clas.wayne.edu/History/ma-public-history

The MAPH was generously funded by a grant from the WSU Graduate School of Arts & Science's Master's Program Innovation and Development Fund.

African Democracy

by Dr. Jennifer Hart

This fall I taught a course on politics in Tanzania for the course on politics in Tanzania for the African Democracy Project. The Project, which is part of the Forum on Contemporary Issues in Society, has taken students to Mozambique, Ghana, Liberia, Botswana, and Namibia. In our course on Tanzania, we explored the question: What is democracy?

Research

We spent several weeks reading some major scholarship on Tanzanian politics. Many renowned experts in History & Anthropology visited the class to talk with students about their work and processes of research,

Tanzania

Students took that knowledge with them to Tanzania on a two-week trip. We spent most of our time in Dar es Salaam, where students conducted interviews in schools, NGOs, and offices and worked with the Legal and Rights Center to help monitor elections. We even got to serve as international election monitors! And, of course, there was a little bit of tourism thrown in, as we visited historical and cultural sites in Zanzibar, Bagamoyo, and Dar es Salaam; visited local markets, took a sunset cruise off the coast; and ate delicious Tanzanian food.

Websites

Upon our return, students developed the public presentations of their research in the form of websites, to ensure student research was accessible to the general public in the U.S. and Tanzania. Their projects embraced a broader definition of politics, exploring a range of issues: Access to water in Dar es Salaam and Detroit; English-language education; HIV/AIDS policy; Women's fashion. I even did research on daladala (public transport). Everything was linked on a course website.

What's Next?

Several students are continuing their research through summer research projects and job opportunities. This fall, I'll be teaching ADP again and we're going back to Ghana!

Black Detroit

by Dr. Kidada E. Williams

In the fall, I led HIS 5261/7261 students on a venture developing websites presenting Black Detroit in History & Memory. The course's primary objective was to have students research African Americans' histories in the city and produce projects that were accessible to a diverse, public audience.

The seminar started with class visits to the Reuther Library, the Wright Museum Archives and Research Library, and the Burton Historical Collection. We met the archivists, toured the facilities, and learned about the vast collections.

Research

When we returned to class, students traced the history of African Americans' efforts to carve out a space for themselves in Detroit from the 19th century through the present and the different ways people and institutions selectively remember and forget parts of this history. Then, students conducted their fieldwork.

Students dove into Detroit newspapers and institutional records. Most of them worked from Detroit but a few traveled to the Bentley Library in Ann Arbor. They also

conducted interviews and mined digital collections and traditional sources.

Websites

Instead of papers, students produced websites on the Algiers Motel Incident, Voting Patterns from 1918-1943, Working-class Struggles in the 1920s-30s, and the contributions of Detroit legends Arthur Johnson and Jaramogi Abebe Agyeman (Rev. Albert B. Cleage). They also explored Detroit Public Schools' fight for resources & angst over school desegregation. Projects threw new light on the controversial police unit S.T.R.E.S.S., the Nation of Islam, Detroit Memorial Park and Funeral Homes and Cemeteries, and the context behind the recent Water Shut-offs.

Yale Indian Papers

by Dr. Karen Marrero, Peter Cherry, and Patricia Mandernach

During the Fall 2015 semester, undergraduates Peter Cherry and Patricia Mandernach conducted research as part of the Yale Indian Papers Project, an on-line annotated collection of New England Native American primary source materials. The purpose of the project is to provide the public with access to primary source materials on Native peoples in New England. To do this, researchers have been working to develop a virtual collection of materials that have been digitized, transcribed, and annotated. Making this invaluable resource available online and free to the public increases awareness of this history that was often closed to people who did not have access to the collection.

Peter and Patricia started work on the Connecticut Native Legislative History Project, the first of its kind in the country. Dr. Paul Grant-Costa, Executive Editor of the Yale Indian Papers Project, had been a guest (via Skype) in Dr. Marrero's Native American history class in the Winter 2015 semester. Peter and Patricia eagerly agreed to participate when he invited students in the course to initiate the work with Connecticut court records. They combed through the Public Records of the Colony of Connecticut and the Index to the Connecticut State Library's Connecticut Archives to trace threads of legal petitions as they pertained to Native peoples from the seventeenth through the nineteenth centuries.

Navigating the Archive

Working with primary source materials allowed them direct access to the social and political attitudes of the time in general and in relation to Native Americans. They were also challenged to decipher the meaning and spellings of seventeenth-century English, as well as colonial concepts of weights, measurements, and currency.

Uncovering Legal Strife

Peter and Patricia's research uncovered legal cases that dramatically impacted the relations between Native communities and English colonists, sometimes stretching over extended periods of time. Much of this protracted legal wrangling took place over land, especially as the Colony grew and an increasing desire to acquire more acreage placed pressure on resident Native peoples. For example, in 1705, the courts ordered that lands rightfully owned by the Mohegan that had been seized by the Colony should be returned. Over the next seventy years, colonists would use legal measures to avoid the original order and to dismantle legal title to land reserves held by the Mohegan and other Native communities as well.

Restricting Native People's Rights & Transforming Their Ways of Life

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Results of their Work

Peter and Patricia's discoveries make it possible to see how the relationship between Europeans and Native Americans changed over time. Their participation in this project gave them an opportunity to sharpen their research, writing, and presentation skills and to benefit the general public, scholars, and members of Native communities who will make use of this work. Their efforts will assist contemporary Connecticut indigenous nations in their continuing efforts to chart trends in their histories.

Patricia Mandernach and Peter Cherry presenting their research, which complicated and challenged older histories of Euro and Native relations, at a department colloquium in December.

HISTORY AROUND TOWN

Dr. Charlie Hyde leaves Metro Detroit

Dr. Hyde was known in some metro Detroit circles as the Jack Kervorkian of historic preservation. If he was called in, the building in question would see the wrecking ball. We knew him as Charlie, author extraordinaire and supportive colleague and friend. His well attended send off at the Scarab Club reflected our appreciation for his remarkable work over the years. We wish him well.

Dr. Aaron Retish on Detroit Today

Retish discussed with Stephen Henderson Russia's relationship with Syria and the proxy war between the U.S. and Russia.

Dr. Kidada Williams & Dr. Jorge Chinea discuss Black Lives Matter

Drs. McGuire, Kruman, and Williams worked with WSU's Black Student Union to organize a forum to discussing police violence against unarmed African Americans and other concerns about social justice inspiring students to action in the Black Lives Matter movement. We were joined by Detroit anti-police violence activist Ron Scott and Detroit Water Brigade activist Makita Taylor.

Faculty News and Notes

Liette Gidlow's essay, "The Great Debate: Kennedy, Nixon, and Television in the 1960 Race for the Presidency" was read on "A Good Argument", an episode of the BBC's "Something Understood."

Jennifer Hart won a 2015 Humanities Center Faculty Fellowship for "Accra Mobile: Mapping Mobility, Culture and History in Contemporary Ghana." She also won a University Research Award and a Research Enhancement Award. Check out her site GhanaontheGo.

Charlie Hyde retired from teaching in 2010 but continued on the WSU editorial board, editing the Great Lakes Books series. Last year, he returned home to the East Coast.

Christopher Johnson's *Becoming Bourgeois: Love, Kinship, and Power in Provincial France, 1670-1880*, was published by Cornell University Press.

Marc Kruman co-edited *The Meaning of Citizenship* with Richard Marback, which was published by Wayne State University Press.

Elizabeth Lublin was named the chair of the Midwest Japan Seminar.

Tracy Neumann received a Research Enhancement Award for her work on "The Urban International: Planning and Development from the Marshall Plan to Microfinance."

Andrew I. Port won a Marie Curie FCFP Senior Fellowship from the Freiburg Institute for Advanced Studies.

Aaron Retish won a 2015 Humanities Center Faculty Fellowship for his work on "At Court in the USSR: Peasants, Legal Culture and Social Control, 1917-1939."

Marsha Richmond has been elected president of the International Society for the History, Philosophy, and Social Studies of Biology.

Sandra VanBurkleo's *Gender Remade: Citizenship, Suffrage, and Public Power in the New Northwest, 1879-1912* was published by Cambridge University Press.

David Weinberg's *Recovering a Voice: West European Jewish Communities after the Holocaust* was published by the Littman Library of Jewish Civilization.

Where are they Now?

Dr. David A. Collins (PhD 2014) President of the Board for the American Bar Foundation welcomed attendees at the 6th Judicial Circuit Conference in May.

Dr. David Hopkins (PhD 2015) started a tenure track job at Midland College in August.

Dr. Timothy Moran (PhD 2015) won the Student Award for Excellence from the Symposium on the 19th Century Press, the Civil War, and Free Expression for his paper "Changes in the News: Characterizing Immigration, 1850-1890."

Dr. Joe Turrini published "'The People's Race': The Marine Corps Marathon and Distance Running in the Nation's Capitol" in *D.C. Sports: The Nations Capital at Play*.

Visitors

October

WSU alum Christopher Wilson, who currently works at the Smithsonian's National Museum of Public History, discussed "Curating Curiosity: From Sulkies to Sausage to Civil Rights: A Career in Public History" as part of the Career Diversity Series.

Dana Frank, of the University of California, Santa Cruz presented the Gerald J., Myrna F., and Stuart L. Bernath Lecture for the Support and Discussion of History, Diplomacy, and Foreign Affairs on "Honduras: The Empire in Real Time" at NALHC.

November

Heather Ann Thompson, of the University of Michigan, came to discuss "Making History Matter: From Writing for the Academy to Reaching the Public," which included her work on the 1971 Attica Prison Uprising, as part of the Career Diversity Series.

Benn Williams, of the University of Illinois-Chicago, presented on "Detroit and the World: Kick-starting Digital Humanities Projects" in November as part of the Career Diversity Series.

Audrey Guyer, independent producer of the documentary "'Our Fires Still Burn': The Native American Experience," discussed her film during Native American Heritage Month.

February

Jason Steinhauer, from the Kluge Center and formerly of the Library of Congress, came to discuss History Communicators and "The Future of (Public) History," as part of the Career Diversity Series.

March

Michael McDonnell, from the University of Sydney, presented "Masters of Empire: Great Lakes Indians and the Making of America" at the Detroit Historical Museum, as part of the Career Diversity Series.

Spring Events

Spring Reception

On April 5 at 2 :30 p.m., please join us for the Reception and Award Ceremony in the Undergraduate Library's 3rd floor Community Room.

Otis-Reider Symposium

Please join us on April 5 for our first annual Otis-Reider Graduate Research Symposium, where past and present doctoral students Elizabeth Ryan (2015), Amanda Walter, Maria Wendeln (2015), and Lillian Wilson will present their research. This event, which will be held in the UGLi Community Room, starts at 12 :30.

Career Diversity Series

Mary Battle, of the Avery Research Center and the College of Charleston will be giving a workshop on Best Practices in Conducting Oral History on March 24 at 1:30 in 3339 F/AB and presenting "The Many Roles of Oral History Public History" at the Detroit Historical Museum on March 25 at 4:30.

Graduates

PhD

David Hopkins, "'A Lonely Wandering Refugee': Displaced Whites in the Trans-Mississippi West in the American Civil War."

Timothy Moran, "'We Send our News by Lightning': The Information Explosion of the Nineteenth Century and Adaptation in the Press, 1840-1892."

Elizabeth Ryan, "Transforming Motherhood: Single Parents' Liberation in the 1970s."

Angella Smith, "Economic Revolution from Within: The NIRA and the Political Economy of Crisis."

Maria Spencer Wendeln, "Princess on the Margins: Toward a New Portrait of Madame Elisabeth De France."

MA

Dana Greene, "With Every Beat of My DRUM: The Rise of the Detroit Revolutionary Union Movement and the Utilization of the Underground Media, 1950-1975."

Richard Marcil, "Women in the Early History of Ecology."

Chad Pennington, "'A Return to Normalcy': President Gerald R. Ford and the War Powers Resolution: The Intersection of Domestic Law and International Commitment?"

Alaa A. Taher, "NOW Downriver: Loretta Moore and Working-Class Homemakers, Displaced Homemakers, and Working Mothers Fight for Women's Rights, 1972-1982."

Julia M. Teran, "Black and White Women in The Student Nonviolent Coordinating Committee: How Different Experiences of Gender in SNCC Contributed to the Absence of an Interracial Feminist Movement."

Camille Ward, "Legislating Chastity: Abortion, Abstinence, and the Limitations of Choice."

From the Editor

As Chair Elizabeth Faue conveyed in her message, from our undergraduates through our emeriti faculty, the History Department has a lot going on. This newsletter is our way of keeping you apprised of faculty, staff, and students' accomplishments as well as department sponsored events.

Dr. Faue provides weekly emails listing our many accomplishments. These messages form the basis of the Faculty News & Notes and Where are they Now? sections. Please direct your great news and notes **to her** at evfaue@wayne.edu. We also invite you to subscribe to the HistoryEvents listserv by contacting tracy.neumann@wayne.edu.

Acknowledgements

We could not produce this newsletter without the contributions of our wonderful faculty, staff, and students. They Aim Higher, as the Wayne State slogan goes. They also give their time and energy to shine a light on our activities.

Big thanks to: Dr. Tracy Neumann for introducing the new Public History program and supplying pictures; to Dr. Karen Marrero for sharing her students' research and contribution to knowledge of Native people's histories of New England; and Dr. Jennifer Hart for her work on the African Democracy Project. We're also deeply appreciative of PhD student Miriam Borenstein for taking pictures at the MAPH stakeholders' meeting and the Spring Reception and allowing them to be published.

Finally, I'd like to thank Chair Elizabeth Faue for a reprieve from some department service so I can produce the newsletter as well as her suggestions and willingness to provide funding for publication. Gayle McCreedy, Marilyn Vaughn, and our amazing work-study students, Donnevan Tolbert and LaCorsha Jackson, provided critical assistance in the last stages of publication.

Getting into the Newsletter

Faculty, we'd like to showcase your innovative research and teaching as well as your engagement with metro Detroit and global communities. Students, if you're passionate about history and want to share your interests, let us know. Alumni, we'd also love to share the ways your history training shapes your life on the other side.

Everyone can also help by taking pictures at department events and sharing them with the editor.

Pitching

With so much going on and only 2 issues in which we can share it, here are some tips:

⇒ You can pitch the editor virtually anytime.
⇒ Don't be boring. We've got no room for it.
⇒ Keep it short. Final submissions should be between 200-500 words long. No academese, please.
⇒ Work featuring students or illuminating your engagement with public audiences gets priority.
⇒ Visuals required. Sorry, not sorry.

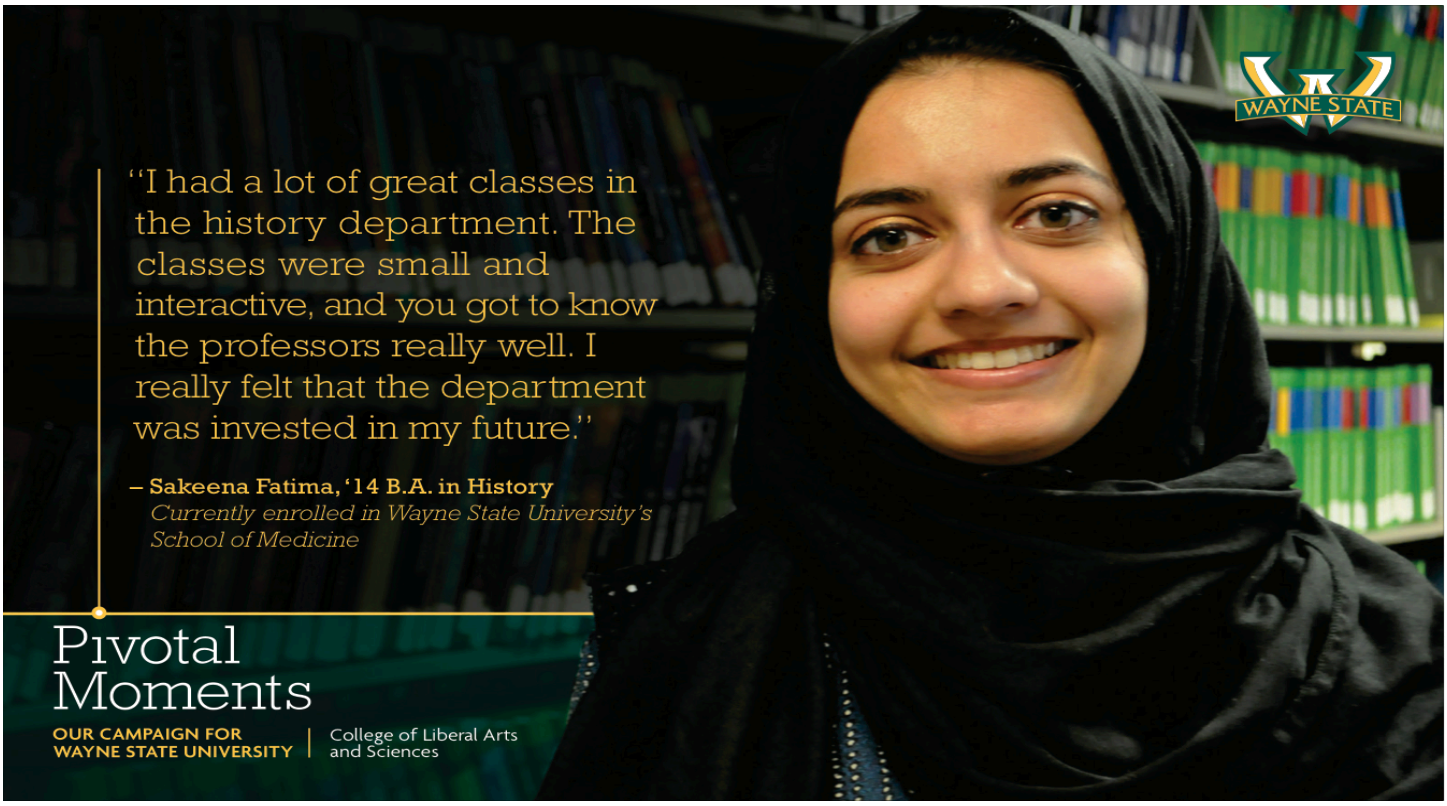
EDITOR CONTACT

KIDADA E. WILLIAMS, PHD
kidada.williams@wayne.edu

Keep in Touch

WSU History is on Facebook.

We're also on Twitter @HistoryatWayne.



Wayne State

Winter 2016

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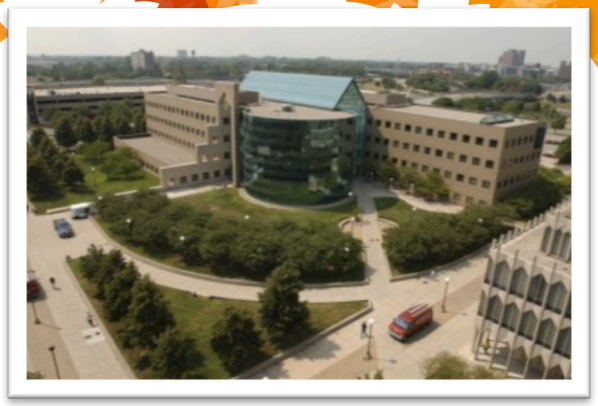
History Department

Wayne State University



Welcome Back

In the midst of this presidential election cycle, nearly every week brings "historic" firsts. Knowing what is new and tracing its roots is the task of History, or at least of historians. Check out our History Communicators page for a sampling of how History faculty are informing debates on issues.

What I have found over the past year is that we are also a department on the move—Our program review has provided us with the opportunity to reimagine our major and to create some exciting new courses. With the growth of public history, gender, sexuality and women's studies, and global studies, our faculty are engaging new audiences and supporting innovative curriculum across the college and university. We will soon be launching our third Career Diversity Speaker series. It's a great time to study History!

~Elizabeth Faue, Department Chair

Save the Date!

Classes Begin
August 31

Civic Festival
September 15

Fall Reception
September 28

NALHC
October 20-22

Sterne-Lion
November 2

Holiday Party
December 13

The Year Ahead

We have an exciting year ahead. In Detroit, the American Association for State and Local History will meet in September, as will the Legacy Cities' historic preservation conference and Network Detroit. The 2016 North American Labor History Conference, on "Workers and Global Cities: Detroit & Beyond," meets in October. Scholars and activists on urban studies and labor history, public history and the digital humanities, the history of gender and race and of public engagement and policy studies display their intellectual fireworks. Two other important events showcase undergraduate and graduate research—the Sterne-Lion Colloquium in November and the Otis-Reider Graduate Research Symposium in April. Collectively, these forums provide us with opportunities to exhibit the excellent work our students do and to engage intellectually with each other.

Come join us!

WAYNE STATE

College of
Liberal Arts and Sciences

Winter Term Events

From brownbags to speakers, the department maintained a full roster of events.

The **Career Diversity Series** brought 3 speakers to campus: **Jason Steinhauer**, of the Kluge Center and Library of Congress, addressed the importance of "History Communicators"; **Michael McDonnell,** from the University of Sydney, discussed Native Americans in the Great Lakes Region; and **Mary Battle**, from the College of Charleston's Avery Research Center, discussed the rewards of Oral History. We are deeply appreciative of **Kaitlin Cooper's** wonderful work handling each visit.

Marsha Richmond organized **History Career Day**, bringing back alum to discuss the values of their history degrees with our majors.

At our **Spring Reception**, we recognized 16 students for great research over the past year and inducted 8 new members into Phi Alpha Theta.

Elizabeth Ryan (PhD, 2015), **Amanda Walter**, **Maria Wendeln,** and **Lillian Wilson** presented their research at the **Otis-Reider Graduate Research Symposium.**

The **Citizenship Center's** conference brought scholars from around the globe together to discuss the intersections of gender/sexuality and citizenship. Princeton's **Margot Canaday** delivered the keynote.

Jennifer Hart and **Aaron Retish** shared new research at the **Humanities Center Faculty Fellows Conference** where attendees were treated to a lecture on vernacular culture by **James C. Scott**.

Our 2016 History Student Award Winners & Phi Alpha Theta Initiates

Undergraduate Awards

Mark and Linee Diem Endowed Scholarship

Delbert Trafny

F. Richard Place Endowed Memorial Award

Derek Robertson for "The Great Society under Siege: The Struggle for Housing in a Polarized Detroit" and **Jay Williams** for "The Harlem Hellfighters: America's Broken Promise"

Rolf and Jennie Johannesen Endowed Memorial Award

Jonathan Howlett for "Engineering Tactics in the Gallic Wars"

Sterne-Lion Research Scholarship in History

Matthew Reesman for "The Role of Material Culture in Determining Hunnic Identity"

Baiardi Family Foundation Endowed Scholarship

Manuel Cohen

Graduate Merit Awards

Dr. Gerald R. Dreslinski Award

Nicholas Garlinghouse for "Cultural Chameleons: Identity and Adaptability in Colonial America"

Joe L. Norris Endowed Award

Lillian Wilson for "Crafting a Gilded Age Mansion: The Charles Lang Freer House, Detroit"

Richard D. Miles Endowed Award

Mitchell Fleischer for "Origins of the North-South Divide in Italy"

Rolf and Jennie Johannesen Endowed Memorial Award

David Dobbins for "Pride after the Fall: An Examination of Sidonius Apollinaris and Ruricius of Limoges and the Aristocracy in Post-Rome Gaul

Graduate Research Awards

Dr. Gerald R. Dreslinski Research Award

Kaitlin Cooper will travel to Canberra, Australia, to investigate aboriginal interactions with British settlers at the National Archives of Australia and the Australian Institute of Aboriginal and Torres Strait Islander Studies

Michael D. Patterson Memorial Award

Nathan Kuehnl will examine collections including materials on African American medical activism in the postwar era at the Chicago Public Library and University of Illinois-Chicago

Charles F. Otis and Jeffrey L. Reider Scholarship in the History of Gender and Sexuality

Nicholas Garlinghouse will study collections with resources on LGBT rights at the Gerber Hart Library and Archives in Chicago and the LGBT Collection at the New York Public Library

Alfred H. Kelly Memorial Award

Lillian Wilson will visit the Archives of the Freer Art Gallery in Washington D.C. for her work on Charles Lang Freer

Thomas H. Bonner Graduate Research Awards

Miriam Borenstein

Amanda Hoover

Samuel Hogsette

Michael Varlamos

Phi Alpha Theta History Society Initiates

Stacey Campbell

John Forintos

Michael Polano

Deon Clark

Benjamin Arthur Thomason

Danielle Lumetta

Matthew Reesman

Whitney Thurber

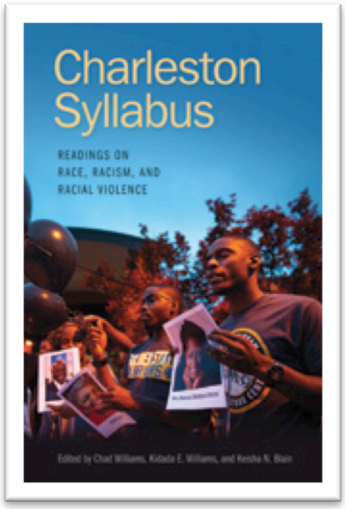
History Communicators

Liette Gidlow on Michigan Politics

Liette Gidlow appeared on "Detroit Today with Stephen Henderson" to put the 2016 presidential contest into historical perspective. In another segment she discussed the Kerner Commission Report on Civil Disorders as part of a larger discussion of poverty and jobs.

Gender & Citizenship

For Women's History Month, **Janine Lanza** moderated a discussion on "The Suffrage Gap: Gender and the Obligations of Citizenship." **Sandra VanBurkleo** spoke on "Political Equality: Rights, Obligations, and Sovereignty" and **Liette Gidlow** discussed "Hillary Clinton & the History of Women in Campaign Commercials."



#CharlestonSyllabus

After the 2015 massacre of nine African Americans at the Emanuel AME Church in Charleston, **Kidada Williams** joined scholars on social media in crowd-sourcing information to help the public and media understand the long histories of hate feeding into the killings. The result was #CharlestonSyllabus, which went viral, and a new book.

Flint Water Crisis

Marsha Richmond joined several Wayne State faculty in a forum discussing the Flint Water Crisis. The forum addressed topics ranging from the epidemiology of the crisis and Emergency Managers to urban planning and environmental justice. Participants also discussed the implications of these issues here in Detroit.

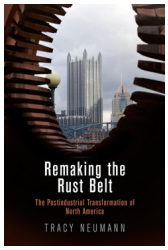
Faculty News

Jennifer Hart, Bill Lynch, and **Aaron Retish** won online teaching fellowships to develop courses for the online version of the World History Bridge Certificate Program.

The University of Illinois Press just published **John Bukowczyk's** edited book, ***Immigrant Identity and the Politics of Citizenship.***

Karen Marrero won a University Research Award for her project, "Founding Families: Power and Authority of French and Native American Lineages in Eighteenth-Century Detroit."

Karen also won an Insight Development Grant from the Social Science and Humanities Research Council of Canada for her research on the Migration of French Canadian Families in the Preindustrial Era.



Tracy Neumann's new book ***Remaking the Rustbelt: The Postindustrial Transformation of North America*** was published by the University of Pennsylvania Press.

Andrew Port and **Sandra VanBurkleo** were both promoted to the rank of Full Professor.

Aaron Retish was elected to the Faculty Council for a three-year term. ***Russia's Revolution in Regional Perspective***, a book he co-edited with Sarah Babcock and Liudmila G. Novikova, was published by Slavica Press.

Sandra VanBurkleo was elected to the Academic Senate for a three-year term.

Kidada E. Williams co-edited, with Chad Williams and Keisha Blain, ***Charleston Syllabus: Readings on Race, Racism, and Racial Violence,*** a new reader published by the University of Georgia Press. A portion of the royalties will go to the Lowcountry Ministries Fund to help underserved communities in the South Carolina Lowcountry.

Student News

Miriam Borenstein won a **Marcus Center Fellowship** at the American Jewish Archives in Cincinnati.

Nate Kuehnl won a 2016 summer fellowship at the **Black Metropolis Research Consortium** in Chicago.

Incoming PhD students won awards: **Branden Mceuen** won a **Rumble Fellowship**; **Christine Cook** won a four-year **Graduate Teaching Assistantship**; **Leon Bates** won a **Mathur Fellowship**.

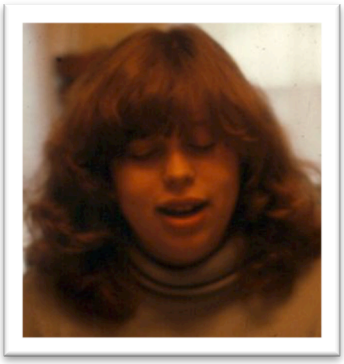
Recent Graduates

Erica Birth (MEd/MA), "Edsel Ford and the Arts."

Kristen Kniffen (MA), "Teaching the Civil War: The Confederate Soldiers' War and the Cultural Curriculum." Kris just accepted a job at Allied Vaughn as a Digital Content Specialist.

Craig Rinkus (BA), "Lutheran Confessions: How Key Figures in the Lutheran Church-Missouri Synod Navigated Doctrinal Discipline, Secular Society, and Ecclesiastical Electioneering during the Seminex Controversy."

Throwbacks to the ’80s & ‘90s



Gayle McCreedy marks 30 Years!

Thirty years! That can't be true! But I know the department is vastly changed from 1986; only three faculty remain from that time and even Ginny retired five years ago. I am grateful for so many things - the opportunity to grow personally and professionally, the ability to take on new challenges - as the department changed, so has my job over time. And I am grateful for the ways the department has intertwined with my personal life. Thank you.

Jorge Chinea marks 20 Years!

As I reflect on my arrival in 1996, I´ve seen new buildings rise up (Warriors Towers, UG Library, Fitness Center), programmatic downsizing, more Study Abroad programs, tougher admissions standards, improved classroom and library technology, gentrification of nearby urban spaces, more WSU sport teams, budgetary reductions, challenging times for upward mobility...

Liz Scott’s Love of History & Art

History is a rich and beautiful subject for art. I began blending the two when I was a kid. I don’t exactly remember where my passion for history came from. It just suddenly happened and became an obsession. Now, I’m studying to be a history teacher and learning the significance of exploring diverse narratives to develop a comprehensive understanding of the past.

I often draw historical figures whose stories aren’t always told in their fullest. Frederick Douglass’s bold voice was vital to the abolitionist movement. Frida Kahlo’s deft use of color and pattern has always been inspirational to me. I use my talent to pull people into history. When you blend the art world and the history world together, it can be beautiful.

These and other pieces are available at my Society6 Store. I also do commission work and can be contacted at lizvscott@yahoo.com. *LIZ SCOTT*

IN MEMORIUM

Effie K. Ambler, Professor Emerita: Historian, Teacher, Feminist Scholar, and Artist

In July 2015, the History Department lost one of our emeritus faculty, **Professor Effie K. Ambler**, who taught Russian history and American women's history at Wayne State from 1966 until her retirement in 2002. She was a loving sister, a devoted aunt, a loyal friend, an engaged scholar, a life-long artist, and—above all—a dedicated classroom teacher.

A graduate of Bryn Mawr (BA, 1958) and with a PhD from Indiana University, Dr. Ambler was fluent in Russian. She wrote the authoritative ***Russian Journalism and Politics, 1861-1881*** (Wayne State University Press, 1972), which explored late 19th century Russian liberalism drawing on source material from Moscow and Helsinki.

As Faculty Sponsor of the WSU Chapter of the Golden Key International Undergraduate Honor Society, Professor Ambler breathed new life into the chapter. She established a widely read newsletter and webpage and led sizable student delegations to the national meetings. She also served as the History Department's advisor for Phi Alpha Theta.

Ambler grew up in Washington, D.C. Her younger sister Anne, remembers that Effie displayed her artistic, mechanical, and scholastic talents early. In her teens, she built a Roman house model and the six simple machines for her history class and dabbled in oil painting on canvas. She rounded out her high school scholastic awards by acting in an amateur theatrical company, where she perfected a British accent in such plays as *The Importance of Being Earnest*. She also fostered cross-cultural understanding by co-organizing a meeting of students from her school and an all-Black school before D.C. schools desegregated.

Effie Ambler was intensely interested in advancing education and opportunities for women. She helped to develop the Women's Studies Program at Wayne State and served as its director from 1989 to 1991 and then on its Advisory Board. She served as a member of the Michigan Women's Hall of Fame Board of Directors (Emerita) and a Trustee for Pewabic Pottery. As an artist, she worked primarily in paint and ceramics.

Colleagues at Wayne State recall Effie Ambler as a forthright colleague with great personal integrity. They remember her generosity, her gifts of pottery and a fine Russian feast she served. She also carried, her peers remarked, the banners of democracy and feminism at the university. Creative, intelligent, "slightly bemused and skeptical," Ambler possessed a droll sense of humor that was used, at times, to great effect in department meetings and ceremonies.

"There was no hypocrisy in her behavior or opinions and certainly no bow to current fashions." ~Stanley Shapiro, Professor Emeritus

"[She was] an uncommonly brave woman, an exemplar of the kind of woman who paved the way for the rest of us." ~Sandra VanBurkleo, Professor of History and a long-time friend

Continued

"Life at the university is full of contradictions, and Effie was always able to find the humorous irony in any situation." ~Gayle McCreedy, Academic Adviser and WSU alumna

Ambler's professional career was dedicated to stimulating students to learn about the world and expand their horizons. In endowing an undergraduate scholarship, Ambler hoped to help today's students finance a liberal arts education, which she believed was critical to citizenship in the world community. With these interests in mind, her sister, Anne Ambler has created the **Effie K. Ambler Memorial Scholarship in History** for undergraduate history majors, with a preference for students who study in the field of gender, women's and sexuality history.

Students, alumni, WSU faculty and employees, and friends of the department who would like to donate to the newly established **Ambler Memorial Fund** are encouraged to do so:

Please make checks payable to **Wayne State University,** with the Memo line: **IMO Professor Effie Ambler/History**.

Mailing Address: Wayne State University
5475 Woodward Avenue
Detroit, MI 48202

To pay by credit card, please call **888-WSU-GIVE**

What Are the Warriors Up To Now?

Tyler Harangozo (BA, 2015) was elected to Phi Beta Kappa.

Derek Robertson (BA, 2015) will be enrolling in New York University's Arthur L. Carter Journalism Institute.

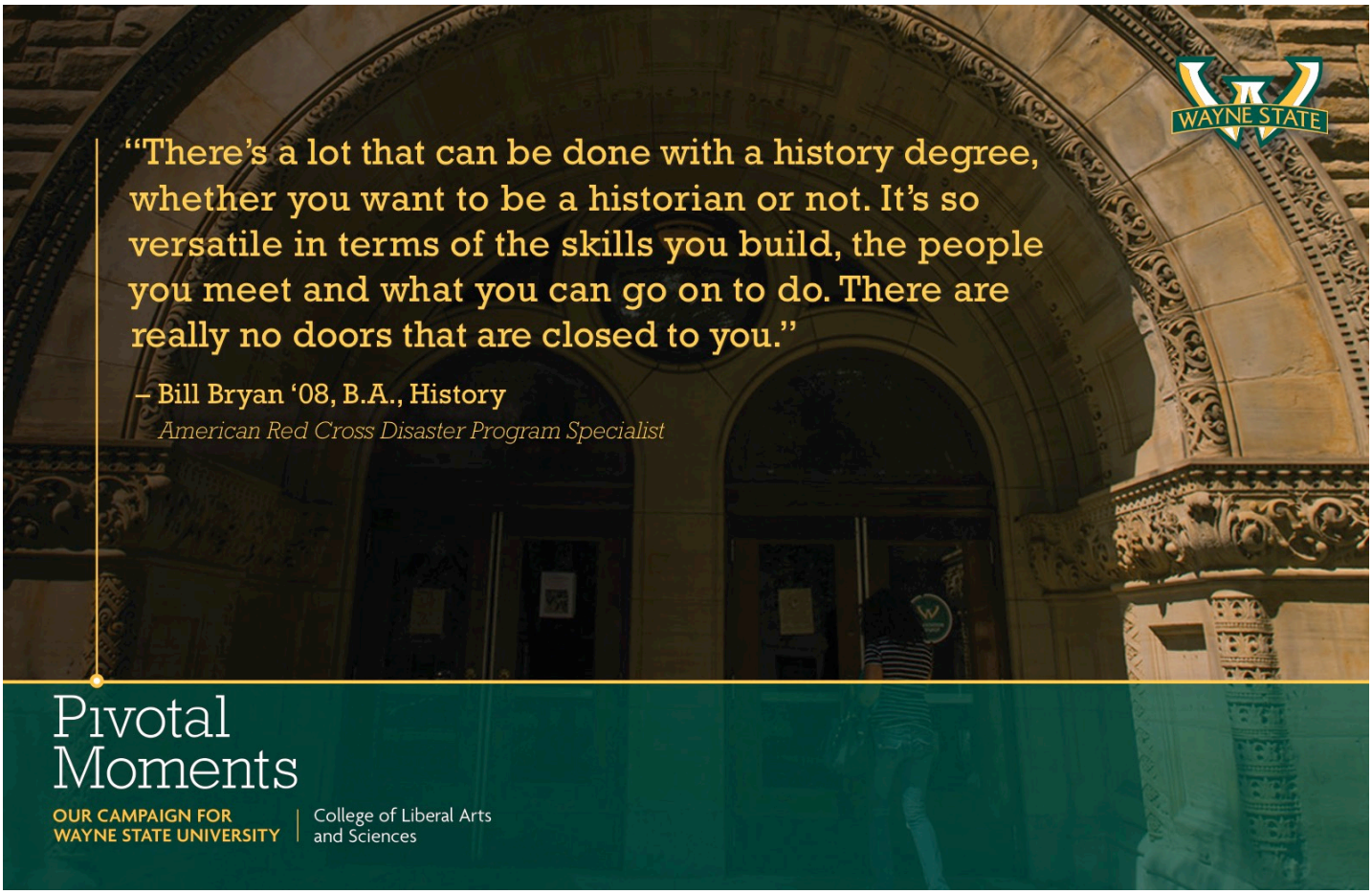
Jana de Moyer (BA, 2015) will be enrolling at the University of Michigan Law School.

Amber N. Mitchell (BA, 2012) completed her MA in Public History at the Indiana University-Purdue University Indianapolis and accepted a job at the American Association for State & Local History as a manager of museum and professional history education.

Robert Pfaff (BA, 2014, MA, 2016) will be enrolling in the University of Michigan's Taubman College of Architecture and Urban Planning.

Christoph Schiessl (PhD, 2009) has just published ***Alleged Nazi Collaborators in the United States after World War II***. He is also in a full-time renewable position at the University of Missouri-St. Louis.

Gregory Wood (MA, 1999), Frostburg State University, has just published "'The Justice of a Rule that Forbids the Men Smoking on Their Jobs': Workers, Managers and Cigarettes in World War II America."



College of Liberal Arts and Sciences

I would like to make a contribution to support the **History Department at Wayne State University**

- ☐ History Department Scholarship Fund (222833)
- ☐ History Department Annual Fund (220836)
- ☐ Other: _____

Enclosed is my gift of: ☐$1000 ☐$500 ☐$250 ☐$50 ☐Other: _____

Payment method:
Check payable to: **Wayne State University**
☐ Visa ☐ MasterCard

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(Required for Credit Card Gifts)

Please provide the following:
Name: _____

Address: _____

City, State, ZIP: _____

Preferred Phone: _____

☐ Please send information on supporting WSU in my estate plans

☐ I am already supporting WSU in my estate plans

Mail to: **Wayne State University Fund Office, 5700 Cass Ave., Suite 1200, Detroit MI 48202**

From the Editor

Big thanks to everyone who helped make this issue possible, including Jorge Chinea, Gayle McCreedy, Liz Scott, Amber Mitchell, Rob Pfaff, and Jana de Moyer, Marilyn Vaughan, work study students LaCorsha & Mary, The Pivotal Moments & Development Teams, Liz Faue, and Bill Bryan (c/o 2008).

We welcome your contributions to the newsletter, especially pictures from department activities and events. Pics should be in focus and well lit. Pro-tip: Don't be bashful. Get closer to your subject. Closer. Steady the camera, using both hands. Snap!

Have a Great Semester!

Department of History
Wayne State University
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WINTER 2017

The History Department

Wayne State University

NEH Next Generation Humanities PhD Project

Department chair **Elizabeth Faue** is project director for a new initiative at **Wayne State** to enhance doctoral education in the Humanities to meet the challenges of a changing employment landscape both within and outside higher education. Faue heads a project team that includes **Sharon Lean** (PSC), **Lisa Maruca** (ENG), **Elena Past** (CMLLC), and **Krysta Ryzewski** (ANT).

With a **National Endowment for the Humanities** planning grant and support from the **College of Liberal Arts and Sciences** and the **Graduate School**, the project has organized workshops for graduate students and for **Faculty Mentoring Fellows**, who will help reshape graduate education at **Wayne**. The project also is gathering data on the work force opportunities, alumni careers, graduate faculty support, and student demand for enhanced skills in the public humanities. It will begin a pilot program of internships in the spring of 2017. Stay tuned for more information on this new program.

Welcome to Winter Semester!

One of the benefits of being Chair is getting to know **History Alumni**—of different ages, cohorts, experiences, and interests—students of faculty whose books I may have read but whom I have never met and those who have taken classes from my colleagues. These stories capture wit, intelligence, kindness—traits that compose the character of a department and a university.

With this issue, we thank the many alumni and friends who have given generously to the Department of History in the past year. We use these gifts to support student and faculty research and expand our programming. Scholarship awards subsidize tuition for outstanding undergraduate majors. Please give, as you are able, by contacting **Wayne State's Pivotal Moments** team, by phone at 888-WSU-GIVE or online at pivotalmoments.wayne.edu.

~Elizabeth Faue, Department Chair

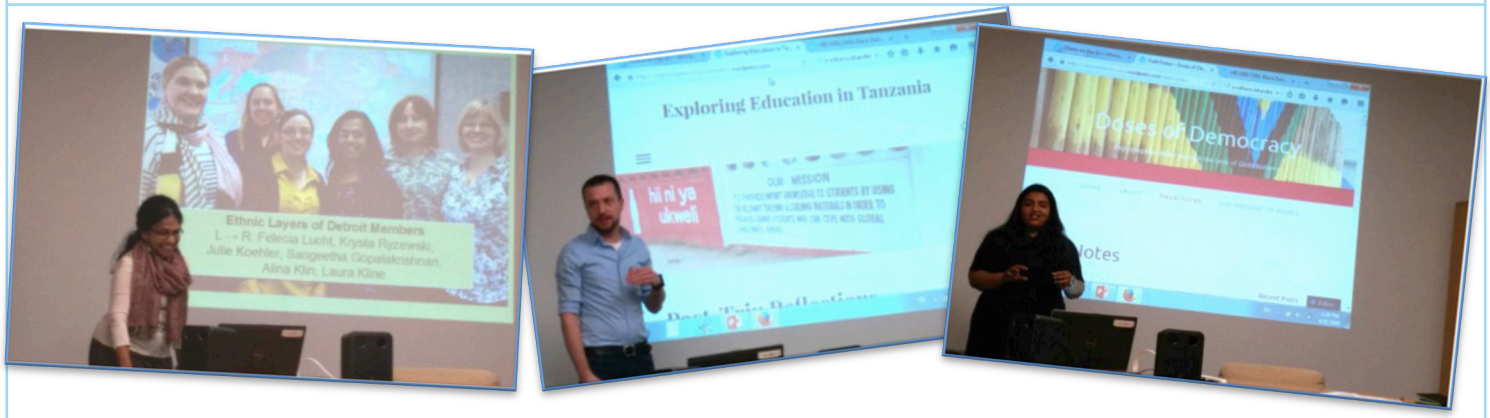
Save the Dates!

COSW Women's History Month Event
March 22

Otis-Reider Symposium & Spring Reception
April 11

Citizenship Conference
March 30 - April 1

AP Day
April 25



Digital Humanities @ Wayne: Technology in Research & Teaching

DHatWayne is a new working group, generously funded by the **Humanities Center,** which brings together faculty and graduate students working in the digital humanities across departments. Spear-headed by **Jennifer Hart** and **Andrew Hnatow** from History and **Lisa Maruca** from English, participants gather to discuss incorporating technology into research and teaching.

In April, **DHatWayne** gathered for a digital humanities showcase. Faculty from **Ethnic Layers Detroit** presented their project. Students from the **Fall 2015 African Democracy Project** course joined Jennifer Hart in discussing their research.

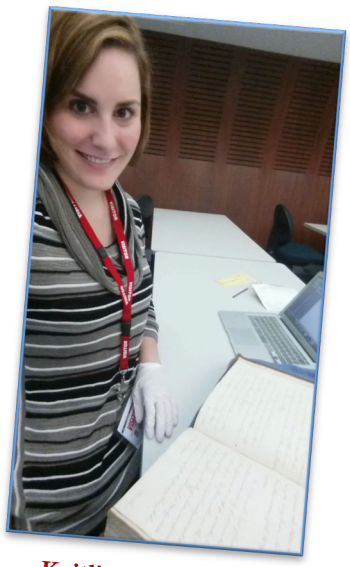
In October, **DHatWayne** hosted **Elizabeth Venditto,** who presented a workshop on **Immigrant Stories**, a digital storytelling and archiving project at the **University of Minnesota's Immigration History Research Center.** Immigrant Stories provides research opportunities for students and faculty who are interested in the histories and cultures of peoples across the U.S. Have an immigration story? Check out their site.

DHatWayne's most significant activity of the year involved organizing and hosting the 2016 **Network Detroit Conference**, led by conference organizers **Jennifer Hart, Amanda Gantchev**, and **Nathan Kelber. Network Detroit** is a regional digital humanities conference that brings together scholars from SE Michigan to discuss tech in humanities research and teaching.

The conference attendees represented the truly interdisciplinary breadth of DH work. **Mark Souther** (below), of **Cleveland State's Center for Public History + Digital Humanities**, delivered a keynote on the challenges of digital storytelling projects. **Jennifer Hart** and **her ADP students** discussed digital technologies and student research. Participants explored digital research tools, presenting on the use of digital technologies in analyzing Beatles lyrics, artistic works, folkloric archives, and even Detroit property records.

We are delighted to report that the **Humanities Center** renewed our funding.
Please join us next fall!

The Dr. Gerald R. Dreslinski Awards



Kaitlin Cooper in the Land Down Under

The department rewards exceptional student research in early American history, thanks to a generous annual donation from **Gerald Dreslinski, M.D.** Dr. Dreslinski received his B.A. in History from **Wayne** and credits his training with providing him with an excellent foundation for his subsequent studies in medical school.

The **Dr. Gerald Dreslinski Award for outstanding undergraduate or graduate paper** and the **Dr. Gerald Dreslinski Research Award to fund research in the archives for graduate students** have recognized innovative student scholarship and funded cutting-edge scholarship. Awardees have gone on to publish their papers and present their research at conferences.

Last year, the research award went to graduate student **Kaitlin Cooper**. Cooper studies colonial interactions between indigenous and European populations in North America, the Caribbean, Australia, India, and East Africa. The Dreslinski funds enabled Kaitlin to travel to **Australia**, where she conducted research in the **New South Wales State Archives** and the **Australian Institute of Aboriginal and Torres Strait Islander Studies**.

New Field of History Communication

Jennifer Hart traveled to D.C., to represent the department in an organizing meeting for the emerging field of **History Communication.** The field is driven by belief that, as organizer **Jason Steinhauer** of the **Library of Congress's John W. Kluge Center** put it when he visited us last year, ***"The Future of History will be Public."*** In essence, historians will be expected to demonstrate the significance of our work.

History Communication seeks to train students to translate historical research and ideas for public audiences. While that work overlaps with public history, this field incorporates a broader set of skills such as documentary filmmaking, popular history writing, and podcast development.

Steinhauer brought faculty together to clarify the definition of the field, design core curriculum, and identify resources. Participants developed a model for department minors/concentrations and an intro to HISCom syllabus. As we develop our **MAPH program** and think about training our students, our department continues to explore these questions.

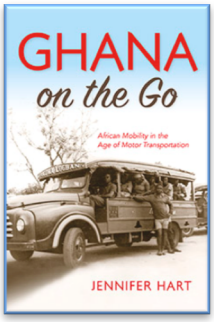
If you have expertise in this kind of historical work, then the department would love to hear from you!

Faculty News & Notes

Ron Aronson's essay, "The New Politics of Hope," was published in the ***Boston Review***.

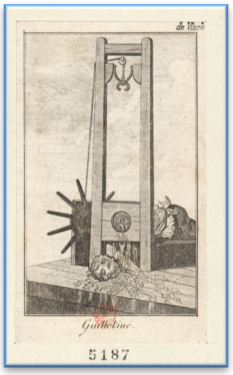
Jorge Chinea's article, "Slavery and Child Trafficking in Puerto Rico at the Closing of the African Slave Trade: The Young Captives of the Slaver *Majesty*" was published in ***Revista Brasileira do Caribe*.**

Jennifer Hart's new book, ***Ghana on the Go: African Mobility in the Age of Motor Transportation,*** was published by the Indiana University Press. Her article, "'Nifa Nifa': Technopolitics, Mobile Workers, and the Ambivalence of Decline in Acheampong's Ghana," was published in ***African Economic History***.



Paul Kershaw (NYU PhD), a historian of U.S. & World History/Capitalism/Foreign Relations, has joined us as a Visiting Assistant Professor. Welcome, Paul.

Janine Lanza won a **Research Enhancement Program grant** for her project "Chopped: A Cultural History of the Guillotine" and to support her research in France. She was also featured in ***Wayne State,*** the alumni mag, in an essay titled, "Zombies and Monsters and Guillotines, Oh My!"



Elizabeth Lublin won an award from the **Northeast Asia Council of the Association for Asian Studies** for her to conduct research at the David M. Rubenstein Rare Book and Manuscript Library.

William Lynch published "Social Epistemology Transformed: Steve Fuller's Account of Knowledge as a Divine Spark for Human Domination," in ***Social Epistemology*** and "Cultural Evolution and Social Epistemology: A Darwinian Alternative to Steve Fuller's Theodicy of Science," in ***Symposium***.

Danielle McGuire participated in the roundtable, "Writing History for a Popular Audience," in the August issue of ***The American Historian***, the magazine of the **Organization of American Historians**.

Freiburg Institute for Advanced Studies' ***Frias News*** featured **Andrew Port** and his new research project.

Aaron Retish published "The Taste of Kumyska and the Debate over Udmurt Culture" in ***Russian History through the Senses: From 1700 to the Present***.

Kidada E. Williams was interviewed by ***Process***, the **Organization of American Historians'** blog, and ***Radical Teacher*** for her work on #CharlestonSyllabus and the resulting book.

The Humanities Center generously provided funds for two history related working groups, **Democracy and Difference: An Exploration of Voting Rights, Race, & Gender,** headed by **Janine Lanza,** and **DHatWayne: Digital Humanities Teaching and Research,** headed by **Jennifer Hart** and PhD student **Andrew Hnatow.**

Margaret Sterne, 1904-1977

This is the first of a series of faculty profiles, written by the historians currently teaching these fields. Here, German historian **Andrew Port** covers the life of **Margaret Sterne.**

In the late 1940s, Margaret Sterne was taking a graduate-level course that met twice a week at the **University of Michigan**, where she was pursuing a PhD in History. Because she was unable to attend one of the weekly sessions, her son Karl, an undergraduate at the time, took notes for her. The first time he showed up, another student whispered to him that he couldn't sit there because a "girl" was "assigned" to that seat. *"That's no girl,"* Karl supposedly whispered back, *"That's my mother!"*

Sterne went on to receive her PhD in 1951. She had already received an MA a decade earlier at **Wayne State**, where she began teaching history in 1942, and where she would remain until her retirement in 1971. According to her colleague **Richard Miles**, *"a few of her senior colleagues, born at the turn of the last century, never could quite accept the idea that a woman could be taken seriously as a scholar,"* but she *"met these difficulties with dignity and valor. Her students told us that her classes in German history were enjoyable and challenging."* Still, Margaret Sterne remained one of a *"relatively small number of women who managed to make important contributions to academe before today's improved attitudes came to prevail."*

Sterne was born in Frankfurt in 1904 and studied at the **University of Berlin** in the early 1920s. She emigrated to the US in 1925, working first as a corresponding editor of the Ullstein Publishing House in New York and Detroit. She later took a position as the rotogravure editor for the *Detroit News* in the mid 1930s, and served during World War II as publicity director for the **US Treasury's Michigan War Finance Committee**.

A year after receiving her PhD, Sterne was awarded a **Fulbright** research scholarship to study in Vienna, which was still occupied at the time by the victors of World War II, including the Soviet Union. During her stay, a member of the **U.S. State Department** told her – after overhearing her mocking *"Red [i.e., communist] lies"* – that she was a *"natural for propaganda"* and asked Sterne to *"sell American democracy for us."* She went on to hold a series of lectures in front of audiences whose *"minds had been won by Red fantasies about America."* The **State Department** invited her back three years later to give another series of fifteen lectures – this time in both Austria and her native Germany. Beating out forty other nominees, Sterne received the **Alumni Association's Wayne Faculty Award** for this lecture series. In 1959, she was the recipient of an even more prestigious honor: the **Federal Republic of Germany's Order of Merit First Class** for "furthering German-American cultural ties."

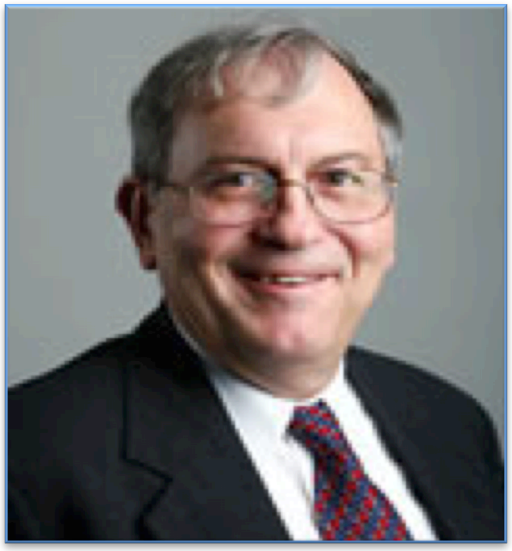
Sterne was not a prolific historian, by today's standards. She published several articles that drew on local archives. *The Passionate Eye,* her sole academic monograph, published posthumously in 1980, was a study of **William Valentiner**, the director of the **Detroit Institute of Arts** from 1924 to 1945. Sterne's choice of subject was not by chance: following her retirement from the Department of History, she worked throughout the 1970s as a research associate at the DIA.

Margaret Sterne died in 1977 at age seventy-three. In a memorial that appeared in the *American Historical Review* upon her death, her colleague **Goldwin Smith** wrote that she would be *"remembered by her students as a superb teacher, a kindly and compassionate counsellor, and a professor who was sincerely interested in them. Her colleagues know what she did for the department, the university, and the city of Detroit. It was a great deal indeed."*

That appreciation for Margaret's generosity found expression in two memorial funds set up at the time: the **Dr. Margaret Sterne Student Fund** for **Hilberry Theatre** and the Margaret Sterne Memorial Fund. More recently, **G. Michael Loewe**, a 1973 graduate of **Wayne State** who majored in history and economics, established the **Sterne-Lion Undergraduate Research Award** in her honor.

G. Michael Loewe honors Margaret Sterne

Mike and Kathy Loewe created this award in honor of **Margaret Sterne**. A 1973 graduate of **Wayne State** with a double major in history and economics, Mike has had an interest in all things history since a young age, and among the early tomes that he read while in elementary school was a weighty history of England. His book choices since have ranged from general to specific topics, and, as he has built a personal library overwhelmingly of historical works, he has collected a plethora of quotations from famous figures, which pepper his conversation.



One of the earliest history classes that Mike took at Wayne State was a **survey of modern world history** with Margaret. Although he did not again have her as a professor, the two served together as faculty and student representatives to the **Alumni Association Board of Directors** during Mike's senior year.

His engagement with Margaret remains one of Mike's fondest memories of his time at Wayne State and influenced his decision to name the scholarship after her, together with the English translation of his last name, which also happens to be the logo for an eponymous German beer company. **Margaret was**, to quote Mike, ***"just a good person,"*** someone who was devoted to making sure that students enjoyed their undergraduate careers and was always available to serve as a friend and mentor.

For Mike, the best university education extends far beyond what any formal class covers and involves teaching students how to think critically, how to ask questions, how to use evidence to prove a conclusion, and how to convey that argument effectively in writing and speech. These skills are invaluable to a host of professions and are the very skills that students hone with the **Sterne-Lion Research Scholarship in History**.

Recipients work with individual history faculty to devise projects, undertake weeks of focused research, and then write and revise a paper before presenting their findings at an undergraduate conference on campus and at a History Department symposium. These projects have taken majors to archives in **England, Nova Scotia**, and **South Dakota**.

Chelsea Miller herself went to the **National Library** in **Beijing** to read through popular women's magazines and the **Communist Party's** daily to see how the media has influenced women's expectations and opportunities for employment since the late 1970s.

"Besides adding to humanity's collective knowledge, research makes students better communicators, more experienced in the real world, and, through grants like the Sterne-Lion, shapes students into the next generation of lifetime learners." **~History Major Chelsea Miller**

Margaret would be proud of the legacy that Mike and Kathy are creating.

Current Student & Alumni News

David Bergh completed his MA degree requirements by completing, "Working the Law: Maurice Sugar, Ernest Goodman, and the Development of Labor Law Practice in Detroit." David enrolled in the **Wayne State Law School** in the fall.

PhD student and veteran **Christine Cook** was interviewed on Ann Arbor station **WAAM** (AM 1600) for a **Veterans Day** discussion of presidents with military experience titled **"U.S. Presidents: The Good, the Bad, the __?"** The podcast available at www.veteransradio.net.

David Dobbins and Meghan McGowan won **Graduate Masters Completion Fellowships**.

Adam Geffen completed his MA degree requirements by completing "'Never Go Back into Slavery': The Constitutionalism of Michigan's African American Community, 1830-1860."

Walter Lucken completed his MA degree requirements by completing "Anders Breivik and Elliot Rodger: Violence, Communication, and the Mediated Sphere."

Josiah "Joe" Rector completed his PhD requirements by defending "Accumulating Risk: Environmental Justice and the History of Capitalism in Detroit, 1880-2015." Congratulations, Dr. Rector.

Ann Marie Wambeke completed her PhD degree requirements by defending "Republican Feminists and Feminist Republicans: The Search for the Sensible Center in Michigan, 1968-1984." Congratulations, Dr. Wambeke.

What Are the Warriors Up to Now?

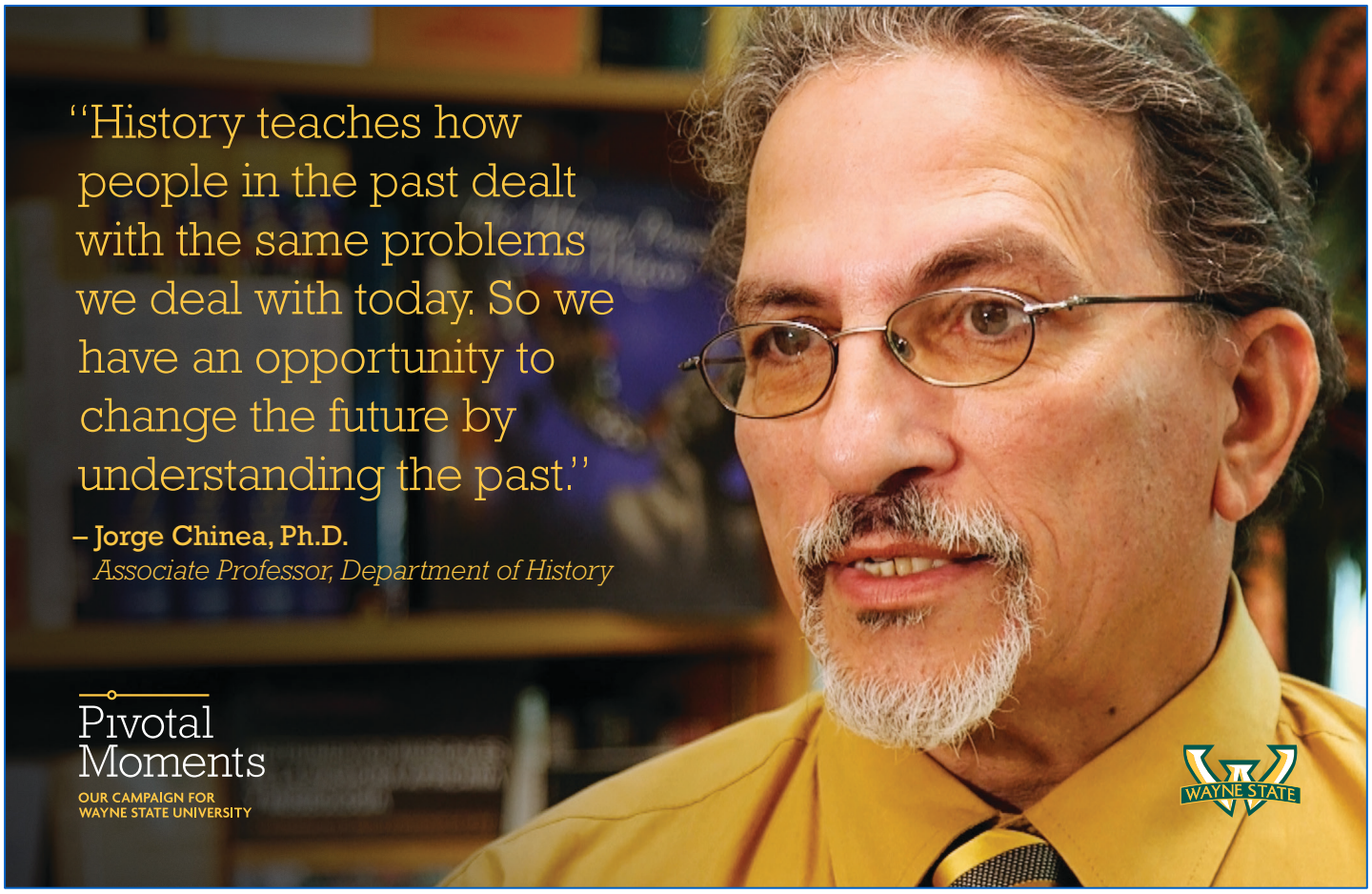
Tim Moran (PhD 2015) accepted a position at the **Honors College**.

Tiffany Dziurman Stozicki, Assistant Director of the **Michigan Downtown Association**, served as an historical consultant in the documentary titled, ***Pioneer Family on Van Hoosen Farm***, which aired on **Detroit Public TV**.

Matthew Thick (MA 2011) had "'The Exploded Humbug': Antebellum Michigan, Personal Liberty Laws, and States' Rights" published by the ***Michigan Historical Review***.

Christopher W. Wilson (MA 2007), **Director of the African American History Program, and Experience and Program Design**, at the **Smithsonian's National Museum of American History**, published "History in Twenty-Four Frames per Second," in ***The American Historian***.

Gregory Wood (MA) professor at **Frostburg State University** just published his second book, ***Clearing the Air: The Rise and Fall of Smoking in the Workplace.***



2016 Sterne-Lion Research Scholarship in History

2016 winner **Matthew Reesman** (left w/adviser **Hans Hummer**)

During the summer of 2016, **Matthew Reesman,** traveled to the **Móra Ferenc Museum** in **Hungary** and the **Römisch-Germanisches Zentralmuseum** in **Germany** to examine their collections of Hunnic buckles, broaches, belts, jeweled crowns, and neck rings.

Matt wanted to learn how the Huns used this material culture to create a distinct Hunnic identity among the diverse ethnic peoples whom they incorporated after migrating to Europe from the Eurasian steppes in the 4th century.

Reesman with previous recipients **Ny'Ree Williams** & **Rob Pfaff**

In delving into this research project, Matt followed in the footsteps of **nearly 25 history majors**, who over the past decade, have had the opportunity to investigate topics of their own interest and of broader historical importance, thanks to the generosity of **Michael and Kathy Loewe**, who created the **Sterne-Lion Research Scholarship in History** in honor of the WSU history professor **Margaret Sterne**.

From the Editor

Congratulations to all of our new graduates! Make us proud.

Big thanks to Elizabeth Faue, Jennifer Hart, Elizabeth Lublin, Karen Marrero, Andrew Port, for their generous contributions to this issue, and to Gayle McCreedy, Marilyn Vaughan, and our work-study students for making it available.

The department welcomes your news updates. The newsletter team welcomes your ideas for coverage in one of our issues, especially if they enable us to highlight the wonderful work of our students.

Cheers until Fall!

Department of History

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Detroit, MI 48202

FALL 2017

the

History Department

Wayne State University

Rediscovering History's History: Welcome Back

As we approach the **Department's 85th** and **Wayne State's 150th anniversaries**, we explore our past and traditions in acts of discovery that are almost more archaeological than historical. In this issue, we explore the ways that historians have made an impact on their communities and the larger world. We show how **History Communication**—interpreting the past to a wider audience—is part of who we were and are as historians. You will find stories that reveal how the past is connected to the present and how historical understanding shapes our future. Come join us!

Department Chair, Elizabeth Faue

Highlights in this Issue

2| **Elizabeth Faue** tribute to **Phil Mason**

3| **Sandra VanBurkleo** tribute to **Alfred Kelly**

4| **Tracy Neumann** on the American Cities **PechaKucha**

5| **Constanze Sabathil's Year in Detroit**

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11| **Ali Kahil's Franco-Romanian Adventure**

12-15| **News & Notes**

Mary Steinbauer History Alumna

Mary Steinbauer ('57 BA, '59 MA) pursued her degree in History at a different time at **Wayne State**. The history curriculum emphasized mainstream political history, and faculty expected most students would go into teaching. Steinbauer sought something else. After moving to **New York**, Steinbauer became picture editor of **Time-Life** books, an expert on historical photographs, and editor of special issues of ***Life Magazine***.

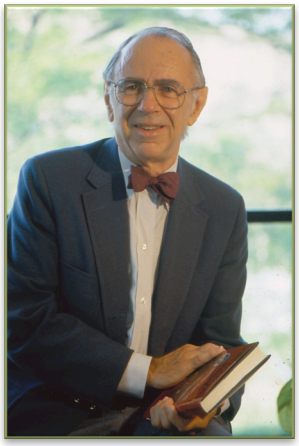
Like many undergraduate and graduate students today, she pursued interests in history that helped her understand the world in which she lived and build a career too. She helped to edit **Time-Life** book series, including ***This Fabulous Century, The Old West, The LIFE History of the United States, Art Library,*** and ***American Wilderness***; and the 50th Anniversary issue of ***Life Magazine***.

Come hear Mary discuss her career in photo editing, the publishing world, and how her history degree opened up doors.

Our fall **Alumni Lecture & Reception** is **October 10th** from **1-5** in the **Bernath Auditorium/Community Room.**

Archives and History: Phil Mason, the Reuther Library, and the Archives

This is the second of a series of faculty profiles, written by the historians currently teaching in related fields. Here, **Elizabeth Faue** shares the legacy of **Philip P. Mason**.

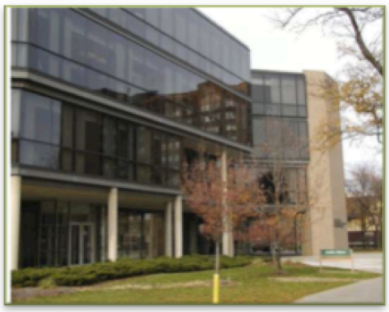


In 1961, History Department Chair, **Al Kelly**, established the **first course in archival training** at **Wayne State University**. **Philip P. Mason** (PhD **University of Michigan**), who trained at the **Bentley Library** and worked as a state archivist, was hired as **Wayne's** university archivist and historian. Over the next twenty years as a history professor, **Mason** established an **archival administration certificate** and expanded course offerings to **include oral history, conservation**, and **administration of historical agencies**.

A response to the need for **trained archivists and public historians**, Mason's program trained not only an archival brigade (over 250 students became archives professionals) but also created the **Walter P. Reuther Library and Archives of Labor and Urban Affairs**, which is now 57 years old.

The **Reuther Library Archives** is one of the crown jewels of our university. It was started, as **Phil Mason** like to tell, in the basement of **Purdy Library** in a collection of boxes and has become through the diligent stewardship of **Mason**, his staff, students, and successors, the premiere labor archive in the **United States**. The **Reuther** houses the records of the **United Auto Workers**, the **United Farm Workers**, the **Service Employee International Union**, the **American Federation of Teachers**, and others, providing labor scholars from around the world access to a wealth of material on workers and their institutions. The Reuther also is the repository for **Wayne State's University Archives** and has extensive **collections on Detroit's institutions, government, and people**.

Working in the Department of History and in the **School of Library and Information Science**, Mason served as Director of the **Reuther** for over 30 years. As a historian, he also encouraged the development of local history and trained MA students as well as library students.



Mason authored books that reflected these interests, including ***Tracy W. McGregor: Humanitarian, Philanthropist, and Detroit Civic Leader*** (2008), ***Rum-Running and the Roaring Twenties*** (1995), ***Labor Archives in the United States*** (1992), ***A History of American Roads*** (1967), and ***From Bull Run to Appomattox: Michigan's Role in the Civil War***, with **Paul J. Pentecost** (1961), among others.

The **Department of History** continues the relationship that Phil Mason created with the renamed **School of Information Science**. There are joint degrees in **MLIS-MA**, the archival certificate program, and a joint degree in the **MLIS-MA in Public History** has been proposed. We celebrate the traditions of training in archival science and public history that **Emeritus Professor Phil Mason** helped to establish and expand and the many students who have graduated in archives administration and history over the past fifty-six years.

Alfred Kelly and Our Legacy of Constitutional History at Wayne State

This is the second of a series of faculty profiles, written by the historians currently teaching these fields. Here, Constitutional historian **Sandra VanBurkleo** covers the life and legacy of **Alfred Kelly**.

More than one recipient of the **Kelly Award** have wondered who "Kelly" is or was. So here is a thumbnail sketch.

Born in **Pekin, Illinois**, in 1907, **Alfred H. Kelly** secured three advanced degrees from the **University of Chicago** and came to **Wayne State** as the Department of History's first full-time American constitutional historian. He had served in the **U. S. Navy** during **World War II**. Kelly remained at the university for his entire career, serving for many years as the Department's chair.

During his long career, Kelly published three books – among them, the widely adopted textbook ***The American Constitution*** (originally written with his colleague, **Winfred A. Harbison**), first published in 1948, which went through many editions and has since been recast by **Herman Belz** (**University of Maryland**). At the time, reviewers such as **Clinton Rossiter** and **Lewis Vander Velde** applauded the authors for their "progressive" inclusion of colonial-American developments, their expansive reading of the **Reconstruction Amendments,** and for their post-war attitude of **"sober optimism."**

Kelly was perhaps best known for his work with the **NAACP Legal Defense Fund** as technical assistant to attorney **Thurgood Marshall** and others in compiling historical portions of the testimony underlying the Supreme Court's ***Brown v. Board of Education*** ruling. But, he also edited the ***Journal of American History*** from 1969 to 1973, sat on a number of professional committees within national organizations, and served as president of the **Foreign Policy Association's Detroit** branch. His works included a number of articles and chapters – e.g., in **John Garraty's *Quarrels That Shaped the Constitution*** (1962).

Kelly died in **Grosse Pointe Park** on February 14, 1976. At the time of his death, he had been serving since the previous June in a post-retirement stint as acting dean for graduate studies.

After Kelly's death, the Department took on **Kermit L. Hall** – the son of a tire builder and a bookkeeper in **Akron, Ohio**. Born in 1944, Hall earned his BA at **University of Akron,** an MA at **Syracuse University**, and a PhD from the **University of Minnesota** in 1972. He also earned a Master of Studies in Law (MSL) degree from **Yale Law School** in 1980 (he called it *"law for poets")*. Before coming to **WSU**, Hall taught at **Vanderbilt University**, where he edited a major presidential paper project; after leaving **Wayne State** in the early 1980s, he migrated to **University of Florida**, where he eventually became Dean of Liberal Arts.

Hall then entered academic administration full time, serving as dean, provost, and president at a number of universities, culminating in the presidency of **SUNY Albany,** where he was serving at the time of his death in 2006. Among other service posts, Hall accepted a presidential appointment to the **Assassination Records Review Board** to review and release to the public a trove of documents related to the **JFK assassination**. He received many grants and fellowships (**NEH, ACLS, ABF,** and so on), including the **James Madison Award** from the **American Library Association** for his commitment to openness in government. He wrote or edited many books, a majority of them compilations (e.g., multi-volume bibliographic editions and Bicentennial-related volumes for the **OAH**). By the 1980s, he had earned a reputation (to quote a colleague) as the ***"profession's bibliographer."***

His successor at WSU, **Sandra F. VanBurkleo**, has forged her own path. But, there was overlap: She worked with Hall, for instance, on a number of Bicentennial-inspired projects, especially but not only for **OAH** and **AHA**, aimed primarily at a non-academic readership. Five years before his death, VanBurkleo worked as senior editor with Hall and another colleague to create an anthology, ***Constitutionalism and American Culture: Writing the New Constitutional History*** *(2001)* – in effect a festschrift to commemorate the career of their graduate-school advisor at **University of Minnesota, Paul L. Murphy**.

Alexandra Hovey presenting "Detroit's Purple Gang"

Leon Bates sharing findings on "Indianapolis' Monon Trail"

Charlie Foeller discussing the "Poletown Urban Renewal Project"

Tracy Neumann on the Modern American Cities PechaKucha

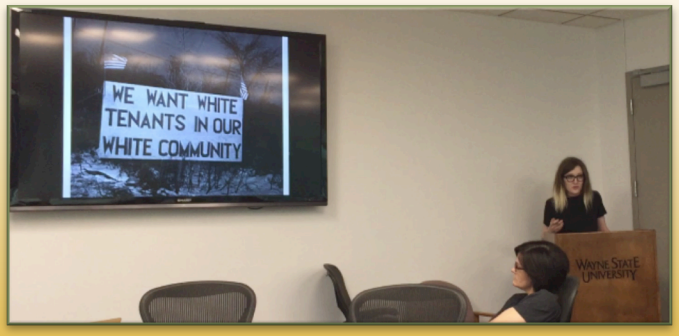
In April, students in my **Modern American Cities** course (pictured below) presented their original research to the public at a **PechaKucha.**

PechaKucha, developed in **Tokyo** by design professionals about fifteen years ago, emphasizes **"the art of concise presentations."** It is one of range of assignments innovative History faculty have employed to help students learn to present their historical research and knowledge to diverse audiences using a variety of formats. At a **PechaKucha,** speakers present twenty slides for only twenty seconds each.

Students had to translate research projects originally developed as lengthy term papers with an audience of a single professor into oral presentations that succinctly conveyed their ideas in a way that anyone who happened to show up could understand.

PechaKucha's fast-paced, visually-driven structure encouraged students to think in new ways about how to interpret archival research on subjects as diverse as **public schools, urban uprisings, sports, urban renewal projects, Belle Isle architecture, Prohibition-era gangs**, and **urban foodways**.

The **PechaKucha** structure helps students hone their communication skills and teaches them to think about how to address different kinds of audiences. The students rose to the occasion and developed slideshows that highlighted the most exciting aspects of their research. They all held their own in a lively Q&A with an enthusiastic audience.



Emily O'Sullivan sharing research on "State-sponsored Violence in Detroit"

Back: Matthew Clayton, Alexandra Hovey, Ray Jeroso, Charlie Foeller, Darry Powell-Young, Jaraslava Pallas. Front: Emily O'Sullivan, Leon Bates, Casey Monahan. Not pictured: Kristina Mordarski.

A German Exchange Student's Perspective on living & learning in Detroit

This past year, Constanze Sabathil joined us from Munich, Germany. Here is what she experienced and learned.

Living in Detroit

"If you can make it in Detroit, you can make it anywhere." To me, this statement is the spirit of the **Motor City**. Despite its significant challenges, neither the city nor its people seem to give up. They continuously strive for improvement and perseverance of their wonderful hometown. I could always feel the energetic atmosphere and tenacious vibes of **Motown**, which is why ***I love Detroit***: it teaches you to aim for the best every day. I would not have wanted to study anywhere else.

Studying U.S. History in the States

Detroit is exceptionally rich in history and vast in opportunities to learn about **African American History and Culture**. One of my favorite spots is the **Wright Museum** and its **Freedom School**. The archives I visited with **Prof. Williams** provided an entirely new and much deeper insight into African American History than I had. I will always cherish the time I spent at **Wayne State** and in **the D**.

The U.S. Election

It is a unique experience to follow a **U.S. presidential election *in*** the U.S. *This* particular election is likely to have been unprecedented on every level possible. As a foreigner visitor to the "***Land of the Free,"*** I do not have the right to vote here. I just had to sit back and watch in astonishment, one of the most incredible events in the more recent history. The election results of the world power have immediate repercussions not only for its citizens, but for the entire world. So for me, this election was a reminder of how much of a privilege it is to have the right to vote, to voice one's opinion without being persecuted, and to be able to actively partake in the decision where one's country is headed.

Attending the Women's March

I started to become interested in grassroots activism and the manner in which the American people made use of their civic rights after the election. I found out about the **Women's and Sister Marches** and felt compelled to go to **Washington, D.C.** and participate in **The March**. The atmosphere was marvelous! There was so much diversity and friendliness. Everyone was in good spirits. People from all over the country, of all genders, ethnicities and religions, came together in order to peacefully make their voices heard. Observing this essential pillar of democracy, being a part of the unity, was one of the most moving and enthralling moments of my life.

Insights

Tim Moran ~ Post-Professional Journalism

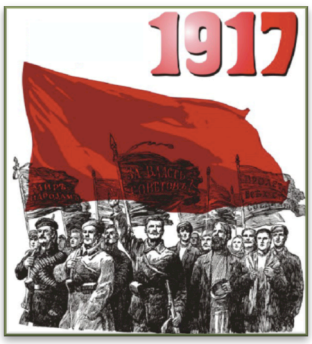
Much has been made of living in a post-factual era. It is **probably too early, though, to accept post-factualism as a meaningful label for a set time**. Another way to understand this moment is to consider the **consequences of living in a world of post-professional journalism**. The profession has experienced significant shrinkage in recent years. Ad-revenue has swung from professionally developed news to the Internet, where so-called ***"clickbait"*** – salacious or conspiratorial items – now raises more in ad dollars.

This returns journalism to the kind of coverage prevalent at the 1840s origins of the mass **Penny Press,** when papers made big dollars with stories from correspondent who described his "visit" to the moon. Today, amateurs with no background in professional skepticism, or facticity in reporting, have cheap and quick publishing access to a national audience.

This exciting period of post-factualism may prove to be as fleeting as other ephemeral trends that seemed dominant. For users of journalism as primary source documentation, though, there will be need for great care in the future when visiting whatever record remains of "news" stories from today. Aside from *caveat emptor*, historians may need to adopt a new attitude: If it seems to support your thesis, ***check it out!***

Aaron Retish ~ 100 Years since the Russian Revolution

2017 marks the centenary of the **Russian Revolution**, a revolution that overthrew **Europe's** longest ruling family in February, established the most democratic regime in the world in March, and witnessed the first socialist state by October of that year. The Revolution led to the transformation, often in brutal fashion, of almost every aspect of society in the former **Russian empire** and **Eastern Europe** after the **Second World War**. After the end of the **Cold War** and the collapse of the **Soviet Union** in December 1991, it became easy to minimize the Revolution's impact on the world.



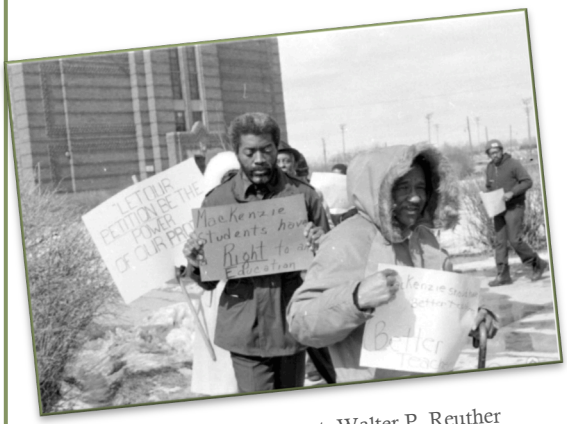
Historians across the world are using the anniversary to remind the public of the **Russian Revolution's** historical significance. We are re-examining **basic questions of the its causes** and **highlighting its global impact**— from inspiring **Communist revolutions** from **China** to **Cuba**, to the decolonization movement, and through re-conceptualizing what capitalism means in the **United States**. Many historians of **Russia** in the West see the Revolution **as the most significant revolution in modern history**. However, the centennial of the Revolution has witnessed a more subdued reaction in **Russia** itself as it still struggles with the legacy of the **Soviet Union** and how to discuss revolution without questioning the present state.

I offered a special centennial version of my course **The Russian Revolution**. It was a wonderful pedagogical experience to talk of the **February Revolution** unfolding in **Petrograd** (now **St. Petersburg**) as it unfolded almost to the minute a century before. We also attended a conference on the **global legacy of the Revolution** and **studied social media that commemorated the Revolution and brought to light new primary sources**. We will offer more programs on campus this fall reflecting on the anniversary of the Russian Revolution and we hope that students, alumni, and the public join in the conversations.

History Students research Detroit's 1967 Unrest

Kidada Williams has been leading students researching the causes and consequences of the disorders that rocked **Detroit** in 1967. Students examined historical records of the unrest and reactions to it at the **Reuther Library**; **Wayne State's Special Collections**; the **Burton Historical Collection**; & the **Detroit Historical Museum** and reported their findings on websites and in traditional papers. We are deeply indebted to the amazing teams at these institutions, especially archivists **Kristen Chinery**, **Meghan Courtney**, **Romie Minor**, and **Tobi Voight**, and librarian **Cindy Krolikowski**.

Holdings from WSU Library



McKenzie High School Protest. Walter P. Reuther Library, Archives of Labor & Urban Affairs, Wayne State University

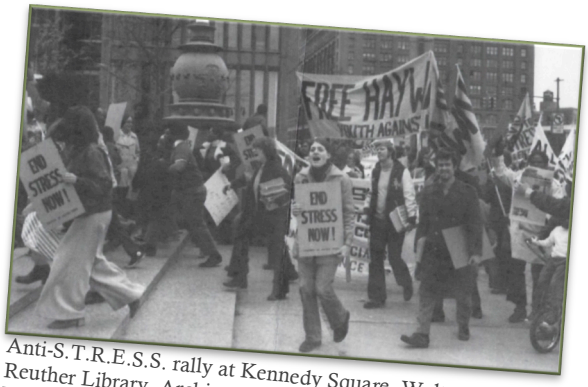
Meghan McGowan on Student Activism

I analyzed records from the **Detroit School Board** and its members, the **Detroit Federation of Teachers**, student newspapers like the ***Black Student Voice***, and community newspapers like ***Inner City Voice***, ***Illustrated News***, and ***Michigan Chronicle***, to understand student activism. Adult Detroiters were not alone in their participation in civil unrest; **students actively fought for self-determination within the schools**. They staged protests to topple negligent curriculum, racist teachers, and deteriorating buildings.

Rethinking the National Guard's Role

David Webb questioned whether the torrent of criticism hurled at the **Michigan National Guard** was fair. He interviewed a retired member of the Guard who was on duty in '67 and traveled to the **Archives of Michigan** to examine the Guard's internal investigations of their activities. Webb argues **we need a more balanced assessment of the Guard's role in restoring order**.

National Guardsmen clear Linwood Ave of curfew violators. Courtesy *Detroit News* Collection. Walter P. Reuther Library, Archives of Labor & Urban Affairs, Wayne State University



Anti-S.T.R.E.S.S. rally at Kennedy Square. Walter P. Reuther Library, Archives of Labor & Urban Affairs, Wayne State University

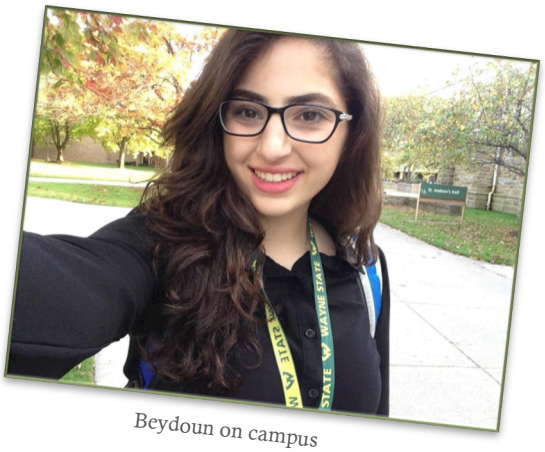
Reassessing Detroit's S.T.R.E.S.S.

Retired **Wayne County** Sheriff and MA student, **Douglas Merriman,** researched the **Detroit Police Department's** controversial unit **S.T.R.E.S.S**. Examining **DPD records**, **media reports**, & **interviewing two of the unit's retired members**, he discovered a complicated and divided memory of the unit. Some appreciated the unit's fight against violent crime but others could not forgive the deadly violence and corruption.

History Students research Detroit's 1967 Unrest

Rebellion or Riot?

Aya Beydoun tackled a question still debated today: how should we describe what happened? Researching **Mayor Jerome Cavanagh's** records, media accounts then and now, she discovered that at the time, most Detroiters recognized the complexity of the issue and used the terms interchangeably. **Detroiters knew that no single term sufficiently explained all the factors leading into and flowing out from the disorders.**



Beydoun on campus

Weed at the Reuther Library

Daniel Weed on the Divide over Housing

Daniel Weed researched metro **Detroit's** reaction to the Supreme Court's ***Shelley v. Kramer*** decision blocking federal enforcement of restrictive covenants and other efforts to enact **Open Housing** policies throughout the region. He discovered **slick real estate campaigns encouraging whites to leave the city for the promise of new, white suburban neighborhoods & schools.**

Bruce Bakken on Detroit Housing

Bruce Bakken investigated housing segregation. Researching city records and newspapers, he learned that **segregated housing** in **Detroit** did not just occur organically, as many believe to this day; it was manufactured by elected officials, citizens, real estate agents, banks, and the federal government intent on confining blacks to limited areas of the city. African Americans' fight to leave crowded, dilapidated housing and access a share of the city's decent housing was met by white intimidation and physical violence and when that did not work, flight to the suburbs.

1963 NAACP Fair Housing Campaign. Walter P. Reuther Library, Archives of Labor & Urban Affairs, Wayne State University

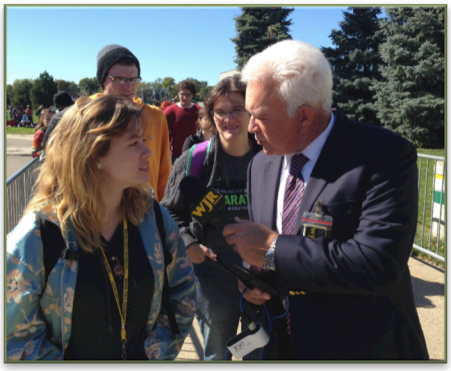
Cavanagh on Meet the Press. Walter P. Reuther Library, Archives of Labor & Urban Affairs, Wayne State University

The Mayor's Fight to Reform DPD

Matthew Ashford understood that improper policing (excessive force, neglect, offensive behavior) was at the center of '67's unrest. He wanted to know what, if anything, **Mayor Cavanagh** could have done to address this problem. Ashford discovered that the mayor was fully aware of policing's centrality to the disorders **but unable to muster the political & social capital needed to reform the DPD**, even after the Kerner commission uncovered widespread problems and recommended critical changes.

History Students become Published Authors using the History Engine

Students in Professor **Liette Gidlow's "History of U.S. Presidential Elections"** (fall 2016) concluded the course as published authors. In addition to term papers, students researched and wrote historical "episodes" for **History Engine**, a collaborative, digital platform hosted by the **University of Richmond** to produce and publish historical knowledge.



WJR Radio interviews History major **Kyra Goeller** about her thoughts on the upcoming election. History PhD student **Christine Cook** is looking on. Photo Credit: **Liette Gidlow**, 10 October 2016.

The **History Engine** site displays individual, student-authored "episodes" that collectively offers users a wide-angled view of the past. Students investigate an original historical document, contextualize it using secondary sources, and present their interpretation as a **"snapshot."** The site is searchable and the episodes are available free to scholars, teachers, and the general public.

The **U.S. Presidential Elections** class was the first at **Wayne State** to participate in the national project. Students researched a range of topics, from why candidates decided to run to political protest, and came away with a deeper sense of the art of historical storytelling.

Senior **Manuel Cohen**, who wrote about effort of an African American journalist to publicize the **GI Bill** to African American veterans, found that the project was ***"a great way for me to gain experience regarding narrative style, writing with an active voice, and writing for one's audience."*** Other students investigated why **General Dwight Eisenhower** decided to run for president in 1952, how a TV viewer reacted to the first televised presidential debate in 1960, and what an eyewitness thought about attacks by police on protesters at **George Wallace's** 1968 campaign rally at **Detroit's Cobo Hall**.

These research experiences help students gain transferable skills, **Prof. Gidlow** noted. ***"Our students are writing for a purpose, not just writing for a grade."***

Here are the titles of students' episodes:

"Let us close the springs of racial poison": **Lyndon B. Johnson** and the **Civil Rights Act of 1964**, by **Leon Bates**

Her American Dream: **Shirley Chisholm for President**, by **Ciera Casteel**

J. Saunders Redding Publicizes the **G. I. Bill of Rights**, by **Manuel Cohen**

Supreme Commander Bids For **Commander-in-Chief**, by **Christine Cook**

Morrison Swift Predicts the **Rise of Socialism**, by **Kyra Goeller**

George Wallace's Detroit Visit Provokes Police Brutality, by **Mike Lake**

Feminist Reflects on **Sexism in the 2008 Election**, by **Jennifer McCann**

A Voter Reacts to the **Kennedy - Nixon Debates**, by **Ashley Renzi**

Wayne State's students' work can be viewed at here on History Engine at http://historyengine.richmond.edu/courses/view/163 .

Michael Vollbach, Kirkland Ellens, Peter Cherry, Mallory Moore, & David Webb

Kirkland Ellens

Participants Mingling

Karen Marrero on the Inaugural Borderland Stories Conference

In March, the department co-sponsored the first annual **Borderland Stories Conference**, together with **Marygrove College** and the **University of Windsor**. Students in **History**, **Anthropology**, and **Education** at **Wayne State**, and their counterparts from the **University of Windsor** and **Eastern Michigan University** presented papers on **Detroit/Windsor** borderland region.

Our department was represented by **Kirkland Ellens** who examined how the **Detroit River** transitioned from being a body of water that united communities on either side to an international border by the mid-19th century. **Michael Vollbach** argued that indigenous peoples participated in the **War of 1812** to maintain their political independence and build alliances. **David Webb** presented on the American military response in **Detroit** and the **Patriot War of 1837** that threatened the peace between **Britain** and the **U.S**. **Peter Cherry** (c/o 2015), shared research on the fur trade between indigenous peoples and Europeans and presenting this history at local museums. Students commented that the conference gave them the opportunity to meet and network with people who were doing similar research.

I organized the conference along with **Drs. Shauna Huffaker** and **Guillaume Teasdale** (**University of Windsor**) and **Dr. Tom Klug** (Director, **Institute of Detroit Studies** at **Marygrove**; **WSU** PhD, 1993). Keep your eyes open for upcoming announcements about next year's conference. We encourage students researching and writing on Detroit, Windsor, or the borderlands in any time period to consider presenting.

Time Flies

This year we have four people marking work anniversaries: Sandra VanBurkleo (35 Years); Eric Ash, Janine Lanza, & Marilyn Vaughan all (15 Years)

*In History, the coinage of the realm is time. These four colleagues are rich in years at Wayne State University. **Sandra VanBurkleo** (left) has spent much of her adult life teaching history here, and her students and colleagues have benefited by her knowledge of history and the law. In 2012, **Janine Lanza** and **Eric Ash** were recruited in the same search. While they have changed their focus, they continue to introduce students to the French, English and Scientific Revolutions, the workings of the state and of gender. And **Marilyn Vaughan** has only been on the staff of the History Department for a little over three years, but she's become an important part of our welcoming presence on campus. We congratulate them—and ourselves—on their service.*

Ali Kahil's trip to Paris and Bucharest

Thanks to the **Undergraduate Research Opportunity Project** and **Sterne-Lion** awards, history major **Ali Kahil** traveled to **France** and **Romania** to research the military assistance France provided to Romania during **World War I.**

In **Paris,** Ali went to the **Service Historique de la Defense,** which houses France's military archives. It is located in a fortress, **le Chateaux de Vincennes**. In **Bucharest**, he visited the **National Archives**, to learn about medical support via the **Romanian Red Cross**.

What Ali Discovered

The wartime support **Romania** received from **France** was greater than I thought. The military did not just provide defense support; their work included giving material assistance and restructuring the Romanian army through trainings and supervision by French officers and specialists. France's involvement and their massive support led to Romania becoming an extension of French military and political power. Without France's support, Romania would have been defeated earlier in the war and would have never fulfilled its dream of a **Greater Romania**.

Ali's Sightseeing Recommendations

Paris and **Bucharest** are large sprawling cities that are worth investigating when you are not in the archives. You do not have to travel far to see beautiful things. ***Public transportation in Europe is great!*** You can hop on the metro and ride from the suburbs to the cultural centers where you can just walk around and take in all the sights. Because I have spent time in both cities, interest in their tourist spots is lost on me. I prefer to sit in cafés or bistros and to enjoy the wonderful food, the scenic view of historic

buildings and gorgeous architecture, and interact with the people.

If He had it to Do Again

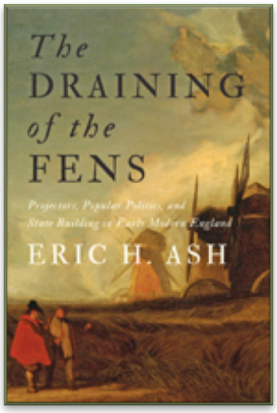
I would return to the **Service Historique de la Defense.** It has a massive amount of documents in my field of study. In **Romania**, I would go back to the **National Archives** and the **Foreign Ministry Archives** but they do not have much left for my research. I will try to get access to the Romanian military archives, which will require special permission and has a lengthy administrative process.

Tips for Future Student Researchers

Learn as much about your topic as possible **before you visit the archives**. It will help you make sense of the documents and recognize if you have what you need. **Research the online catalogs and finding aids. Contact the archivists** to let them know that you are coming and what you want to see. Select a place to stay that is **close the archives and to public transportation**. Make sure

you **know the language** or someone in the country to which you are travelling because it will make your research, travel, and sight seeing much easier. Above all else, **have fun!**

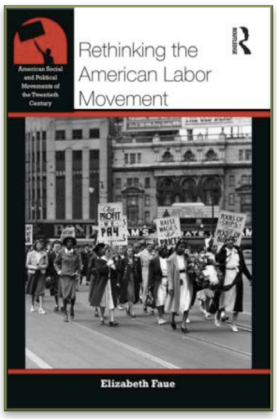
Faculty News & Notes



Eric Ash's new book, ***The Draining of the Fens: Projects, Popular Politics, and State Building in Early Modern England*** was just published by **Johns Hopkins University Press**. He was also promoted to full professor.

John Bukowczyk, editor of the ***Journal of American Ethnic History,*** has published a special issue, *Forum on the Racial Turn in Immigration and Ethnic History*.

Jorge Chinea published an essay on the Afro-Puerto Rican privateer **Miguel Enriquez** in the ***Dictionary of Caribbean and Afro-Latin Biography***.



Elizabeth Faue won a **Faculty Graduate Research Assistantship** for her work on "Obstacle Course: School Violence, the Education Workplace, and the State." ***Reviews in American History*** also published her essay "Radical Experience and the Surveillance State." **Routledge** just published her new book, ***Rethinking the American Labor Movement***.

Liette Gidlow had "Resistance after Ratification: The Nineteenth Amendment, African American Women, and the Problem of Female Disfranchisement after 1920," published by ***Women and Social Movements in the U.S., 1600-2000***. She also won an **Office of Teaching and Learning Faculty Teaching Travel Grant** to attend the **Berkshire Conference of Women Historians** and share her pedagogical strategies for teaching U.S. history.

Jennifer Hart was awarded tenure and promoted to associate professor.

Professor Emeritus **Christopher Johnson** became a scholar-in-residence at the **Center for Interdisciplinary Studies** at the **University of Bielefeld** in March.

Paul V. Kershaw just published, "Averting a Global Financial Crisis: The IMF, the U.S., and the Mexican Debt Crisis of 1976," in ***The International History Review***.

Betsy Lublin received a grant from **the Northeast Asia Council of the Association for Asian Studies** to fund meetings of the **Midwest Japan Seminar** in February and April 2018.

Howard Lupovitch contributed to the **TLC**'s program **"Who Do You Think You Are?"** helping actress **Jessica Biel** discover and contextualize her Jewish roots.

Danielle McGuire was a major contributor to the new Detroit 1967 documentary **"12th and Clairmount,"** which debuted before sold out crowds across the metro area at the **Detroit Film Festival**.

Tracy Neumann won a 2017 **Board of Governors Faculty Recognition Award** for ***Remaking the Rustbelt*** and was awarded tenure and promoted to associate professor.

Andrew Port wrote the preface for ***American Sociology and Holocaust Studies: The Alleged Silence and the Creation of the Sociological Delay***.

Aaron Retish just published "Breaking Free from the Prison Walls: Penal Reforms and Prison Life in Revolutionary Russia," in ***Historical Research*** and

Faculty News & Notes

"The Search for Justice in Revolution: The Local Court System of Viatka Province, 1917-1922," in ***The Era of Wars and Revolution, 1914-1922,*** edited by **B. Kolonitskii** and **D. Orlovskii**.

Marsha Richmond published "Women as Public Scientists in the Atomic Age: Rachel Carson, Charlotte Auerbach, and Genetics," in ***Historical Studies in the Natural Sciences***; took the helm of the ***Journal of the History of Biology*** as co-Editor in Chief; and was promoted to full professor.

Sandra VanBurkleo won a 2017 **Board of Governors Faculty Recognition Award** for her book ***Gender Remade***.

Kidada Williams just published "Maintaining a Radical Vision of African Americans in the Age of Freedom" in a forum on the Future of Reconstruction Studies in the ***Journal of the Civil War Era***. **Ed Ayers** interviewed her about racial violence for ***"A More Perfect Union?: The Reconstruction Era"*** on the popular radio program ***BackStory with the American History Guys***.

Danielle McGuire Retires

The department regrets to announce that our friend and colleague **Danielle L. McGuire** has resigned her position as associate professor of African American history, in order to devote more time to her writing and sharing history with the public.

In 2008, McGuire began her work in the Department as an assistant professor. She was tenured and promoted to Associate Professor in 2013.

She published her book, ***At the Dark End of the Street: Black Women, Rape and Resistance, A New History of the Civil Rights Movement from Rosa Parks to Black Power*** in 2010. It won major awards, including the **Frederick Jackson Turner Book Award** from the **Organization of American Historians**; the **Julia Cherry Spruill Book Award** from the **Southern Association of Women's Historians** in 2011; the **Board of Governors' Faculty Recognition Award** in 2012.

While here, Danielle was a generous colleague and wonderful teacher. She won the **CLAS Teaching Award**. Students adored taking classes with her and applaud her teaching years after the fact.

Danielle has been working a book on the **Algiers Motel** police killings during the **Detroit '67 uprising,** titled **Murder in the Motor City.**

Her letter of resignation expressed gratitude to ***"her colleagues and students in the Department of History, who have supported her scholarship, teaching and research."***

We would like to express our gratitude for her years of teaching and scholarship here and our best wishes for her continuing success.

"Having Danielle as a colleague and partner teaching African American history was an absolute delight. The only thing better was becoming her friend. I can't wait to see what she does next!" ~Kidada E. Williams

Student News & Notes

Graduation

Joelle Del Rose, earned her PhD by defending successfully defending, "'The Luxurious Fancies of Vice': Sexuality, Luxury, and Space in the Eighteenth- Century British Social Sphere." Congratulations, Dr. Del Rose!

Michael Lake, completed his **MA** degree by defending, "Being American: The George Wallace Way." Congratulations, Mike.

Meghan McGowan, MA/LIS "Fighting for an Equal Education: Student Protest in Detroit Public Schools." Congratulations, Meghan.

News

Dr. Josiah Rector (PhD 2016) published "Labor and the Environmental Justice Movement: Why Their Shared History Matters Today," in the April 19, 2017 issue of ***Process*** the **OAH's** blog. Joe also started a new job as a Visiting Assistant Professor of **Environmental History** at **Northland College** in **Ashland, Wisconsin**. Congratulations, Dr. Rector. Please keep in touch.

Incoming MA students **Sean O'Brien** and **Matt Pearson** won recruitment scholarships from the **Graduate School**. Congratulations, Sean and Matt and welcome to the Department.

History major **Daniel Weed** spent part of this summer working as an intern for the **Detroit Historical Museum**. He got up close exposure to public reactions to their exhibit **"Detroit 1967: Perspectives: Riot? Rebellion?"** and was invited to attend the premiere of **Kathryn Bigelow's 'Detroit,'** a film based on the **Detroit Police's** killing of three African Americans and the beatings of several others during the 1967 unrest.

In Memoriam

MA student **Timothy Marks** passed away June 14, 2017. We offer our deepest sympathy to Tim's family, instructors, and classmates.

Field Bound

Honors student and history major **Ben Thomason** won a **Undergraduate Research Opportunity Project** and the **Sterne-Lion Award** to visit the **National Archives** in **College Park, Maryland**, for his project "American Perceptions and Weimer Relations: Lessons of the Dawes Plan and German Reparations."

As you can see from the award list below, thanks to the incredible generosity of our donors and our department's commitment to helping students produce historical knowledge, **we had students traveling to archival sites around the globe**.

Save these Dates

Classes Begin
August 30

New Graduate Student Orientation
September 13 ~ 5-7 pm in the UGL Community Room

Civic Festival
September 14 ~ 10-3 pm on Gullen Mall

Master of Arts in Public History Reception
September 27 ~ 6-8 pm at Tierney House

Alumni Lecture & Fall Reception
October 10 ~ 1-5 pm in the Undergraduate Library

North American Labor History Conference
October 19-21 ~ at the Student Center

Sterne-Lion Research Symposium
November 8

Holiday Gathering
December 12 ~ 12-3 pm in 3339 FAB

History Student Scholarships & Research Awards

Undergraduate Awards

Mark and Linee Diem Scholarship ~ **Benjamin Thomason**

Effie K. Ambler Memorial Scholarship ~ **Janis Ferworn**

Baiardi Family Foundation Scholarship ~ **Manuel Cohen**

Joseph Gelinas Drouillard and Elizabeth Lesperance Award ~ **Daniel Weed**

Sterne-Lion Research Scholarship, **Ali Kahil**, who also won a 2017 **UROP** award for his project, "General Henri Mathias Berthelot: The Savior of Romania."

F. Richard Place Memorial Award ~ **Lindsay VanNieulande**, **Michael Polano**, **Courtney Kotsko**

Place Gateway Award ~ **Alexander Franzen** and **Dania Khan**

Rolf and Jennie Johannesen Memorial Award ~ **Matthew Ashford**

Phi Alpha Theta History Honor Society Inductees ~ **Matthew Ashford, Suzanne Chami, Alexandra Hovey, Kyle Phillips, Justyna Stafford**

Graduate Awards

Meghan McGowan won the **Joe L. Norris Award** for her research on African American students' fight against segregation in the **Detroit Public Schools**.

Nathaniel Arndts won the **Richard D. Miles Award** for his research on Nazi efforts to control Jewish-German citizens of the Third Reich.

Douglas Merriman won the **Rolf and Jennie Johannesen Memorial Award** for his research on the decline of the Roman Imperial Army.

Nathan Kuehnl won the **History Faculty Excellence in Graduate Teaching Award**

Gerald R. Dreslinski Research Award ~ **Michael Vollbach** to travel to Harvard and the American Philosophical Society to research Native American material culture and oral traditions.

Samuel Hogsette & **Kimberly Steele** both won the **Michael D. Patterson Memorial Award**. Hogsette traveled to the **Chicago History Museum** & **Carter G. Woodson Library** to research Black Panther turned **Congressman Bobby Rush** and Steele to the **Illinois Regional Archive Depositories** to study unfree laborers in early America.

Christine Cook won the **Charles F. Otis and Jeffrey L. Reider Scholarship** to travel to the **Army Heritage Education Center**, **Library of Congress**, and **Women's Memorial Library** for her research women in the military during the **Cold War**.

Amanda Hoover won the **Alfred H. Kelly Memorial Award** to travel to **Kansas City**, **MO**, for her research on compulsory education for Native American children.

Lily Wilson Szlaga and **Nicholas Garlinghouse** won the **Thomas Bonner Memorial Research Award** to travel to the **Smithsonian's Freer Gallery** for her work on **Charles Lang Freer** and the **Mattachine Society of Washington, D.C.** and the **Gay and Lesbian Activists Alliance** for his research on the fight for LGBTQ people's civil rights in Michigan.

University Awards

PhD Student **Amanda Walter** won a 2017 **Summer Doctoral Dissertation Fellowship** from the **Graduate School**.

From the Editor

As we hope this issue illustrates, **History** is a vibrant department with innovative faculty and ambitious students. Sharing our work with you in this format, we have incurred debts. We could not share as much as we have in this about what we are doing without the generous contributions of faculty **Liette Gidlow, Karen Marrero, Tracy Neumann, Aaron Retish,** and **Sandra VanBurkleo,** and students **Matthew Ashford, Bruce Bakken, Aya Beydoun, Ali Kahil, Meghan McGowan, Doug Merriman, Tim Moran (PhD 2015), David Webb,** and **Daniel Weed.** Big thanks to **Liz Faue, Marilyn Vaughan,** and our wonderful work-study students **Cheryl Baraza, Noman Haider**, and **Jendayi Walker** for their support and making the newsletter available to everyone.

Current Faculty and Students, would you like to see your class projects and student research featured in the newsletter? **Alumni, we welcome your stories,** too, and not just those who graduated decades ago. Please get on the email list to stay in touch. **Everyone,** please be sure to **document your work.** Take pictures during class trips and presentations as well as trips to the archives. If you have expertise in an area making the news or there are milestone anniversaries to be marked and you want to share in **Insights**, let us know. **Include pictures. The newsletter would not be as interesting as it is without the images everyone shares. Write concise but engaging summaries. Don't be boring.** We've got no room for it.

Cheers until the next issue. **~Kidada E. Williams**

WINTER 2018

The

History Department

Wayne State University

Raven Award

Laura Kennedy (pictured below) is a student in the joint **MLIS** and **MA in Public History** program. She is a **2017 Ronald Raven Award** recipient, which enabled her to work at the **Reuther Library** on a recently uncovered group of negatives from the ***Daily Collegian*** (near right). The negatives date from about 1950 to 1960. **The internship is giving Laura hands-on experience in processing a collection, a skill that will serve her well in her career as an archivist**. It is also giving her the opportunity to learn from practicing archivists, which she finds informative and helpful.

Alumnus **Ron Raven**, who founded the award, learned his archival craft at **Wayne State**. Apprenticeships, like the one **Laura Kennedy** had at the Reuther, represent one of the diverse career paths open to History majors.

Hands-On History

Students launch themselves into fulfilling careers by having high impact experiences during their training. One such opportunity comes via internships and practicum. The **Ronald Raven Annual Award** provides a tuition stipend and a semester-long internship at the **Reuther Library**. Our partnership with the **Henry Ford Museum** offers students like **Ben Thomason** (above) additional opportunities to present history to public audiences. Thanks to generous donors who fund grants, like the **Sterne-Lion award's Mike Loewe**, we send students to archives around the country, where they practice the craft of history. Look for more on internship and research opportunities in issues of our newsletter and our e-mail list. Our apprentice historians are everywhere!

Save These Dates!

Visitors

3/19-20: Caroline Merithew on **Gender & Academic Labor**

3/29: Kit French on **Material Culture**

Spring Reception

4/10: Otis-Reider Symposium—featuring **Christine Cook, James McQuaid, & Sean O'Brien,** & a **poster session** on **Women Suffragists. Awards ceremony.**

Conferences

3/30: Borderlands

3/30: Humanities Center: *Revolution*

4/12-14: Religion and Citizenship

Melvin Small, Professor Emeritus, on the History of History

For more than two decades, one of the most popular courses on campus focused on the **history of the Vietnam conflict** and enrolled the considerable story-telling skills of **Melvin Small**, a distinguished emeritus professor in our department. It was, according to ***The South End***, an essential part of the **Wayne State** experience.

A former chair, and the author of such key works on the era as: ***At The Waters Edge*** (2005), ***The Presidency of Richard Nixon*** (1999), ***Democracy and Diplomacy: The Impact of Domestic Politics on U.S. Foreign Policy, 1789-1994*** (1996), ***Covering Dissent*** (1994), and ***Johnson, Nixon, and the Doves*** (1988), **Mel Small** has played an important role in the leadership of the Department and in the historical scholarship on foreign policy, peace movements, and the history of the Johnson and Nixon presidencies. Graduating from **Dartmouth** and from the **University of Michigan**, he was hired by **Wayne** in 1965. He has been active in the **faculty union,** among the **Abraham Lincoln Brigade** veterans, and, since his retirement, in **Wayne State's Academy of Scholars**. He also mentored several graduate students over the years, including **Natalie Atkin** (**University of Windsor**), **Dave DeSilvio** (**Wayne**), **William Elster (University of Detroit-Jesuit High), Guolin Yi** (**Arkansas Technical University**), **Frank Koscielski** (ret), and **Timothy Kiska (University of Michigan-Dearborn**).

As a member of the **postwar generation**, Mel Small was a witness to changes in the Department and the University. In a recent email, he recalled that, when he came to Wayne, the Department was growing into what became a faculty of nearly 40 historians. By 1970, that cohort included **Christopher Johnson, Sam Scott, Richard "Dick" Place**, and **Stanley Shapiro**. They joined what was then a department dominated by those who had come of age in the **Great Depression** and had experience in **World War II**. Many of the younger professors joining the Department ***"were liberals or moderate radicals, active not only in local and national politics but also in university politics."*** To quote Mel, ***"[t]he AAUP union that was established in 1972 was a response, in part, to undemocratic departments like ours where five senior members met periodically at the chair's home to decide on promotion, tenure, and salaries."*** Needless to say, political differences—as well as family status, friendship, and demeanor—mattered in those decisions. ***"In 1968, four of us joined about fifty others to participate in civil disobedience by standing on the sidewalk after a [Martin Luther King, Jr.] memorial service to challenge the governor's proclamation restricting public activities outdoors involving more than three people. When the dean…read about us in newspapers, he asked the chair whether he could fire us. The chair, no radical, did, however, advise him against it."*** Despite these conflicts, Small said, ***"The increasing pro-union and liberal faculty … … receive[d] tenure and promotion."***

Small was promoted to full professor in 1976. In 1978, under new union rules, Mel then became chair of the Department, a sign of generational change. He finished his term in 1986. Those seven years, he recalled, were a time of cutbacks and the loss of faculty positions. The Department was able to hire only two historians to replace those it had lost to retirement or competitive hiring. By 1990, the Department had shrunk to 24 regular faculty. Mel retired in 2010.

In the years since then, much has happened. The Department went through a generational transition that began slowly in 1990 with the hire of a labor historian and picked up pace with the retirement of the faculty cohort in which **Mel Small had played a central leadership role**. Today, while traditional strengths are represented, there is a greater range of historical fields, which harkens back to the Department's 1960s heyday. Even in retirement, **Mel**, like his colleague **Chris Johnson**, has remained active in scholarship, publishing additional studies and continuing to influence generations of students and the larger public.

Alexandra Cervenak

Alexandra Cervenak graduated from **Wayne State** in 2007 with a double major in **History** and **English**. Since 2010, she has worked at **Plimoth Plantation** as a **Historical Interpreter**. She also works as a **Site Supervisor** and **Foodways Specialist**. Here, she shares her work at **Plimoth** and her path to a fulfilling & impactful career.

History at Plimoth Plantation

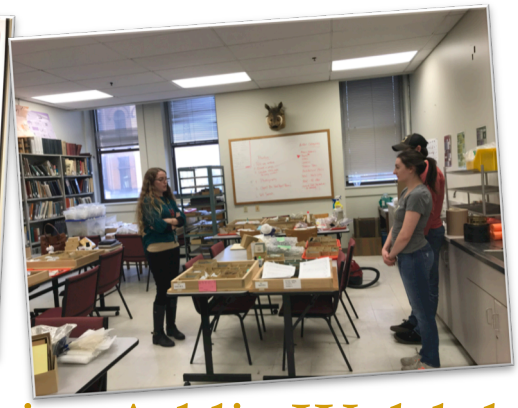
Plimoth Plantation is a living history museum that represents the lives of **Pilgrims** and **Wampanoag** in 17th century **New England**. As a historical interpreter, I portray the life of a 1620s New Pilgrim resident, who traveled to America on the ***Mayflower*** or a subsequent ship. Who I portray changes annually, but will always be a person who existed in the historical record. I embody this person by learning the scholarship, dressing in reproduction period clothing, speaking in an English accent for the period, and reading *tons* of primary sources. I speak to museum visitors "in character" and demonstrate skills and lifeways—sewing, gardening, open hearth cooking and baking in a wood-fired oven. ***I love making guests feel like they walked into living in a 1600s painting.***

It Runs in the Family

Love for **Wayne State** and interest in **public history runs in my family**. Both my parents are **Warriors** and deeply involved in the **Hamtramck Historical Museum**. My mom, **Cynthia** (c/o 1974), is a longstanding member of the **Hamtramck Historical Commission**. My father, **Thomas**, who graduated with a MA in Anthropology in 1980, uses his experience as a director of social work agency to write grants to benefit the museum. Even my brother, **Christopher**, a current student in Interior Design, offers tips on exhibits.

Tips

A career in public history wasn't immediately evident to me as something I wanted to do. I discovered it as a way to share the history I learned in school with a wider audience. If you're interested in the public history world but your background isn't in that field, there are paths to those positions. I work with people with degrees in everything from history and education to drama and costume design through divinity, all of which can lend different insight for our guests. ***If you're interested and passionate about something you can get a museum visitor interested in it, too!***



History Major Addie Walsh launches the Undergraduate Museum Club

Are you a history major or minor looking for a club to join? Do you like visiting museums? Have you ever wanted to take a **behind-the-scenes tour** of the **Detroit Historical Museum** or the **Detroit Institute of Art**? If so, the **Undergraduate Museum Club** is the club you've been looking for.

My name is **Addie Walsh**. Last year, I started the **Museum Club** after I noticed there were not many clubs for **History** students. Since we began, we have gone on a private tour of the **Detroit Historical Museum** and a **historic architecture tour** with the **Detroit Experience Factory**. We will be having **private tours** of the **Museum of Anthropology**, the **Detroit Historical Society archives**, and the **Dossin Great Lakes Museum** this winter semester.

Museum Club is not just for History majors. We have members from all over the university, including **Marketing, Foreign Language, Nutrition** and **Food Science**, and **English**.

Our **Detroit Historical Museum** tour was led by **Tracy Irwin** (above, left), the **Director of Exhibitions and Collections**. She showed us the **Detroit 67** exhibit, which features the timeline, causes, and effects of the Uprising in Detroit. **We learned how the curators put together the exhibit and about the challenges they faced trying to show the conflict from different points of view**, something average visitors would not get to learn.

The **Detroit Historical Society** has over **250,000 artifacts**, many of which are not on display to the public. This semester, we will have the rare opportunity to explore this vast collection.

There is a museum for everyone in metro Detroit! There are historic villages, a maritime museum, museums of modern art, fine art, African American and Arab American history, and even one museum specifically geared toward elementary students!

Fun, easy to join, free admissions, and no big time commitment. What more could you ask for in a club?

What museums would you like to see? We'd love to hear from you and have you join us.

Contact me for more information!
Addie Walsh fv7383@wayne.edu

Insight

When Economic & Natural Disasters Strike by Jorge L. Chinea

This past summer, public discussion about the **debt crisis** in **Puerto Rico**, which has been estimated at between **$70 and $130 billion**, drew extensive national and international attention. Although many put the blame on **predatory banking practices**, others connect it to the failure of **Operation Bootstrap**, an economic revitalization plan instituted in the late 1940s that replaced farming with industrial development. The much-trumpeted modernization scheme fell short of expectations due to the substandard wages paid to local workers and its inability to generate allied entrepreneurial activity. Large-scale voluntary and government-sponsored Puerto Rican emigration to the mainland U.S. dates precisely from this 30-year period.

Two back-to-back hurricanes in late 2017, ***Irma*** and ***María***, devastated the island's already weakened and poorly maintained road, water, and electrical services and may have **claimed around 1,000 lives**. An estimated **300,000 Puerto Ricans left hastily** to the U.S. mainland since October 2017.

In response to these developments, a new entity was created: **PROMESA**, which stands for the **Puerto Rico Oversight, Management, and Economic Stability Act**. While supporters praise the fiscal board, its critics see it as **an extension of the bankruptcy measures adopted in Detroit**, and understandably worry about the **erosion of retirement funds, the closing of public schools, major cuts to state-funded university budgets and federal healthcare programs**, and the **privatization of utility companies**. ***Sadly, nearly three months after the destructive atmospheric disturbances, the bankrupt non-incorporated U.S. territory remains in the eye of the storm.***

PBS's 'The Vietnam War' by Mel Small

As someone who taught a course on the **Vietnam War** for over 35 years and who has written about the War, I consider the **Ken Burns-Lynn Novick** series to be a significant contribution but, as one might expect, with many problematic areas.

On the positive side are the **lengthy interviews with American**, **North Vietnamese**, **Viet Cong**, **and South Vietnamese soldiers**, almost all of whom are now critical of the War; **the grim battle footage**; the **music**, although I wish the haunting songs of the era were not so abbreviated; and the careful and fully reported analysis of the fall of South Vietnam in 1975.

I was not happy with the portrayal of the **Antiwar Movement** as a mostly unruly mob that disrespected the soldiers it wanted to bring home, the relatively superficial approach to policymaking, the secondary role assigned to the **ARVN** and **South Vietnamese**, not all of whom were corrupt and ineffective, and **the unprecedented illegal actions of the FBI and CIA**. Critics on the Left, many of whom were participant-observers during the period, have assailed the series for whitewashing the decision makers who appeared to have had the best of intentions. I disagree with that assessment.

Anyone watching the complete series will have to conclude that American presidents from **Harry Truman** through **Richard Nixon** lied to the public and generally escalated US involvement because they feared the political beating they would have taken for having "lost" Vietnam. ***Furthermore, I wish I had had access to parts of this valuable source when I was teaching my Vietnam War course.***

Benjamin Thomason's Trip to D.C.

Last summer history major **Ben Thomason** travelled to **College Park, Maryland**, which is just outside **Washington**, **D.C.**, to visit the **National Archives**. Archives II, the College Park site, is a 1.8 million square foot building that houses both civilian government and military records.

Thomason went there to research the United States' involvement in **German reparations** and the **Dawes and Young plans** after **World War I**. He also explored American policies and inter-allied negotiations during the **occupation of Germany after WWII**.

While conducting his research, Thomason learned how people saw Germany after the Second World War. He said, ***"Many Europeans Americans were doubtful that Germans could ever be trusted with having their own military or even that they could learn and embrace democracy or racial equality within a few decades."*** He also learned how diverse the opinions were on issues of German reparations after WWI.

"I have read very convincing arguments that both support and condemn the Treaty of Versailles and the methods of German reparations. I think this just goes to show that History is always more complicated than we tend to think of it in retrospect and there is always great uncertainty and unexpected consequences in the course of human events."

While there, Ben did what most historians do while in the field—take in the sites. He visited the **Smithsonian American Art Museum**, which houses dozens of original portraits of the **Founding Fathers**,

influential Americans of the 18th and 19th centuries, and presidents as well as 20th and 21st century modern art and sculpture. He also visited the **Newseum**, which is themed around news media and **First Amendment** issues. It includes exhibits on music in politics, terrorism from the 20th century to today, front page news articles from pre-revolutionary times to today, censorship and First Amendment suppression around the world and **Pulitzer Prize** winning photographs every year from the beginning of the institute. He did not see everything he wanted to, however. If he had to do it again, he would be sure to arrange tours of the **White House** and the **Capitol Building**.

Ben's Tips for Future Student Researchers:

"Be prepared to take pictures or scans of a lot of documents and make sure to record all the information on the boxes, files and documents that you look at. This will not only allow you to go back and see exactly what was written or things you might have missed when using the documents in your research but will also make citing them properly much easier.

Find time and bring what you need to relax and enjoy the trip while you're not working. Try to call friends/family, start conversations with people or go out somewhere because feelings of isolation or loneliness will likely start to bother you and get in the way of doing your work or having fun. Remember to eat well and don't tell yourself you're too busy or it's too expensive to eat somewhere when you need to. Lastly, bring some things for fun that don't require an internet connection partly because it's good to disconnect sometimes but mostly because you may stay at a hotel that has terrible WiFi."

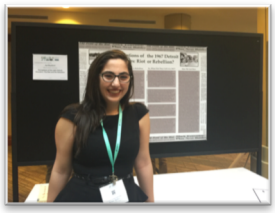
Have Fun.

News & Notes

Graduates

Lynda Litogot completed her degree requirements by defending "Searching for their Voice: Nineteenth-Century White Women's Strategies to Become a Force in the Abolitionist Movement." Congratulations, Dr. Litogot!

Undergraduates



Aya Beydoun joined 25 students from across the country, beating out more than 70 applicants, to present a **Detroit 67** poster at the **AHA**, in **Washington, D.C**. We even saw her on **CSPAN** asking a question.

Ali Kahil won the award for **Exceptional Presentation** for his poster "General Henri Mathias Berthelot: Savior of Romania and Founder of Great Romania" at the **Undergraduate Research Conference**.

Alumni

The Urban History Association awarded **Josiah Rector** the **Michael B. Katz award** for the **Best Dissertation in Urban History**. He also had "The Spirit of Black Lake: Full Employment, Civil Rights, and the Forgotten Early History of Environmental Justice" published in ***Modern American History***.

Guolin Yi has accepted a tenure track position at **Arkansas Tech University** in **Russellville**, **AK**. Congratulations!

In Memoriam

The Department extends its deepest condolences to the family and friends of doctoral candidate **Amanda Hoover**. The department has established a fund in her memory to support graduate student travel. Please check the website for info.

Faculty

Jorge Chinea's "Legal and Extra-Legal Measures of Exploitation: Work, Workers, and Socio-Racial Control in Spanish Puerto Rico" was published in ***Revista Brasileira do Caribe***.

Jennifer Hart's book ***Ghana on the Go: African Mobility in the Age of Motor Transportation*** is a finalist for the 2017 **Herskovits Award** for the **African Studies Association.** This is the most significant prize for Africanist historians. We're keeping everything crossed, Jennifer!

Liette Gidlow debuted in the ***Detroit News*** and ***The Conversation*** with essays on voting rights and activist women.

Karen Marrero's "'Borders Thick and Foggy': Mobility, Community, and Nation in a Northern Indigenous Region" was published in ***Warring for America: Cultural Contests in the Era of 1812***.

Carolyn Vieira-Martinez published Language, Space and the Disregarded in ***Radical History Review*** 130.

Danielle McGuire and **Kidada E. Williams** wrote "Raped and Left on the Road, She Said #MeToo. Jurors Said, 'No, not You.'" and "Say Her Name. Shawana Hall. She is a Hero," which appeared in ***Bridge Magazine***.

Andrew Port published "'Awkward Encounters': East German Relations with the Third-World 'Other,'" in *German History* 35:4 and "Rethinking Regime Stability: The Life Stories of 'Loyal' East German Activists in the Early German Democratic Republic," in ***Jahrbuch für Wirtschaftsgeschichte*** 58:2.

Aaron Retish has been awarded an **Imre Kertész Kolleg Fellowship** at the **Friedrich Schiller University Jena** in **Jena**, **Germany**, where he will be a fellow in residence in the Fall 2018. He also wrote "Remembering and Forgetting in Russia," in ***Origins***.

Good Things Happening

From current and former students presenting posters at the **AHA** and getting **behind-the-scenes tours** of local museums to receiving **internships** and **interpreting the past at historic sites** through faculty sharing **Insight** on economic and national disasters and the **Vietnam War**, the Department's embrace of researching the past and connecting it to the present day is on full display.

We hope to continue sharing this great work in our forthcoming issues. To do it, we need your help. We welcome your updates about what you're doing as well as your contributions to **Insight**. We want great photos of events you attend or host. You do not need fancy equipment, just the same mindset you use while taking photos of loved ones. We remain enthusiastic about **profiling innovative, public facing, and student-centered projects.**

As **Wayne State** celebrates its sesquicentennial, we are commemorating our anniversary as a department. Please keep an eye out for details about events where you can learn more about our role on campus and our impact on the larger global community.

In September, the Department will host our **second alumni gathering and fall reception**. Last fall, alumna **Mary Steinbauer** (top) joined us, sharing details of her career as a picture editor for ***Time-Life* books and editor of special issues of *Life Magazine***. On September 25, **Dennis Barrie** will join us to discuss his career in museums.

As always, we owe big thanks to all of the contributors for this issue as well as to the staff and faculty who make it available. ~KEW, PhD

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History Department

Wayne State University

Welcome back to Fall Semester

We begin this year with a two-year project on **Career Diversity for History PhDs**, a program funded by the **American Historical Association** and the **Graduate School**. Our Career Diversity Fellow, **Lillian Wilson Szlaga**, will be organizing events and assisting as we work to improve career outcomes for our graduate students. There will be more on the grant and program in the next newsletter. We also are in full swing in our **History Communication initiative**, with the **new History Communications lab** set to open up in fall semester and our **new course, HIS 4993-6993 History Communication**, taught by **Jennifer Hart**, scheduled for fall term. We are seeking funding for new internships for graduate students and undergraduate majors in history communication, and we already have an active and engaged faculty, who write and present through online and broadcast media and in journals and books, communicating about the past to broad public audiences and scholarly ones, too. If learning about and researching the past and telling stories about our history engages you, come join us! ~**Department Chair-Elizabeth Faue**

Save these Dates!

Alumni Public Lecture & Reception w/ Dennis Barrie
Sept 25

Detroit Symposium
Oct 3

Edwin Black Lecture
Oct 9

NALHC
Oct 18-20

Sesquicentennial Symposium
Oct 25

Amy French lecture
Nov 5

Sterne-Lion Colloquium
Nov 15

Holiday Party
Dec 11

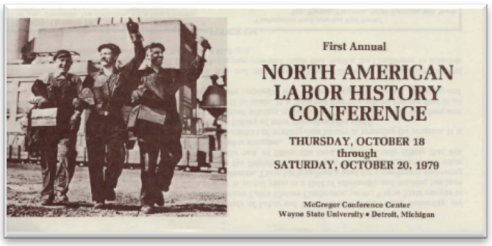
Alumni Public Lecture

Our alumni speaker this year is **Dennis R. Barrie**, **an internationally distinguished museum director, cultural historian and an expert in popular culture**. In 1983, Barrie earned his PhD at Wayne State University in History. His dissertation, "The History of the Development of the Visual Arts Community in Michigan, 1900-1980," opened the door for a career in museums. Dr. Barrie has served as the **Midwest Director of the Archives of American Art**, **Smithsonian Institution**; as the **Director of the Cincinnati Contemporary Arts Center**; and the founding **Executive Director of the Rock and Roll Hall of Fame and Museum in Cleveland**. More recently, Barrie developed the **International Spy Museum** (2002) in Washington, D.C., and served as creative director for **The Mob Museum** (2012) in downtown **Las Vegas**.

Come join us on the 25th of September for this remarkable event.

40th Years of the North American Labor History Conference

The **North American Labor History Conference** was first held at **Wayne State** in 1978 under the direction of **Stanley Shapiro** and History Department committee members **Robert Zieqer, Christopher H. Johnson**, and **Philip Mason**. In eight sessions over three days, the NALHC hosted leading labor scholars in U.S. and European history, including **Alexander Saxton, David Montgomery, Louise Tilly, Leslie**



Moch, William Sewell, Joan Scott, and **John Merriman**. A small but growing group of historians participated in wide-ranging discussions of working-class politics, labor organization, and sources for the new labor history. Over the next few years, then-department chair **Melvin Small** dedicated important resources toward the building the nation's first and only annual labor history conference. Its original committee rotated the conference directorship throughout the 1980s. When **Bob Zieger** left for a new position at the University of Florida, the History Department was unable at first to replace him. Only in 1990, when **Elizabeth Faue** arrived at WSU to teach labor and working class history, did the conference again flourish.

Since that time, **NALHC** attendees have **seen the best and most innovative scholarship in labor and working class history**. The highly successful ***Men, Women, and Labor*** meeting in 1991 was followed by conferences on labor, citizenship, and the state; workers and the city; memory and the retelling of working-class lives; labor, migration and the global economy; labor, law, and justice; class, social movements, and the new politics; technology, work and environment; geographies of labor, and the nature of work. After 2003, conference leadership passed to **Janine Lanza** (2004-11); **Fran Shor** (2012-14); **Tom Klug** (2015-16, 2018). In 2017, **Tracy Neumann** organized a conference on labor and public history.

In 1996-1997, the **NALHC** helped to organize and host the founding meetings of the **Labor and Working Class History Association** (LAWCHA), with which it has a strong and continuing working relationship. While **LAWCHA** now has its own bi-annual labor history conference and co-sponsors other

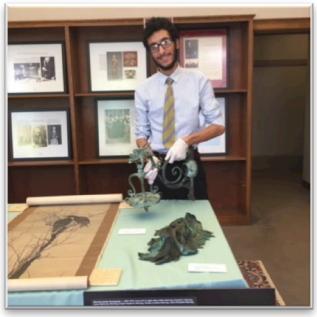
panels and meetings, it maintains a close connection with **NALHC** in hosting an annual luncheon and co-sponsoring graduate student travel grants.

Since 1978, the **NALHC** has maintained its commitment to **showcasing the best research in labor and working-class history in the United States and internationally**. Over 3,000 scholars have presented their research in panels, plenary sessions, poetry readings, and workshops, with annual attendance averaging between 150 and 200, with a diverse audience that bridges international and disciplinary divides. Participants range from independent scholars and public historians to senior academics, union officers, policy-makers, and community activists, reflecting the current diversity of the field. All in all, the **NALHC** has much to be proud of in its forty years of promoting and presenting the histories of working people.

This year's **40th annual North American Labor History Conference**, ***Labor and History in the 21st Century***, will be held **October 18-20, 2018**, in the **Wayne State Student Center**. More information and the program can be found soon on the website: http://www.clas.wayne.edu/nalhc/.

Kenneth Alyass on his research on Wayne State's Transformation of Midtown

Although most students use their **UROP grant and Stern-Lion scholarship** to travel across the nation or overseas, I used my money to land a little closer to home. All my research on **how Wayne State's development shaped the economic, spatial, and racial landscape of Midtown Detroit** was based at the **Reuther Library**.



I studied the period between 1956 and 1975, **when the bulk of the expansion and building on campus took place**. In 1956, the "State" was put into the university's title, which allowed it to obtain millions of dollars of state funding that enabled it to embark on a prodigious campus building plan. Around this time the highways that sliced up the city were about to be finished, further separating Wayne State and Midtown from the surrounding city. Surrounded by aging apartment buildings, houses, and shops, **Wayne State took advantage of powerful and amenable eminent domain practices and began to purchase or condemn hundreds of structures around campus**. They built classrooms, halls, dorms, faculty offices, labs, and libraries – practically every building on campus is on land that used to be a small neighborhood.

The new development warped the demographics of the area, evicting poor black residents, and opening up pockets of investment and development. The most interesting thing I discovered was **community resistance to WSU's expansion**. One project in particular elicited a huge backlash: **University City 1 and 2, where Wayne State attempted to embark on a massive reconfiguration of Midtown**. The projects succeeded partially, but not to the degree that it planned for originally. Resistance from community groups, students, and even faculty members, made the administration hesitant to embark on such large projects again. I argue that in the 1960s, **Wayne State slowed down expansion, partially due to the drying up of federal and state funds, and the negative reputation the university received in a very racially contentious city.**

I learned *a lot* about our university's history. If there is one thing I took away from my research, it is **how social and political history interconnects.** What I discovered that an **incredible number of community activists that fought against WSU's urban renewal** – and even more interesting, **how urban renewal and slum clearance had nuances of race and class**. As a historian, you really have to think outside of the box and reach out to different modes of analysis. I consider myself a historian of the built environment, but the archive required me to become a social historian, chronicling protest movements and campaigns for black self-determinism in the face of a powerful and federally backed institution's mission.

Walking around campus is no longer the same for me. I see it in a very different light, and I now understand the power behind the built environment. **Buildings, like the ones we encounter on campus, aren't just buildings, they define communities, elicit responses, change the community character, function as open social spaces, or as closed boundaries of class and race.** How we build our campus and cities affect how people respond and perceive us, and vice versa.

The Historian's Craft

Intro to Researching the Past

The department decided to enhance undergraduates' training by formally introducing them to historical methods earlier in their program. We did this by developing **The Historian's Craft,** a gateway seminar to research for first and second year students. We designed the course to teach students how to identify research questions, identify and research archival collections for evidence-based answers and then present their findings to diverse audiences.

First Up

Hans Hummer, **Elizabeth Lublin**, and **Kidada Williams** were up first. Teaching the course over two years, they worked out the kinks—identifying how much content was appropriate and determining the best strategies for making every assessment and reading assignment a means to an end for helping students to understand historical research and develop their own research projects.

Not Just History Majors

The research topics—the **Fall of the Roman Empire, Hiroshima & Nagasaki**, **Detroit 1967**—attracted students from across the university. Researching dimensions of these topics that were of interest to them and bringing their insights as anthropologists, sociologists, and political scientists to bear on researching the past was rewarding for students exploring the past.

New Insights and Skills

Students have said that they learned how to make evidence-based arguments and conquered their fear of visiting archival collections and using microfilm/fiche. Many of them have since extended the life of their projects by presenting their findings to larger audiences and in more formal settings, like the **Undergraduate Research Fair** and the annual meeting of the **American Historical Association**.

The Historian's Craft

Cindy Krolikowski

We couldn't give our students the strong research foundation they need without the assistance we receive from **History Library Liaison**, **Cindy Krolikowski**. She introduces students to the **Library System** and then helps them identify research collections and even narrow down their topics. Cindy says she loves that **The Historian's Craft** gets students from all majors over into the library and helps them to actively participate in fulfilling the university's research mission. A common refrain from students, **"Cindy rocks!"** shows that the appreciation is mutual.

Archivists at the Reuther

Kristen Chinery and **Meghan Courtney** (standing), archivists at the **Reuther Library**, are invaluable, too. In addition to introducing students to the Reuther's impressive collections, the archivists teach them about archives and researching them. Their workshop comprehensive exercises show students how to interpret sources and record them. Students say the Reuther team's friendliness and helpfulness makes their research easier and fun.

The Place Gateway Award

This award recognizes students who have produced research papers in **The Historian's Craft** that demonstrate great skill with historical methodology. It is an offshoot of the **F. Richard Place Endowed Memorial Award**, which is given to students who have produced **outstanding research papers** in the **Junior/Senior Research Seminar in History**. Mr. Place's family **generously allowed us to use the fund to reward exceptional research in the gateway course**. This year's recipient of the Place Gateway Award was **Michael Polano** (left).

What's Next?

Students who have completed the course often present their research at conferences, further enhancing their skills and training. As we continue developing the course with the hope that it lays the foundation for more excellent student research, **Janine Lanza** and **Marsha Richmond** will be joining the roster of faculty teaching the gateway course, covering **the French Revolution** and **Charles Darwin**.

William Winkel

William "Billy" Winkel graduated from **Wayne State** in 2016, majoring in **History** with an emphasis on **Detroit and Civil Rights**. Today, he is **the manager of oral history projects** at the **Detroit Historical Society**, where he also works to promote the stories of the people of Detroit and seeks out the voices of those who may otherwise be underrepresented. Here, he talks about his experiences working on the **Detroit 67: Looking Back to Move Forward** community engagement project.

Telling Detroit's Stories at Detroit Historical Society

The mission of the **Detroit Historical Society** is,

"**Telling Detroit's Stories and Why They Matter."** My job at the Society is finding and recording them. Luckily for me, I usually find help with transcribing. The bulk of the past three years has been devoted to telling the stories of what happened in Detroit 50 years ago during the **Uprising of 1967**. I was fortunate enough to **personally speak with over 150 people about what they experienced during the traumatic episode**. I may not get a great interview every time, but you'd be surprised how valuable different perspectives are.

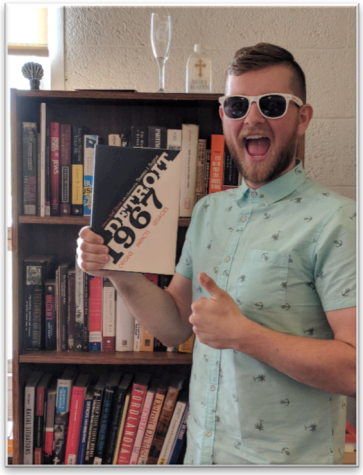
Stories to Share

We collected a treasure trove of perspectives. For a few months, I was an oral history dealer. **I worked with journalists, authors, editors, playwrights, our exhibitions team, and others to ensure that Detroiters' were front and center during the ensuing media blitz for the 50th anniversary.** The oral histories were the backbone of our exhibit, ***Detroit 67: Perspectives*** (winner

of the **2018 Institute of Museum and Library Services National Medal**), the **Wayne State University Press** award-winning book ***Detroit 1967: Origins, Impacts, Legacies*****;** and the ***Detroit Free Press*** film, ***12th and Clairmount***. These stories were far too good to keep ourselves, so **we made the important decision to provide our oral histories available online for free.**

How'd I Get Here?

Never say "no" to a new experience. **I may not have planned to become an oral historian, but I am so glad I did.** For three years, **I crisscrossed the city interviewing a beautiful tapestry of folks**. I was welcomed into people's homes with open arms. I went to schools, libraries, churches, and community centers where **I met with people who personally experienced Detroit's triumphs and tribulations**. It was exhilarating, eye-opening, myth-destroying, and heart-wrenching. My experiences at Wayne provided a strong foundation for my career in public history. **Thanks Wayne State**!



Japanese History in the Department

The study of **Japanese history** at **Wayne State** dates from the immediate postwar period and the arrival of **Thomas Frank Mayer-Oakes** as the first Asianist in the Department of History. A graduate of the **US Navy Japanese Language School**, Professor Mayer-Oakes served as an interpreter for **General Douglas MacArthur** during the Occupation and later pursued a doctoral degree at the **University of Chicago**. His dissertation and eventually his most significant publication, ***Fragile Victory***, provided a translation of the first volume of a memoir written by the political secretary of **Prince Saionji**, the most important political player in Japan during the interwar period.

Just as he contributed immensely to scholarship with that work, Prof. Mayer-Oakes **mentored a core of future Japanese historians in the classroom**. The most noted of that cohort includes: **Harry Harootunian**, **Professor Emeritus at New York University** and the **University of Chicago**, and a prolific writer in the areas of intellectual and cultural history; **Marlene Mayo**, **Associate Professor Emerita** at the **University of Maryland** and the force behind a collection of interviews with Americans who worked in Occupation-era Japan; and, the recently deceased **Bernard Silberman**, **Professor Emeritus of Political Science** at the **University of Chicago** and a renowned scholar of Japanese government.

The legacy of Professor Mayer-Oakes at WSU has continued in part through the generosity of **Professors Harootunian and Mayo**. Roughly a decade ago, **Professor Harootunian donated his extensive collection of books on Japan to the library**, while **Professor Mayo** has **provided scholarship money for undergraduate and graduate students pursuing Japanese studies in honor of Professor Mayer-Oakes**. Wayne State welcomed both back to campus in April for the **Modern Japan in a Global Context Mini-Conference**. Organized by Wayne State's **Emeritus Academy**, the conference also saw **William Marotti**, Associate Professor at **UCLA**, and Wayne State's **Elizabeth Lublin** share their research.

That conference was one of two gatherings of Japanese Studies enthusiasts in April. Just a few days before, **Elizabeth Lublin** hosted the Midwest Japan Seminar. The seminar brings together scholars from across the Midwest and representing a range of academic disciplines for discussion of pre-circulated papers several times a year. **Lublin** is serving as the seminar's chair and, with the help of her Executive Committee, has secured funding from the **Japan Foundation** for four seminars for the 2018-2019 academic year. With this service and **a range of classes on Japan**, including surveys of premodern and modern Japan, **a class on Hiroshima and Nagasaki in history and memory**, and a new fall course on the **history of Japanese popular culture**, **Elizabeth Lublin** is following in the footsteps of those who came before her.

In Memoriam: Alan Hurvitz & Dr. Thaddeus C. Radzilowski

Alan Hurvitz died in March. **Howard Lupovitch**, shared these words about him: "**Alan Hurvitz** returned to school to pursue graduate studies in History after a successful career as an attorney for **Honigman/Miller**. He completed a master degree, writing his thesis about the **ways the Jews of Detroit responded to Anti-Semitism and the Holocaust** and was in process of applying into our doctoral program. Alan demonstrated a **real talent for archival research and documentary analysis**. His **writing combined the meticulous legal argumentation of a trained attorney with the literary flair of a humanities scholar**. Alan never settled for easy answers, preferring to attack and unravel the complexities and nuances of a historical problem. I learned as much form him as he did from me. **He will be missed**."

Dr. Thaddeus C. Radzilowski, a former WSU History major and contributor to the History Department, died in July. Dr. Radzilowski was a **highly accomplished historian and academic studying Poland and Central and Eastern Europe**, producing countless manuscripts on these important topics. Over the course of his rich academic career, he taught at **University of Michigan, Madonna University, Heidelberg College**, and **Southwest Minnesota State University**. He also served as the **President of St. Mary College**. He was the co-founder and president of **the Piast Institute in Hamtramck, Michigan**, the largest Polish-American think tank in the United States.

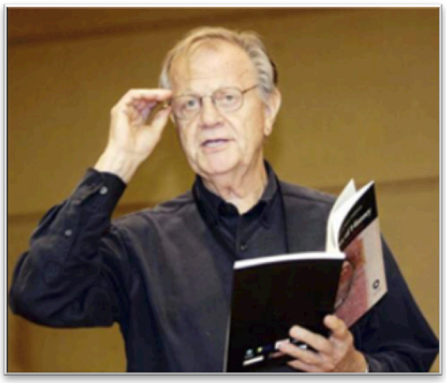
In Memoriam: Hayden White Historian and Wayne State Alumnus (1928-2018)

In the years after **World War II**, the Department of History at Wayne State **fostered a new generation of historians who made crucial contributions to historical scholarship in fields as diverse as American politics, Japanese history, and medieval studies**. Among that talented generation stood **Hayden White**, an emeritus professor at **University of California-Santa Cruz**, who died in March of this year. Trained as a medievalist, White became an international scholar in history and theory and authored the landmark ***Metahistory: The Historical Imagination in Nineteenth Century Europe***, a book inspired by his reading of **Benedetto Croce** and **Giambattista Vico**. White remained a controversial figure throughout his career, as his work signaled the beginning of the linguistic turn

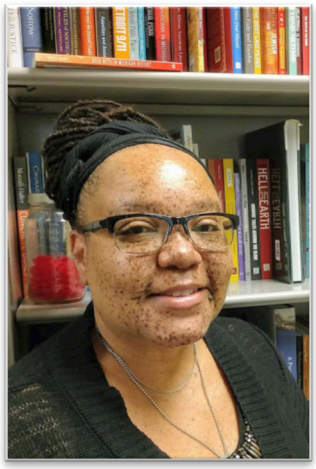
and the use of the concepts and techniques of literary criticism in history and historiography.

A **naval veteran** of World War II, Hayden White **began his education at Wayne State University**, where he took a bachelors degree in History in 1951. After he earned his MA (1952) and PhD (1955) from the **University of Michigan**, White taught at **Wesleyan University** and its **Center for the Humanities and in the Comparative Literature program** at **Stanford University**. After he retired from Stanford, he took a position in the **History of Consciousness program** at the **University of California-Santa Cruz**. During his long and distinguished career, White published a range of works, including ***Metahistory*** (1973), ***Tropics of Discourse: Essays in Cultural Criticism*** (1978), ***The Content of the Form*** (1987), ***Figural Realism*** (1999), ***The Fiction of Narrative: Essays on History, Literature, and Theory, 1957-2007***, ed. Robert Doran (2010), and ***The Practical Past*** (2014), among other essays and books.

His creative approach to understanding historical narrative influenced generations of historians.



Many of our department faculty were educated long after the publication of White's best-known work; and **yet, his name and influence have been and remain part of the History Department's legacy**. The questions that drove his work—**exploring how we tell "history" as well as how we understand the past**—have been central to cultural and social history since the1970s. In retrospect, White's influence was not about the daily practice of history, the use of archives, or even engagement with a broader public**. It was, instead, about making ourselves conscious of how we as historians shape the history we write and use the history we teach**. To stop looking at History as limiting and determinative, and as "natural" and "authentic," from White's perspective, released historians and their readers from the burdens of the past. **He substituted instead the idea of history as a resource for the political and social imagination**. For his work in historical scholarship, **we want to recognize the passing of one of Wayne State's most distinguished history alumni**.



Next Gen Humanities PhD Interns

In summer 2018, a **pilot Humanities Clinic**, funded by the **Graduate School,** the **College of Liberal Arts & Sciences,** and the **NEH Next Gen Humanities Ph.D. internship program** returned to **Wayne State**. Out of 10 interns, 3 were History doctoral students: **Rochelle E. Danquah**, **Samuel Hogsette,** and **Joshua Morris**. Interns had the **choice of a site-based internship with one community partner or a project-based internship** with multiple community partners through the **Wayne State University Humanities Clinic**. Rochelle and Samuel chose **site-based internships**, while Josh chose to work in the **Humanities Clinic**.

Rochelle interned at **WSU Press**. Working with **Emily Nowak** in **Marketing and Sales**, her duties included **writing marketing copy, working on book covers, designing and distributing press packets, graphic design, and organizing book signings** and other Press events.

Samuel interned at the **Charles H. Wright Museum of African American History**. He **organized a 50th Anniversary Celebration of the founding of the Detroit Black Panther Party**, which is scheduled for November 7, 2018. **He facilitated steering committee meetings, scheduled panels, and designed posters and audio/visual programming**. He also **organized fund-raising events** for the **Detroit Black Panther Historical Project**.

At the **Humanities Clinic**, Joshua completed projects for the **Reuther Library** and the **Sugar Law Center**. Joshua **created K-12 and undergraduate learning modules** for the Reuther Library's new **Archival and Primary Resource Education Lab**. At Sugar Law, he designed **"know your rights" outreach materials for temporary workers** in Lansing, Michigan, Toledo, Ohio, and Fort Wayne, Indiana.

Thanks to our History interns for their great work this summer and to our community partners for having them!

Milestones

The department has changed since the time that **Bill**, **Andrew**, and **Aaron** joined our faculty. They have been a part of that change, **marking a shift toward greater public engagement**, **concern for human rights and democratic governance in global history**, **and the history of the environment** and raise the department's profile in these areas with their excellent and often award winning scholarship. We look forward to the future with these talented colleagues.

This year three faculty are marking workplace milestones—Bill Lynch (left)**—20 Years; Andrew Port** (center) **and Aaron Retish** (right)**—15 Years**

News & Notes

Student News

History major **Kenneth Alyass** has received an **Undergraduate Research Award** (UROP) and a **Sterne-Lion Award** for his project, "Detroit's Ivory Tower: A Historical Study of Wayne State University's Development, and the Influence of the Public Research University in Detroit." Congratulations!

Suzanne Chami and **Ben Thomason** (left) were invited to join **Phi Beta Kappa**.

MAPH student **Amber Harrison** placed third for her poster at the **Graduate and Postdoctoral Research Symposium**.

PhD candidate **Father Michael Varlamos** defended "A Quest for Human and Civil Rights: Archbishop Iakovos and the Greek Orthodox Church." Congratulations.

PhD candidate **Andrew Hnatow** won a **Summer Dissertation Fellowship** from the **Graduate School** to complete "Vestiges of Industry: De-industrialization and Community in Detroit." Congratulations, Andrew!

PhD candidate **Miriam Mora** won admission to and support to attend a two-week research seminar **Leo Baeck Summer University** on "Jewish Studies and Gender Research" in July. Congrats!

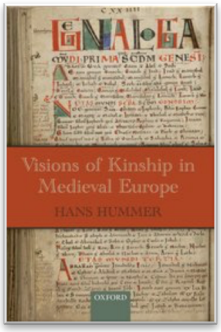
Faculty News

Eric Ash participated in a February discussion on **WAYN**, **WSU's** student-run radio station.

Eric Ash, **Elizabeth Faue,** and **Jennifer Hart** won 2018 **Board of Governor's Faculty Recognition Awards** for their recent book publications.

Elizabeth Faue was awarded a **Distinguished Graduate Faculty Award** by the **Graduate School**.

Africa is a Country published **Jennifer Hart** "Trump's Africa Policy." The **New Books Network** also interviewed Hart on her book ***Ghana on the Go***.



Hans Hummer's *Visions of Kinship in Medieval Europe* was published by Oxford University Press. He also received a fellowship at the **Institute for Advanced Studies** at **Princeton University**.

Tracy Neumann won a 2018 **Career Development Chair award** and a **Humanities Center Faculty Fellowship**.

Aaron Retish received a fellowship at the **Russian, East European, and Eurasian Center** of the **University of Illinois** for the Summer Research Laboratory in June.

Marsha Richmond is the recipient of two awards, the **Competitive Graduate Research Assistant Award** and **Humanities Center's Marilyn Williamson Endowed Distinguished Faculty Fellowship**

Andrew Port was named a **Wayne State Board of Governors Distinguished Faculty Fellow** for 2018-20.

Professor Emeritus **Fran Shor** had "Memory and Meaning in in Representation of the American War in Vietnam" published in ***Critical Education***.

Sylvia Taschka won the **CLAS Teaching Award.** She also published essays in the **Detroit Free Press** and **'The Conversation."**

Kidada E. Williams appeared on **NPR's 'On Point'** to discuss the opening of the **National Memorial for Peace and Justice** and on **BackStory with the American History Guys**.

Promotion News

Jorge Chinea and **Hans Hummer** were promoted to full professor. Congratulations!

2018 History Awards

Undergraduate Awards

Mark and Linee Diem Endowed Scholarship
William Weis

The Professor Effie K. Ambler Memorial Endowed Scholarship in History
Megan Eisenstein
Adeline Walsh

Baiardi Family Foundation Endowed Scholarship
Aya Beydoun
Kenneth Alyass

Sterne-Lion Research Scholarship in History
Kenneth Alyass, "Detroit's Ivory Tower: A Historical Study of Development Around Wayne State University and the Influence of the Public Research University in Detroit"

F. Richard Place Endowed Memorial Award
Ryan Stevenson, "Solitudes into Cities: A 19th Century Nationalist's Conception of Nature"
Benjamin Thomason, "The Funhouse: The Life of The Freezer Theater and the Rise and Fall of Early Hardcore Punk in Detroit"

Place Gateway Award
Dwjuan Frazier, "Gold Coinage and Social Mobility in the late Roman Empire"
David Webb, "'The things you National Guardsmen do now will live in people's memory for ever': Reexamining the Michigan National Guard in the 1967 Detroit Uprising"

Rolf and Jennie Johannesen Endowed Memorial Award
William Weis, "Factional Politics in the Late Roman Empire: A Case Study of Aetius' Court"

Dr. Gerald R. Dreslinski Award
Matthew Ashford, "A Tale of Two Thinkers: A Comparative Analysis of the Evolution of the Political Thought of John Adams and Thomas Jefferson"

Student Award in Japanese Studies (Undergraduate) in Memory of Thomas Frank Mayer-Oakes:
Mary Krusz

Merit Awards

Student Award in Japanese Studies (Graduate) in Memory of Thomas Frank Mayer-Oakes:
Sean O'Brien, "Comics and Manga: Transforming Gender Identity"

Dr. Gerald R. Dreslinski Award
Erik Noren, "Anglo Masculine Identity in the British Caribbean: Planters and Writers"

Rolf and Jennie Johannesen Endowed Memorial Award
Jim Dwyer, "Principate of Augustus: Legitimization and Memory"

Joe L Norris Endowed Award
Branden McEuen, "Can We Control Our Lakes? Eurasian Watermilfoil, Invasive Alien Species, and the Politics Behind Lake Management Projects"

Richard D. Miles Endowed Award
Matt Hoerauf, "Challenging Alternatives Across Borders: Comparative Analysis of White Earth and Pic River Ojibway Alternative Energy Implementation"

Department of History Faculty Award in Gender Studies
Aimee Shulman

Research Awards

Dr. Gerald Dreslinski Research Award
Kevin Nichols, for research at Western Michigan University

Michael D. Patterson Memorial Award
Sean O'Brien, for research at Gardner Fox Archives

Charles F. Otis and Dr. Jeffrey L. Reider Scholarship in the History of Gender and Sexuality
Alexandra Penn, for research at university archives in Georgia, North Carolina, and Maryland.

Kruman-Lion Endowed History Graduate Student Award
Miriam Mora, for research at American Jewish Archives

Alfred H. Kelly Memorial Research Award
Christine Cook, for research at Army Heritage Education Center and the Women's Memorial and Museum

Thomas H. Bonner Graduate Research Grants

Rochelle Danquah, Duke University
Matt Hoerauf, Indiana University at Bloomington
Katie Parks, in Munich

Service Awards

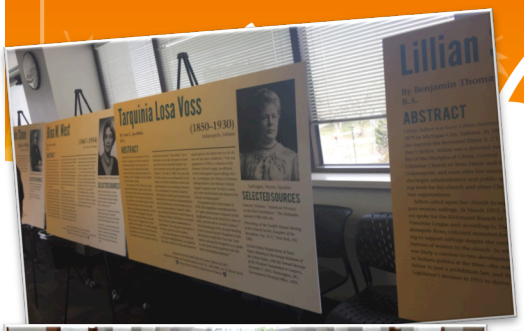
Joseph Gelinas Drouillard and Elizabeth Lesperance History Award
Christine Cook

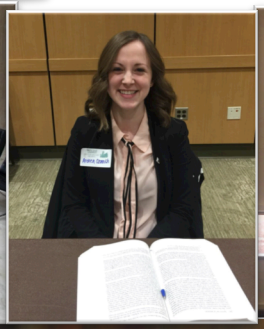
Louis Jones History Graduate Student Association (HGSA) Award
Amanda Walter

From the Editor

With the help of our talented and productive faculty, staff, and students, we've managed to produce another fine issue. From our award-winning faculty and students and our well-attended events like the **Spring Reception** (which included wonderful **research presentations** by graduate students **Christine Cook**, **James McQuaid**, and **Sean O'Brien** for the **Otis-Reider Symposium on the History of Gender, Women, and Sexuality** and a **fantastic poster exhibition** on **Woman Suffrage** from **Liette Gidlow's class**) and the **Borderland Conference** to faculty talks at venues around the globe, including local ones like the **Urban Consulate** (where current students and alumni meet up and reconnect) and **WDET,** we remain a busy department, fulfilling both the department and university's mission for excellence in research and public engagement.

Please keep sharing your exciting news and photos with us. ~KEW





"I think it's important to review history in order to understand how we got where we are. Looking at what's happened in the past is a way to avoid making the same mistakes when you are trying to make progress now."

– Nicholas Garlinghouse –
Doctoral Student, Wayne State Department of History

Pivotal Moments
OUR CAMPAIGN FOR WAYNE STATE UNIVERSITY

WAYNE STATE

WINTER 2019

the History Department

Wayne State University

Research Symposium & Spring Reception

This year's annual **Otis-Reider Graduate Research Symposium** on the **History of Gender and Sexuality** showcases the work of **James McQuaid**, a PhD student in U.S. history, who will present, **"A Platform for People; The Rise and Fall of the Human Rights Party and Its LGBTQ Advocacy in History"**; **Katie Parks**, a PhD student in European history, who will present, **"Indiana's Connection to Eugenics and the Third Reich"**; and **Alexandrea Penn**, an MA student in the MLIS/MA-History program and **last year's Otis-Reider winner**, who will present, **"'We Hold All the Power': Unionization of Domestic Workers in the American South."**

After the symposium, we have our **annual award ceremony** for undergraduate and graduate students, followed by a reception for students, friends, family, and faculty.

Please come join us!

Community Room, 3rd Floor, Adamany UG Library April 9, 2019, 1:00-5:00 pm

A Time to Make History is a Time to Write History

We are living through an era of great change in the United States. The political spectrum has broadened and diversified. The global economy has seemingly shrunk its cycles of boom and bust into months or even milliseconds. Our attempts to understand the present moment, as either democratizing or retrenching, fall short. It would seem that the best efforts to carefully reconstruct our history inevitably are mashed up with the mythologies that sustain and divide us as well—the founding fathers, the lost cause, the final frontier, the battle of the sexes, and the conflicts among races. We are historians, though, and we are used to reading through newspapers, letters, and documents riddled with information that contradicts and conflicts but always sheds light on the past as it illuminates our current world. Come, join us! As you can see from our Dates column below, there are several opportunities. We'd like to see you there. ~Elizabeth Faue, Department Chair

Save these Dates!

Citizenship Conference
March 21-23
Borderland Stories Conference
March 22

Otis-Reider Symposium & the Spring Reception
April 9

AP Day
April 23
Alumni Lecture and Fall Reception
October 24

History Student Club

Kenneth Alyass introduces the newly formed Undergraduate Student History Club and invites students to join.

Who We Are & What We Do

The **Wayne State History Club** invites all majors, minors, and students interested in understanding understand the past and its relationship to the present to join. The Club **hosts lectures, study sessions, essay writing events, movie nights, and dinners.** At our study sessions, you'll be able to receive help from history majors on studying for exams, writing essays, and getting more out of your weekly readings. Whether you are a history buff or just trying to get by in your classes, **this club provides a fun and energetic platform to meet other people and get the help you may need.**

Everything Has a History, including the History Club

The History Club originated last year, when our three co-presidents **Aya Beydoun** (right), **Addie Walsh** (below), and **Kenneth Alyass** (below), all history majors, **were disappointed to learn that there was no place for undergraduates to discuss history outside of the classroom**. We decided to form a club that would **host events to connect students interested in studying the past**. Since our founding, The Club has held **over 50 study sessions, two lectures, multiple dinners, and co-hosted trips to local museums** with the **Museum Club**, with whom we share a mission of providing a platform **to facilitate history community at Wayne State**.

What's Next?

Two of our three co-presidents will be graduating, **so The Club is searching for its future leadership.** We host study sessions on Tuesdays from 4-6pm, and on Thursdays from 1-2pm. Additionally, all of our events are posted on our Facebook: Wayne State History Club and Twitter @History_Club. If you are interested in working with us on developing a leadership position, please contact kenalyass@wayne.edu for more information.

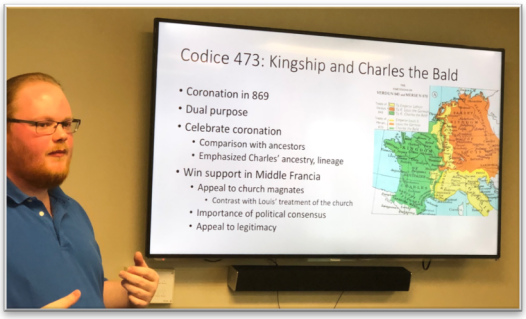
Bill Weis Traveled to Vienna to Research Codices 451 & 473 in the Austrian National Library

The generosity of Wayne State's **Undergraduate Research Opportunity Program** and the subsequent **Sterne-Lion Scholarship** enabled history major **Bill Weis** to travel to **Vienna, Austria**, for two weeks over the summer. His research project focused on two **Carolingian-era manuscripts** and their **implications for Medieval history writing**.

What I discovered:

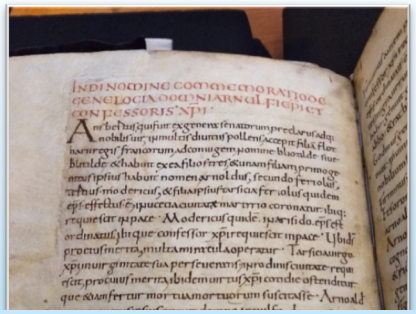
In the **Austrian National Library**, I examined **codex 451** and the more famous manuscript, the ***St. Amand History Book*,** to try to gain greater insight into the political facets of early medieval history writing. Both of these manuscripts were compilations of famous medieval documents copied by medieval scribes in the middle and late ninth century.

Ultimately, I discovered that **codex 451 legitimated Carolingian rule** by tracing back the roots of imperial power to the **Roman Empire**, linking the present political structure with the past. The other manuscript, however, was used to celebrate the coronation of a famous Carolingian king, **Charles the Bald**, and stressed the **legitimacy of the line of Carolingian kings and placed Frankish history into a larger framework of salvific history**.

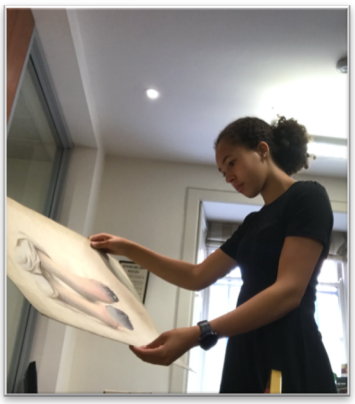


Tips for Future Researchers:

The best tip I have for future recipients of these awards is that living in a foreign country, especially for the first time, is extraordinarily stressful: nevertheless, it is imperative to force yourself to explore the city that you are in as much as possible and get to experience the people and culture. **Some of the best memories I have from this trip are of the medieval and renaissance architecture I found, and of the conversations I had with random people in the streets.**



Leah Warren traveled to Dublin & London to Investigate the Great Potato Famine of the 1840s



Thanks to the generous support of the **University Research Opportunity Program** and the **Sterne-Lion Scholarship**, history major **Leah Warren** traveled to **Dublin, Ireland**, and **London, England**. Her project focused on the **social history of medicine surrounding the Great Potato Famine** of the 1840s, which resulted in **the deaths of more than one million Irish people**.

What I Discovered

In order to investigate my research topic, **I visited five archives** while on my **16-day trip**: The **National Archives of Ireland**, the **Royal College of Physicians in Ireland**, the **National Library of Ireland**, the **British Library**, and the **National Archives in Kew**. Throughout all of these locations, I viewed **medical textbooks, illustrations, journals, and lecture scripts from medical schools in the 19th century** as well as **government documents pertaining to famine relief and fever hospitals**. Due to the fact that the **germ theory of disease** was not discovered until years after the famine, **I was surprised to discover that mid-19th century physicians knew that there was a strong link between sanitation and health**. This association was key to understand how fever outbreaks were treated. In addition, while fever epidemics were frequent in the pre-famine era, it was clear that **doctors were drastically underprepared for the multitude of the epidemic diseases that arose during the Great Famine**, not solely because of the lack of medical knowledge, but also because of the **lack of resources allocated by the Poor Law Commission and the Famine Relief Commission**.

Tips for Future Student Researchers

Make sure you visit cultural attractions when you can! After a long day in the archives, it was a nice break to **take a kayak ride down the River Liffey** (below), stroll through the **Kew Botanical Gardens**, **see a play, run a race, see the changing of the guards ceremony, or visit the Dublin Zoo**.

Also, **make sure you talk to the locals**. I learned so much about the Irish opinion of the famine by talking to people in cafes and at local museums. From a research standpoint, **try to stay at universities in the area,** as they are generally inexpensive and centrally located. When preparing for the archives, **look through the online catalogs well in advance and ask the archivists for help finding materials if you need it**.

Have fun and be safe!

Lillian Wilson Szlaga reports on the Career Diversity Grant

History Department Awarded a Career Diversity Grant

Last Spring, the **Department of History** was pleased to become one of twenty PhD programs across the country to receive an **American Historical Association** (AHA) **Career Diversity Implementation Grant**. The grant is intended to help prepare history grads for a range of career paths within and beyond the academy. Funded by The **Andrew W. Mellon Foundation** and administered by the AHA, the grant funds two years of programming and a **Career Diversity Fellowship** for one PhD student at each of the twenty schools.

Career Diversity Fellow

Lillian Wilson Szlaga, a fifth-year PhD candidate, was selected as the Department's Career Diversity Fellow (CDF). One of Szlaga's main goals as the CDF was to help other grads get the support they need to prepare themselves for meaningful careers suited to their interests and unique skill sets after completing the PhD. With this goal in mind, Szlaga has worked with faculty advisor **Tracy Neumann**, DGS **Eric Ash,** and department chair **Elizabeth Faue** to organize a range of programming including an alumni speaker series in Fall 2018 that included museum consultant **Dennis Barrie** (left), and professor and travel blogger **Amy French** (below). Szlaga is also working to build and maintain connections between the Department and other university offices including the **Office of Teaching and Learning**, and the **Humanities Clinic**.

CD at the AHA's Annual Meeting

In January 2019, Szlaga attended the **AHA Annual Meeting** in Chicago where she and the other CDFs attended **workshops and panels on professional development, advising, teaching and pedagogy**. Seven other graduate students from **Wayne State** (below) also attended the annual meeting, with support from the Career Diversity Grant or AHA travel awards.

Workshop and Panel

Szlaga planned a **mentorship workshop for** PhD students and faculty with **AHA Executive Director Jim Grossman**, which took place on February 25, 2019. She is also working with the History Graduate Student Association to coordinate a job talk panel with recent alums on April 17, 2019.

News & Notes

Students

PhD student **Andrew Hnatow** completed his degree requirements by defending "Envisioning the City of the Future: Responses to Deindustrialization, Segregation, and the Urban Crisis in Postwar Detroit, 1950-1970," and accepted a new position at the **University of Texas-Austin Press**. Congratulations, Andrew!

Alumni

Meghan McGowan just accepted a position in the Business Science and Technology/Social Science, English, and Religion Department at the **Detroit Public Library**.

Andrea Ozanich's summer internship at the **Edsel and Eleanor Ford House** turned into a position at **Fairlane: The Home of Henry and Clara Ford**. She was hired on as a Researcher/Event Assistant to help with restoration process (below).

Josiah "Joe" Rector has joined the **University of Houston** as an Assistant Professor of American Urban History. Congratulations, Joe!

Faculty

Professor Emeritus **Ron Aronson** published "The Philosophy of Our Time," in the ***Boston Review***.

Eric Ash's ***The Draining of the Fens*** has won the **Local History Book Award for 2018: Highly Commended Book, from the Cambridgeshire Association for Local History**, awarded to the best book published in the previous year on some aspect of local history in Cambridgeshire.

Liette Gidlow had "The Sequel: The Fifteenth Amendment, the Nineteenth Amendment, and Southern Black Women's Struggle to Vote" published in the ***Journal of the Gilded Age and Progressive Era*** 17:3 (July 2018).

Jennifer Hart and **Tracy Neumann** are part of a new **Working Group on the Public Humanities**, funded by the Humanities Center and co-sponsored by the CLAS and the College of Fine, Performing and Communication Arts to develop a **Detroit Walking Tour** (among other things).

Janine Lanza had "Women, Law and Business Formation in Early Modern Paris" published in ***Gender, Law and Economic Well-Being in Europe from the Fifteenth to the Nineteenth Century. North versus South?*** (Routledge, 2018) and "Workplace Culture" published in ***A Cultural History of Work in the Age of Enlightenment*** (Bloomsbury, 2018).

Elizabeth Lublin has just published "The Woman's Christian Temperance Union, Monogamy, and Defining 'Modern' for Women and Japan," in ***Christianity and the Modern Woman in East Asia*** (Brill, 2018).

Howard Lupovitch appeared on *Detroit Today* with Stephen Henderson, to talk about the **Pittsburgh massacre, anti-Semitic and racist violence, and American political culture.**

Bill Lynch had "After the Gold Rush: Cleaning Up after Steve Fuller's Theosis" published in ***Philosophy of the Social Sciences*** 48:5 (2018) and "Imre Lakatos and the Inexhaustible Atom: The Hidden Marxist Roots of History and Philosophy of Science," published in ***Epistemology & Philosophy of Science*** 55 no. 3 (2018).

Field Notes

Bologna, Scholar City
Elizabeth Faue

This January, I went to ***New Perspectives on Feminist Labour History,*** a conference at the **University of Bologna** sponsored by the **European Labor History Network**. There, in front of a **15th century fresco**, at one of the first universities to be established (1088), I gave a paper that was about **the past thirty years of workplace history for women and the injuries (both material and hidden) that stemmed from the experience**. While in Italy, I took a couple days to discover a city new to me and to some of my companions.

Compared to monumental Rome, **Bologna** is human-sized. Despite the tall Due Torri, most of the **buildings in center city Bologna are no larger than 4 stories, and the streets are walkable—many, in fact, pedestrian-only streets that lead around churches, piazzas, and shops**. In wandering, we found a classic chocolate maker, toured the city museum, stopped at the statue of Neptune in the Piazza Maggiore, and drank tea in a historic coop, where students from the university gathered to read and to argue. We also had great Italian food. Bologna is the center of the region that produces balsamic vinegar, Parma ham, prosciutto, and such specialties as tortellini in brodo and pasta Bolognese. If history could be understood in such terms, we imbibed that, too. It doesn't take a **statue of Garibaldi** to understand the **importance of Italian nationhood** nor a textbook to understand how streets that curve, have covered porticoes, and were paved with stone expressed different understandings of community, art, and politics**. Travel is a gift to historians, for it engages us culturally in worlds that are bound by and embody the past we study.**

My Time in Germany
Aaron B. Retish

I had the pleasure to receive a highly competitive fellowship to be in residence for the Fall semester at the **Imre Kertész Kolleg**, an **Institute of Advanced Studies**, at **Friedrich-Schiller University** in **Jena, Germany**. Jena is a studious, compact university town **in East Germany** and provided a wonderful setting to work on my book manuscript ***In the Courts of Revolution***, a study of how the Soviet justice system functioned at the local level from the **Communist revolution** in 1917 until the eve of the **Second World War** in 1939.

The comfortable office accommodations and supportive colleagues of East European history made for a wonderful experience. I spent most of my days behind a desk, but my family and I also had the chance to hike up and down the surrounding valley, often stopping at the memorial to **the 1806 Battle of Jena-Auerstädt**. While in Germany I also gave two invited talks on the courts and ended my stay with another talk in the United Kingdom on visual images of modernity in **Revolutionary Russia**.

Happening in History

From faculty publications and research excursions to graduate students attending and presenting their work in national and international conferences through undergraduate students traveling the globe and creating organizations to foster history community on campus, the History Department continues representing the discipline's finest work. Faculty are conducting research, being recognized by their peers, and gaining ever more media attention for our work. Some results of our fine mentoring and our students' talent was on display during the Sterne-Lion Colloquium where five of our brilliant majors shared their research with a packed room that included kin as well as impressed faculty and fellow students. Check out the pictures below. This year, we sent three majors to the AHA's annual meeting in Chicago where they presented posters based on their research. Graduate students are presenting their research, winning highly competitive internships as well as developing historic markers for under-recognized public figures.

Giving? Choose History!

Visit https://giving.wayne.edu/donate/clas and select **History Department Annual Fund** from the drop-down menu.

Department of History

WAYNE STATE UNIVERSITY

Letter from the Chair

Elizabeth V. Faue

Beginning my fifth year as department chair, and writing my eighth chair's letter, I can testify to both the vibrancy of our department in its student research and faculty engagement but also its relevance to the cultural and political world around us. As **Jim Grossman**, the Executive Secretary of the **American Historical Association**, often repeats, "**Everything has a History.**" So does that slogan, in the words of James Baldwin. Baldwin noted that *history is "not merely something to be read."* Its *"great force"* is that *"we carry it with us... and [it] is literally present in all that we do." "We owe our frames of reference, our identities, and our aspirations" to history.*

Whether it is in the conflict over the meaning of political speech and gerrymandering, debates over reparations, or the rediscovery of diverse women scientists in the history of the space race and computing, **History is woven into our thinking.** Perhaps this is not new, but **the intensity of our debates and the relevance of our research seems to grow with each news cycle**.

It should not be surprising then that our remarkable faculty and students are doing work that has crucial relevance to today's issues. Whether it is **Eric Ash's** study of the draining of the fens and environmental degradation, **Liette Gidlow's** documenting voter suppression after the Nineteenth Amendment, **Marsha Richmond's** work on the discovery of endocrin disruptors, or my own research on new workplace risks; the environmental health history of Detroit in alum **Joe Rector's** work or changing museum practices as shown by public historian alums **Amber Mitchell** and **Caitlyn Dial**; and the engagement of undergraduate majors **Aya Beydoun** and **Ken Alyass** on civil rights and urban inequalities, the **Department of History's work touches the world and challenges the injustices in it, just as Baldwin imagined**. *"We carry our history with us. We are our history."*

SAVE THESE DATES

9/19: Public History Alumni Lecture Event w/Caitlyn Dial
10/24: Alumni Lecture and Reception w/Amber Mitchell
11/6: Sterne-Lion Undergraduate Research Symposium
4/7: Otis-Reider Graduate Research Symposium and Spring Awards Reception

WAYNE STATE
College of Liberal Arts and Sciences

Edwin Hall, Professor of History (1955-1998), Solves the Mystery of the DIA's St. Jerome

Hans Hummer, PhD

Retired medievalist, **Edwin Hall, helped solve the mystery of one of the most valuable and enigmatic paintings** in the **Detroit Institute of Arts'** collection: the **authenticity of Jan van Eyck's St. Jerome**. The portrait had reappeared in the early 20th century after nearly four centuries of obscurity. The City of Detroit purchased it in 1925, and **four decades later was pronounced an ignominious forgery**.

Ed recalls that when he came to Detroit in 1955 the thing that excited him most was **having access to the DIA**. When he saw the Saint Jerome there, he couldn't believe it. *"It was so wonderful,"* he recalled. Because of the **painting's mysterious whereabouts** for centuries and **oddities in the painting** itself, **questions had circulated about its Eyckian credentials.** To address these concerns, Edgar Richardson, the Director of the DIA, sent the painting to **Paul Coremans,** the world's leading authority on early Flemish painting. Coremans found that, by contrast with other Van Eycks, **the St. Jerome lacked underdrawing and had a paper backing pasted to the board, so he adjudged it a forgery of the 19th century.** Coremans' report was kept under wraps.

This intrigue was unknown to Ed, who published two papers in 1968 and 1971 arguing that the **painting had to be of 15th-century provenance** and must have been presented as

a **gift to Cardinal Niccolò Albergati,** the principal ecclesiastical mediator at the **Council Arras**, convened in 1435 to **settle the Hundred Years War.**

Ed's evidence included a **description of the painting in a de Medici inventory** of 1492 that accords with the picture in the DIA, and the **date on the astrolabe in the portrait,** which Ed deciphered, that corresponds to the opening date of the Council. The notion that this could have been confected in the 19th century was preposterous.

The saga facilitated a **reevaluation of the assumed criteria of authenticity**: other Van Eyck paintings have since been discovered to have no underdrawing; paper backing has been found behind other 15th-century works; and the St. Jerome's pigments and the dendrochronology of its wood panel have been shown to be of fifteenth-century origin. *"What I did here at Wayne, that's the thing I'm most pleased with,"* Ed told me. *"I feel I saved the Van Eyck [at the DIA]. Of the Old Masters' paintings, it's probably one of the two or three most important pictures in the Museum."*

Read the full profile on the website.

The WSU Humanities Clinic

Lillian Wilson Szlaga

The Humanities Clinic relaunched on June 1 for its third pilot summer. Modeled on a legal clinic, the Humanities Clinic is based in the Department of History and **makes the skills and expertise of humanities graduate students available, for free, to community partners throughout Detroit.**

Since it began in 2017, **the Clinic has doubled in size with twelve graduate student interns currently working with with twenty community partners**. Current community partners include: Stand with Trans, the Charles H. Wright Museum of African American History, the Arab American National Museum, the Merrill Palmer Skillman Institute, Rebel Dogs Detroit, the Public Humanities Working Group, the Cathedral Church of St. Paul, the MotorCities National Heritage Area Partnership, Pewabic Pottery, the Michigan State University Music School-Detroit, the Reuther Library, Wayne State University Department of History, the Mercy Education Project, the Hawk Migration Association of North America, the River Raisin Institute, the Prevention Network, Auntie Na's Village, the K&S Virtual Impact Solutions, and Zaman International. Clinic interns are enrolled in WSU PhD or MA programs in History, Communications, Sociology, Anthropology, English, Classical and Modern languages, and Political Science.

The dual function of the Clinic is to **provide free services to our community partners and to help prepare graduate students for meaningful careers beyond academia**. Interns support community organizations by **writing grants, copy editing, conducting archival research, managing digital archives, performing quantitative research and historical documentation, and qualitative data analysis including program evaluation**; interns are also taking on projects that involve **graphic design, media development, administrative work, project development, and community outreach.**

The Clinic began with funding from a NEH NextGenPhD grant, and is currently made possible with support from the American Historical Association Career Diversity Initiative, the Graduate School, the College of Liberal Arts and Sciences, the Wayne State University Press, the Department of History, the Department of Political Science, the Departments of English, Anthropology, and Classical & Modern Languages, Literatures, and Cultures.

Clinic internships end on August 31 and **the Clinic will host a luncheon for its stakeholders at Tierney Alumni House on August 21**. To learn more about the work that the Humanities Clinic is doing this summer, follow @WSUHumClinic on Twitter.

Alumna sets Public History World on Fire

Amber N. Mitchell (BA, 2013)

I am the Assistant Director of Public Engagement at the **National WWII Museum in New Orleans,** where I lead the public programs and community engagement team in their efforts to create innovative educational programs for a variety of audiences, as well as purposeful community relationship building within the Greater New Orleans area. I have previously worked at the **American Association for State and Local History**, the **Indiana Historical Society**, and **Indiana Humanities**. I hold a master's in Public History from **Indiana University-Purdue University, Indianapolis** (2017). I am passionate about telling the stories of underrepresented peoples in historical institutions, as well as making these institutions more accessible to all. Here's my story.

How I Got Started

I started my career as a public historian back in high school. I knew I was interested in history, but I did not have the desire to teach in a classroom. Encouraged by my teachers, I lucked up into an internship with the **Charles H. Wright Museum**, where I was **able to do independent research** and **fell in love with the idea of sharing African American history with the public through exhibitions**--a medium that I had not ever thought about before as something I could do as a professional, but fell hard for. **I couldn't imagine doing anything else, even at a young age.**

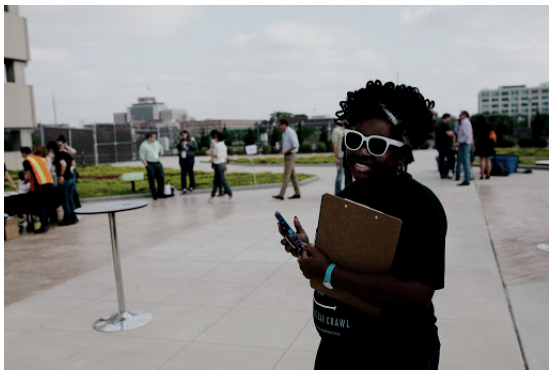
After graduating from Wayne State, I interned at the **National Museum of American History** under fellow WSU alum, **Christopher Wilson** of the **African American Programs Division**, and **lighting struck twice--I discovered that programming is a thing!** Using existing exhibitions and things I, as historian, was just interested in, **I could go beyond the limits of exhibit labels and square footage to assist people in learning about complex subjects in a fun way. I couldn't get enough of my two loves, exhibitions and programming.** I pursued both as a graduate student in IUPUI.

Working with the **Indiana State Humanities Council** allowed me to see that **museums aren't the only place that public historians can do their work**. That, even though we go through school and **have these expectations of how our career trajectory will go, life finds a way to switch things around on you**. That led me to work with a public history professional organization managing continuing education for museum professionals--and more importantly, **getting to know what our field needs to remain relevant not just for the public but also for the people who make little-to-no money staffing these institutions.**

Alumna sets Public History World on Fire, contd

What I'm Doing Now

After returning to traditional museum spaces in 2017, my time working in parallel organizations prepared me to look critically at many aspects of history museum life, including **meaningful relationship building and engagement with the communities that live in our city.** Ultimately, exhibits, programs, collections, whatever: **none of that matters if you can't get people in the door--museums are a space of stratification and accessibility is the challenge for all of us to master.** That's where I make my professional "home" now: **the intersection of history education and public advocacy for equitable accessibility for all**. And, **I couldn't couldn't be happier.**



The Joy of Public History

All of this is to say: **there is no one way to work in public history or become a public historian**. Sure, you may get a degree in it from some university, but **the joy of public history is that anyone and everyone can work to make history relevant in as many ways as one has ideas and/or ambition**. We can do anything when you have the right people in the room and that includes you and I, as the changemakers in this field.

Career Advice

The best advice I can give to those looking to build a career in the field generally is to **have a range of work experience before you graduate, even from undergrad.** Volunteer, intern, and work as much as possible in a variety of types of subfields (archives, libraries, museums, universities, humanities councils, corporate collections, just to name a few) so that you know what this entire field has to offer and can make wise decisions in framing your future. **The more diverse your skills, the more appealing you are to a wider array of potential employers, and the more likely you will have work consistently in this very competitive field.** But remember that life finds a way and that the skills you develop as a public historian are widely transferable. Sometimes, you can do all the cool history stuff you enjoy in places and spaces with people you never dreamt of previously. And isn't that just the tightest?

My Year at the Institute for Advanced Study

Hans Hummer, PhD

I had a wonderful experience as a member of the legendary Institute for Advanced Study in Princeton, NJ, where I **researched my current project on the development of the concept of genealogy.** One might think of the Institute as an **international academic Disneyland**, a place where one returns to college as an adult, without the exams, but with all of the (mostly) charming social and intellectual interaction.

Members participated in their respective seminars, which in the School of Historical Studies encompasses Art History, Islamic Studies, Chinese Studies, Ancient History, Medieval European Studies, Early Modern European Studies, and Modern History. They also gathered for the general Historical Studies colloquium on Thursdays. My cohort included an exciting and congenial group of medievalists from the US, Romania, Belgium, France, Germany, Austria, and Japan, but there were also medievalists in Art History, Chinese Studies, and Islamic Studies from Holland, Germany, France, Italy, Spain, and Britain.

The Institute sponsored many public lectures and my favorite, the After Hours talks, twice a week at 5:30 at Harry's bar. These could be on anything from the archaeology of ancient Palmyra to black holes, but the rule is that the speaker has just ten minutes and can use no visual aids, so that the presentation is accessible to anyone. Questions follow.

Simons Hall also hosted other memorable events, such as the **whiskey tasting**, the holiday banquet, and the formal Winter Ball. Simons was most memorable for the daily lunches in its dining hall.

Good food has been a priority from the inception of the Institute with the idea that people interact over attractive meals. That also explains the daily ritual of tea and cookies, at 3 pm sharp in Fuld Hall. I never really got used to being in the same room at tea and cookies or at lunch with **Freeman Dyson**, and two recent winners of **"Nobels"** in Mathematics, **Akshay Venkatesh** (Fields) and **Karen Uhlenbeck** (Abel).

Princeton and the Institute make good use of the other, such that faculty at Princeton routinely plunder the members' list for potential speakers and activities.

In sum, the Institute is a fantastic place for professional and personal growth. My recent book, for example, was the subject of a day-long workshop, and a fellow member at the Institute has facilitated another workshop on the same in Paris. Stay tuned. But perhaps w**hat I will treasure most is the people I met, the visits from my family, spontaneous discussions about work** or whatever in our offices or at lunch or at tea and cookies, the weekly, rotating evening social hours (I organized) in member housing, the excursions with colleagues to museums in New York, and the lunches with the woman who kindly endowed my membership. Most of all, **I got to spend the year with my advisor, Patrick Geary**. As I was his first doctoral student, it was perhaps fitting that I was fortunate to be near him and Mary for the final year of his long and distinguished career – a kind of sad happiness.

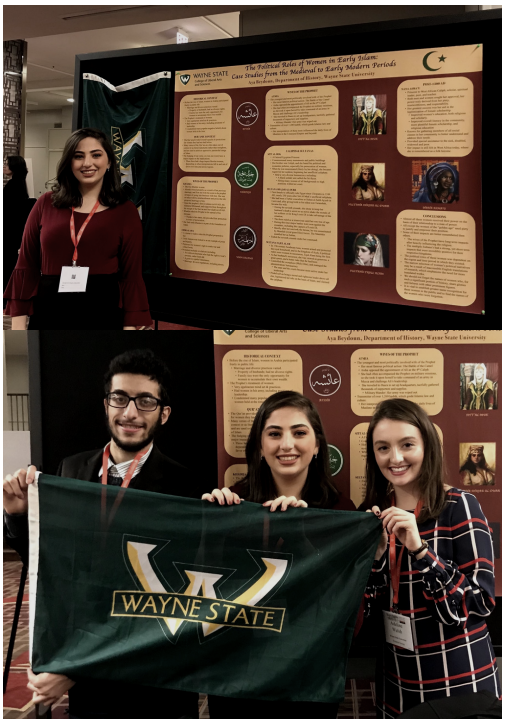
History Majors Storm the AHA

Editor

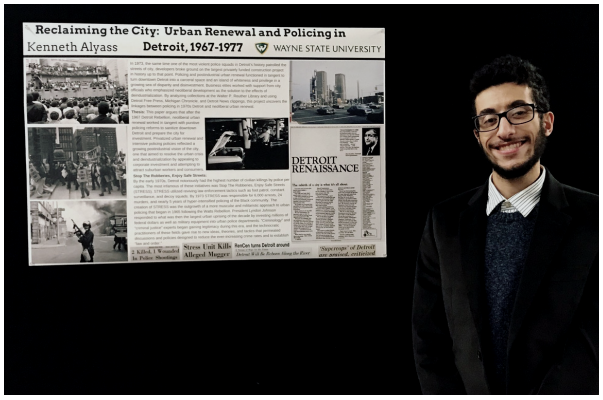
This year, the History Department had three majors present at the **American Historical Association's 2nd annual undergraduate student poster session.**

Last year, **Aya Beydoun** (below) was one of 20 students accepted from several hundred applicants to present at the AHA's very first undergraduate poster session in Washington, D.C. The Association was overwhelmed by history majors' desire to participate in the annual meeting and very impressed by the innovation and rigor of their research.

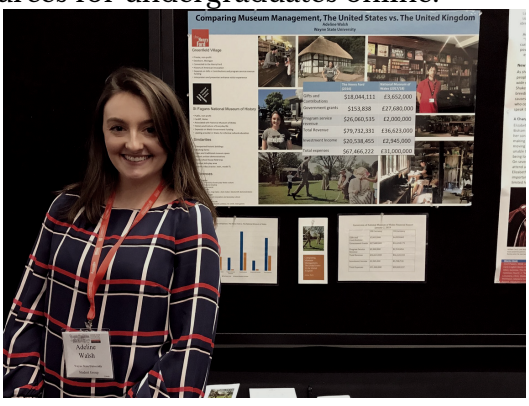
Aya presented her research on **Perceptions of Detroit's 1967 Uprising**, attended the plenary session commemorating the fiftieth anniversary of the **Kerner Commission's Report on the Disorders**, and even asked a surviving member of the commission a question.



This year, Aya, who presented her research on **The Roots of Political Women in Early Islam**, was joined by **Kenneth Alyass** and **Adeline Walsh** (below). Kenneth researched **Urban Renewal and Policing in the wake of Detroit's 1967 Disorders**. Addie, who intends to pursue a career in museums, researched the **Management of Living History Museums** by comparing St. Fagans National Museum of History in Cardiff, Wales, UK, and Greenfield Village in Dearborn, Michigan.



History undergrads who are interested in applying for future poster sessions should notify the Director of Undergraduate Studies by September and speak with their accomplished peers to get tips on applying, developing their posters, and answering rapid fire questions from diverse audiences. They can also find information as well as other AHA resources for undergraduates online.



Undergraduate Student Award Recipients, 2019

For the complete listing, including photos, visit our website or Facebook page

Mark and Linee Diem Endowed Scholarship:

Leah Warren

The Professor Effie K. Ambler Memorial Endowed Scholarship in History:

Aya Beydoun and Megan Eisenstein

Baiardi Family Foundation Endowed Scholarship:

William Weis

Sterne-Lion Research Scholarship in History:

William Weis, for "Politics and Theology through the Lens of Early Medieval Manuscripts in Vienna"

Joseph Gelinas Drouillard & Elizabeth Lesperance Annual History Award:

Adeline Walsh

F. Richard Place Endowed Memorial Award:

Kenneth Alyass, "From Crisis to Statehood: The Great Panic of 1837 and Competing Notions of Economic Development in Michigan"

Place Gateway Award:

Kyle Donahue, "The Napoleonic Enigma";
Rob Macaulay, "The Descent of Darwin";
and Steven Stoddard, "Darwin's Sexual Revolution: An Analysis of the Reaction to Sexual Selection and the Descent of Man by Women"

Rolf and Jennie Johannesen Endowed Memorial Award:

Emmeline Birchall, for "The Political Power of the Oracle of Delphi"

Dr. Gerald R. Dreslinski Award:

Jackson Hoover, for “"To Stand between the Living and the Dead': Tracing Lewis Cass's Changing Views on Indian Policy, 1813 to 1830"

Faculty Undergraduate History Award:

Michaela Lewalski, for "Rhetoric and Reaction: Russia's Second Chechen War and its Place in the United States-Led Global War on Terror"

Thomas Frank Mayer-Oakes Annual Memorial Scholarship:

Undergraduates: Molly Minamyer and Catherine Gracik
Graduate: Sean O'Brien

Phi Alpha Theta Inductees:

Ken Alyass, Aya Beydoun, Emmeline Birchall, Brian Bouchard, Thomas Hayes, Jackson Hoover, Matthew Mutnick, Lydia Virzi, Leah Warren

Graduate Student Award Recipients, 2019

For the complete listing, including photos and project titles, visit our website or Facebook page

Merit Awards

Dr. Gerald Dreslinski Award
Christine Cook

Rolf and Jennie Johannesen Endowed Memorial Award:
Scott Cichowlas

Joe L Norris Endowed Award:
Michael Wyner

Richard D. Miles Endowed Award:
Nathaniel Arndts
Katie Parks

Research Awards

Thomas Frank Mayer-Oakes Annual Memorial Scholarship:
Sean O'Brien

Dr. Gerald Dreslinski Research Award:
Erik Noren

Michael D. Patterson Memorial Award:
Rochelle Danquah

Charles F. Otis and Dr. Jeffrey L. Reider Scholarship in the History of Gender and Sexuality:
Jamie McQuaid

Kruman-Lion Endowed History Graduate Student Award:
Christine Cook

Alfred H. Kelly Memorial Research Award:
Lillian Wilson Szlaga

Service Awards

Antoine Durocher and Elizabeth Chevalier Annual Scholarship:
Rachel Manela

Dr. Louis Jones HGSA Award:
Lillian Wilson Szlaga

News & Notes

The Department proudly recognizes our Students' Achivements

Undergraduate Students

Kenneth Alyass completed his Honors thesis and will be enrolling in **Harvard University's** History PhD program.

Aya Beydoun was accepted into the 2019 **Trials Pre-Law Summer Program at Harvard University**, a 5-week program for pre-law students. Aya was chosen for the 20-student cohort from a pool of over 2000 applicants. She was also named a 2019 **Gilder-Lehrman History Scholar.**

Dwjuan Frazier will be enrolling in the **University of Minnesota's** History PhD program.

Kyra Goeller completed her Honors thesis.

Kaitie Martinelli received an H**onorable Mention prize** for her presentation at the **Ohio Regional Phi Alpha Theta Conference at Baldwin Wallace University**. Her presentation on a Jewish rescuer in Fascist Italy stemmed from her 2018 **Undergraduate Research Opportunity Project/Sterne-Lion-funded research**.

Addie Walsh presented at the **National Conference for Undergraduate Research**, which originated from her 2018 **UROP/Sterne-Lion-funded research** on living history museums in the US and UK.

Graduate Students

Public History student Leah Buhagiar was selected to be the sole intern in the Collections Department at the Baseball Hall of Fame for the summer.

Degree Completions

Ciera Casteel, MA
Samuel Hogsette, PhD
Laura Kennedy, MAPH
Miriam Mora, PhD
Joshua Morris, PhD
Sean O'Brien, MA
Alexandrea Penn, MA
Amanda Walter, PhD

Alumni News

Beth Fowler won an **Arts and Humanities Research Support grant** from the OVPR for her work on Rock n' Roll and Civil Rights and has **secured a contract** with **Lexington Books** for her book, *An 'Integrated Effort.'*

Louis Jones was inducted as a **Fellow of the Society of American Archivists**, the highest honor bestowed by the Society.

Joe Rector has accepted a t**enure track position as an Assistant Professor of American Urban History at the University of Houston**.

Amanda Walter published "Rights and Respect: The Working Women's Movement's Influence on Clerical Unionization in the United States," *Journal of Labor and Society* (2019) and has accepted a one year position at **Towson State University**.

News & Notes

Faculty Recognition & Staff News

Eric Ash published "By Any Other Name: Early Modern Expertise and the Problem of Anachronism," *History and Technology* (2019).

Jorge Chinea published "Legal and Extra-legal Measures of Labor Exploitation: Work, Workers and Socio-Racial Control in Spanish Colonial Puerto Rico, c. 1500-1850," *Mundo Do Trabalho e Dos Trabalhadores.*

Liette Gidlow has been awarded a 2019-2020 **Mellon Schlesinger Fellowship at the Radcliffe Institute for Advanced Study at Harvard University** as part of the Long Nineteenth Century Project, for her research on "The Nineteenth Amendment and the Politics of Race, 1920-1970." She also won a **2019 President's Award for Excellence in Teaching**.

Jennifer Hart has been elected the new **North American President for the International Society for the Scholarship on Teaching and Learning in History**, a recognition of her work in the field of pedagogy and assessment, in addition to her recent appointment to **WSU's 2019-2020 Academy of Teachers** and her being in the first cohort of the **Academic Leadership Academy.**

Hans Hummer won a 2019 **Board of Governors' Faculty Recognition Award** for his book *Visions of Kinship*.

Marc Kruman has won a grant from the **Charles F. Kettering Foundation** to support the **Center for the Study of Citizenship's** new citizen health project.

Bill Lynch published, "The Domestication of Animals and the Roots of the Anthropocene," *Journal of the History of Biology* (2019) and "Between Kin Selection and Cultural Relativism: Cultural Evolution and the Origin of Inequality," *Perspectives on Science* (2019).

Andrew Port won a competitive 2019-2020 **Graduate Research Assistant Award** for his project, "Hearts of Darkness? German Reactions to Genocide after the Holocaust."

Aaron Retish was awarded an 2019 **NEH Summer Stipend** award for his project "Russia Behind Bars: A History of Prisoners of the Russian Empire and Soviet Union, 1863-1932."

Marsha Richmond won an **Arts & Humanities Research Support Grant, Arts and Humanities Research Support grant** from the **Office for the Vice President for Research** for her project, "Sentinel of Science: Theo Colburn and the Discovery of Environmental Endocrine Disruptors."

Fran Shor published "The Long Life of US Institutionalized White Supremacist Terror" in *Critical Sociology* (2019) and "Lessons from the Poletown Auto Plant," *Riverwise* (2019).

Marilyn J. Vaughan, who has been our front office staff for five years, has retired from Wayne State. We thank her for her work and wish her the very best in this next phase of her life.

From the Editor

Kidada E. Williams, PhD

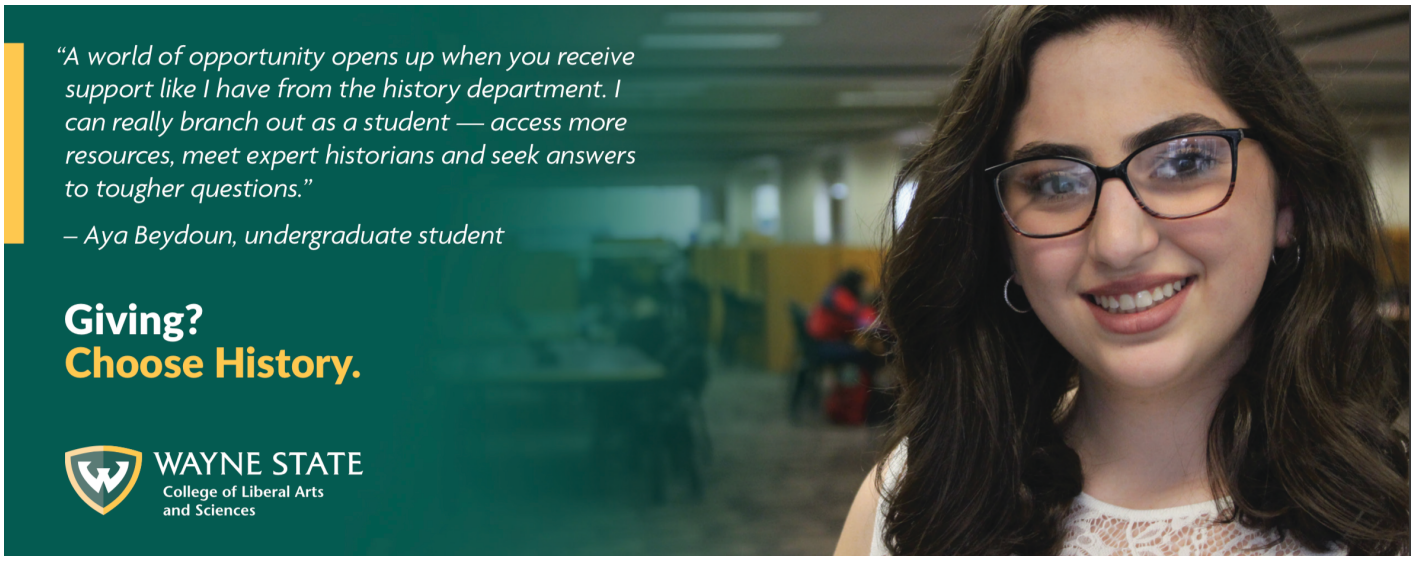
When I answered Marc Kruman's call for reviving the newsletter, I did so with a specific vision. I didn't want to duplicate the exhaustive lists of faculty accomplishments. These lists seemed more for the university administration's eyes than for keeping students, faculty, and alumni apprised of department news and activities. I also didn't believe we were spotlighting our faculty's innovative teaching and public engagement or our students' many achievements. Without a centralized space for showcasing our work, it was easy to miss (and let be missed by others) how talented our department is.

I envisioned a space where we could broadcast our accomplishments and insights to the larger world and where individual members of our history community could see that we are all part of something bigger. Thankfully, the department let me run with it. Students and faculty have been very generous with their time enabling us to share their stories with you.

Over time, we have committed to shining a bright light on our ambitious and accomplished students. I think this communicates our deep appreciation for their choice of History as a field of study, even in the face of skepticism from concerned kin and amid a university and political culture that is isolating students not pursuing careers in STEM.

Cultivating a space for Wayne State historians to shine combined with widespread enthusiasm for doing it this way makes editing the newsletter a pleasure. I hope you enjoy reading it.

Want more timely department news? Visit the website, **https://clas.wayne.edu/history/news**, where we announce all news and post longer profiles than you see here. You can also find us on the social medias at: HistoryatWayne.



Department of History

WAYNE STATE UNIVERSITY

Letter from the Chair

Elizabeth Faue

The Pleasure of History

In my class this past week, we had a discussion of "happy stories," or their lack, in labor history. There's Mother Jones, who found her avocation in labor organizing after her family had died in an epidemic. Or Bill Foster, a radical trade unionist shaped by his childhood poverty. More happily we can look at workers after World War II whose lives were buoyed by home ownership and good wages. It is a history, not unlike other histories, marked by wins and losses and long periods of stability that do not a thrilling story make. It's not even that people "live lives of quiet desperation," so much as human history is a flat line interrupted by occasional spikes.

Our love of history is rooted in those rare flares: the blossoming of character, the invention of some tool or skill, change that colors the otherwise gray landscape of time. We revel in its telling—the cheeky politician, the upstart entrepreneur, the unbalanced monarch, the flamboyant radical whose clothing or speech engaged audiences that now include us as history readers. I loved reading Mary Beard on the Roman baker who left a monument to himself; Ron Chernow's portrait of Ulysses S. Grant and his efforts to quell the eruption of racial violence after the Civil War; or the quirky "secret history of the workplace" in Nikil Saval's *Cubed*. No, he's not a historian, but he plays one on my syllabus.

My challenge to you is that you write us back, if you have the time. Let us know what you are reading and doing. And, if you have time, **join us on April 7th, for the History Department's Otis-Reider Graduate Research Symposium and Spring Award Ceremony.**

SAVE THESE DATES

3/30: Borderlands Conference IV
4/2-4: Center for the Study of Citizenship Conference: Health and Well-Being
4/7: Otis-Reider Graduate Research Symposium and Spring Awards Reception, 1-5 pm UGLi Community Rooom
4/30: Commencement, Fox Theatre, 2:30 pm

WAYNE STATE
College of Liberal Arts and Sciences

Dr. William Lynch, New Director of Undergraduate Studies

William Lynch, historian of science, environmental history, and cultural evolution

I took over as DUS from **Betsy Lublin**, who has implemented much needed curriculum reform, including the development of the **"Historian's Craft,"** and the approval of a new lower-level gateway course introducing historical skills to new students.

This year, I'm looking to develop course requirements for lower-level courses that teach historical concepts and methods as part of learning historical content. The goal will be to develop ever-deepening skills through all levels of the curriculum, culminating in the capstone seminar. I am teaching the capstone seminar for this first time this semester and am very excited to see our students develop their own research projects. I am also assisting faculty in carrying out the new system of assessment for General Education courses.

My scholarly interests include the history of science, environmental history, and cultural evolution. I just completed a book, *Minority Report: Dissent and Diversity in Science,* for the Collective Studies in Knowledge and Society series at Rowman and Littlefield, which will come out by the end of 2020.

Dr. Tracy Neumann, New Director of Graduate Studies

Tracy Neumann, in 2018, checking out postindustrial redevelopment in Bilbao

I took over as DGS from **Eric Ash**, who led major curriculum revision that modernized the graduate program. This year, I will shepherd through remaining curricular updates and continue to work with our **AHA's Career Diversity Fellow Lillian Wilson Szlaga** to create professional development opportunities for graduate students and to strengthen ties with our master's and doctoral alumni. I also serve as the **Director of Public History** and **Internships for the Department**, and am excited to use my dual roles to advocate for our graduate students and help them pursue meaningful careers at the end of their time at Wayne State.

My scholarly interests lie in cities and the built environment. I am the author of R*emaking the Rust Belt: The Postindustrial Transformation of North America* (University of Pennsylvania Press, 2016) and of essays on urban history and public policy. My current research investigates the global circulation of ideas about urban design and international development since 1945. I co-edit the Global Urban History blog and the Cambridge Elements in Global Urban History book series.

History celebrates the work of Professor Emeritus, Christopher H. Johnson

Elizabeth Faue, with Tom Klug & Janine Lanza

A productive scholar and avid graduate advisor, **Christopher Johnson** taught courses on the **European working class and on modern France**. To capture his time at Wayne, one of his students, **Thomas Klug** (Wayne State University BA 1978, PhD 1993), and a colleague, **Janine Lanza**, have written reminiscences.

Tom wrote, "Under [Chris's] supervision and guidance, I earned my doctorate in history at Wayne State. However, my first experience with him goes back to my undergraduate days. At the beginning of 1977, I took his course, in what I regard as a masterly move, Chris established the premise for the course on the first day by showing **The Turtle People.** A short film that documented the transformation of the lives of a group of **Miskito Indians of Nicaragua,** it showed how their subsistence economy, based partly on the consumption of sea turtles, gave way to a money economy devoted to commercial hunting of the animal for export to turtle meat markets in North America and Europe. I had never heard such a story or considered the effects of capitalism, but from that point I started to look at the world, both past and present, through a different lens."

Tom continued, "Chris's evolving scholarship clearly informed his teaching. His expertise on **Cabet** and the **Icarians** made tangible the **struggles of the journeymen tailors of Paris of the 1840s. He was deeply engaged in the study of left-wing and Detroit-based attorney, Maurice Sugar**, at the time when I decided to work on a doctoral dissertation focusing on the managerial strategies of Detroit employers in the early 20th century. His research on **class and kinship** culminated not only in his remarkable 2015 book, *Becoming Bourgeois*, but also in a course, **The Family in History**.

I managed to sit in on the course not long before he retired from Wayne. I hoped to quickly grab some insights to help with my own teaching at **Marygrove College,** but I also knew that I was **witnessing the last classroom act of a master teacher who made a deep impact on many of his students' lives**.

Historian **Janine Lanza** of our department writes that Johnson's "work has spanned across continents and centuries, evidence of his intellectual agility and the considerable reach of his scholarly curiosity. The bibliography of his published work is long, but his research interests have primarily centered the experiences and challenges of the working classes, particularly in France,

but also reaching to the United States in some of his comparative projects." Lanza continued, "**Chris unearthed the human, social dimensions of movements that had primarily been considered as intellectual movements.** His interest in the vicissitudes of laborers, and the ways their lives changed with broader social and economic change, inspired his acclaimed work on deindustrialization in Languedoc, an examination of the expansion and decline of the industrial economy of this region of France over more than a century. More recently, Chris has turned his attention to **the ways family life and family ties have shaped the development of the French state through the activities of one important French family.**"

Chris Johnson continues to illuminate the connections among society, economy, workers and families in his second act as a retired emeritus professor. Beginning in his last years at Wayne, he began work on the **history of emotions frequently associated with the rise of bourgeois culture** in the 18th century and has an on-going project entitled*, Challenging Absolutism from Within: Family Conflict in Eighteenth-Century Paris.* He remains an active participant in forums at Wayne State and in the **Academy of Scholars**.

History welcomes Paul Kershaw

Elizabeth Faue

The History Faculty welcomes Paul Kershaw, assistant professor, to our department in January 2020. Paul is a familiar face to many of us. For the past three years, he has been a visiting assistant professor here, teaching courses in the **history of U.S. foreign policy, the history of capitalism, and in contemporary United States history.**

He is a graduate of **New York University**, where he wrote his dissertation, "Arrested Development: Postwar Growth Crisis and Neoliberalism in the US and Mexico, 1971-1978," with the late historian **Marilyn Young** as his advisor. A postdoctoral fellow at the **Charles Warren Center for the Study of American History** in 2015-2016, he currently is revising his dissertation for publication. Paul has a background as a mechanical engineer, earning degrees from **Boston University** (B.S.) and **Rensselaer Polytechnic Institute** (M.S.), and working as an aviation engineer before returning to graduate school in history at NYU.

He joins the department at an exciting time for the graduate program, and his courses fill an important niche in our graduate and undergraduate curriculum. Welcome, Paul.

Alumnus Scott Cortese on Publishing His Research and Life after Graduation

Scott Cortese (BA 2010)

Here, Scott Cortese shares the news of his publication, “US Artillery in World War I."

This project began in fall 2010 during my last semester at WSU in the capstone course. The sources were drawn primarily from a US Army publication titled *The Field Artillery Journal*. Upon successfully completing the course, I graduated from Wayne State with a BA in History and was awarded the **F. Richard Place Endowed Memorial Award** for my work on the capstone paper.

Several years had passed when I had **emailed my capstone paper to the editor of** *Military History* **magazine for possible publication**. The editor referred me to a sister publication, *The Artilleryman*, and a condensed version of my capstone paper was published in spring 2019. Around the same time, I had also emailed the editor of an official **US Army** publication titled *Fires Bulletin,* which is the successor to *The Field Artillery Journal*. My capstone paper was published in *Fires Bulletin* in three parts this year.

Since 1994, I’ve been employed in the automotive

industry as a design engineer and currently work at **KUKA Systems North America** in Sterling Heights.

The last few years have been busy but exciting for me. I got married to my lovely wife, Donna, in 2013. We share our life with our beloved dog, Sheldon. **I also retired from the Michigan Army National Guard** in November 2015, **after 23 years of service, including tours of duty in Iraq and Afghanistan.** In closing, **I would personally like to thank Dr. Eric Ash and former WSU history professor Dr. Denver Brunsman for their mentorship and leadership.**

2020 Otis-Reider Presentations

Join us, April 7 1-5pm in UGLi Community Room

"Feminism in Camouflage: Can a Soldier Be a Feminist? 1962-1978," **Christine Cook**, doctoral candidate

"Resistant Reading in the Reuther Archives: Uncovering Gender and Sexuality Transgression in the Pre-Stonewall UAW," **James McQuaid**, doctoral student

"Look Like a Lady, Play Like a Man: Gender Roles and Expectations in the All-American Girls Professional Baseball League," **Leah Buhagiar**, MAPH student

Alumna Dr. Jacque-Bethel Tchouta Mougoué

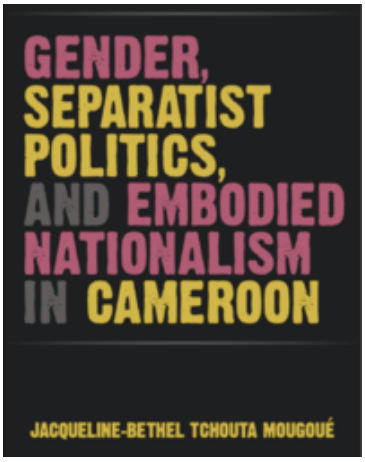
Dr. Tchouta-Mougoué, Assistant Professor, University of Wisconsin, (right) shares her path from history student to professor and published author

The story begins with a fascination for Japanese manga. I spent much of my childhood at manga conventions and drawing my own manga comic books. I am probably not the only person who signed up for **Elizabeth Dorn-Lublin's Japanese women's history class** because **I hoped to learn more about manga.** I had already declared a major in history, but it was this course that led to my **fascination with gender history**, and she was one of three professors whose **support led me to follow my heart and pursue a PhD in history**. It was **David DeSilvio**, whose **world history** class deepened my love for history as a student, who asked me **why I wasn't planning to study African history**. I had thought I wanted to study the U.S. Civil War, but as soon as he said it, I realized then, **I really needed to know more about African history**, my history as a Cameroon-born woman. And now-retired **Charles K. Hyde** made me **believe that I could be a historian when he supported my decision to write an art history research paper** in the senior-year capstone course.

The support of Elizabeth, David and Charles inspired me to go to graduate school at **Purdue University**. I soon settled on focusing on **African women's history and gender history**. I became engrossed with learning about **constructions of gender in African societies and cultures**. By the time I graduated, I was more of **an interdisciplinary historian of Africa, melding the disciplines of history and gender studies in my work**.

This was my mindset when I started to write my book, *Gender, Separatist Politics, and Embodied Nationalism in Cameroon*. **I wanted to be creative, to tell the history in a way that could capture attention.** Thus, I drew from **history, political science, and gender studies** to analyze the **historical narratives of how issues of ideal womanhood shaped the Anglophone Cameroonian nationalist movement in the first decade of independence in Cameroon**, the west-central African country where I was born.

I know that **Jennifer Hart** and all of the professors at WSU have a golden opportunity to support trajectories like mine, from WSU student taking a Japanese women's history course, to first time author. From the outside, my path might look nontraditional. But I'm an eclectic person. **That path, now looking back on it, was the perfect one for me.**



Grad Students Podcasting with a Purpose

Rae Manela (below right) **and Alexandrea Penn** created their podcast, *Students Teaching Students,* after attending sessions at the 2019 **American Historical Association meeting** in Chicago. The two noticed the **absence of student voices and sought to remedy this by creating a podcast.** Here, **Allie** shares their story.

The title, *Students Teaching Students*, comes from **the idea that each of us are lifelong learners.** Whether its by listening to podcasts, purchasing new technology, or simply reading, we all continue to gain knowledge and experience in our day to day lives. We each have a something we can share with each other, which ties into our objectives for the podcast —sharing knowledge and information.

That's represented in one of our favorite episodes, with the **Michigan State University Museum**. In this episode we go through the **Sister Survivor Exhibit** accompanied by **Mark Auslander**, the museum's director, and

by **Mary Worrall**, Curator, Textiles and Social Justice (above). Throughout the episode we hear the careful thought and intention behind each display, and how important it was not only for the survivors but for the museum staff that they could help share this history with the public.

We have interviewed entrepreneurs, fellow graduate students, professors, archivists, and museum members. We continue developing the podcast and recording new episodes, including with librarians, nonprofit leaders, museum professionals. **We seek to highlight not only student voices but voices the public might not hear on a traditional podcast**. We also seek to increase our knowledge as we go. Every episode is different and we have fun getting to know our guests as we interview them in a relaxed conversational manner.

Further, we always end the episode with our favorite question: **what are you currently reading?** This stems from our mutual love of books and likely our experience working in libraries. We learn a lot from our guests and our listeners.

Find us on iTunes or Stitcher and join our growing community of subscribers. Check out our website studentsteachingstudents.net.

Leon Bates on the Search for Dr. Joseph Ward

Leon Bates, MAPH Student

I discovered the story of **Dr. Joseph H. Ward** (1872-1956) while investigating line of duty deaths in the **Indianapolis Police Department**. One included the 1922 unsolved murder of an African American patrolman who died at **Ward's Sanitarium**.

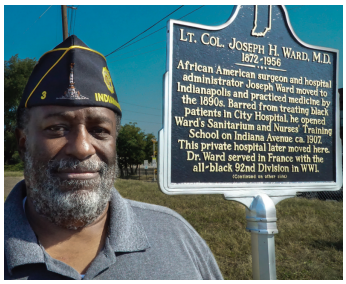
I was filled with questions. What and where was Ward's Sanitarium? Who was Ward?

Maj. Joseph Ward aboard SS La France *in February 1919*

Photo courtesy Department of Veterans Affairs

Using the R. L. Polk directories, I learned Ward's Sanitarium was operated by a medical doctor named Joseph Ward. I traced his and the sanitarium's locations across Indianapolis from 1905-1945. At the Indiana State Archives, I discovered annual inspections from the state board of charities and hospitals, which revealed the details of the the institution's operations. On a ride through **Crown Hill Cemetery**, I discovered Dr. Ward's grave, which had a government issued marker. Further research revealed Ward was **Lt. Col. Joseph H. Ward, MD**, who had served as a **U.S. Army** medical doctor during the **First World War**.

A catastrophic fire, in 1973, at the National Personnel Record Center, a part of the



National Archives in St. Louis, **destroyed 16 million military personnel files**, including Dr. Ward's. Undaunted, I searched newspapers, other government records, and books covering the medical field and African American doctors.

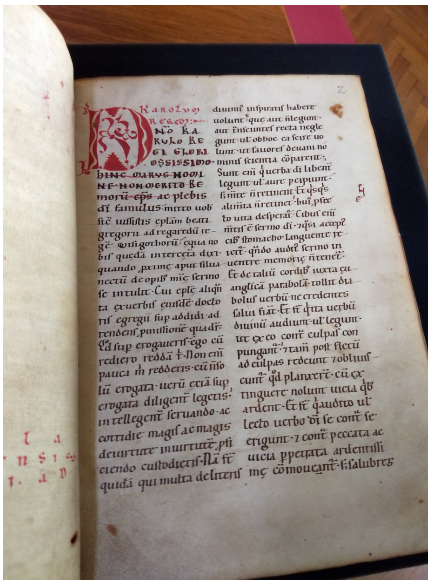
Dr. Ward was intentional in his training as a doctor and a surgeon and in providing African Americans with much-needed medical care and doing it within the confines of **Jim Crow**. As one of a few doctors willing to treat Indianapolis's 169,000 Black residents, many of whom were often **denied medical care in Indianapolis City Hospital**, he opened Ward's Sanitarium, a privately owned hospital and surgery center. He was elected president of the **Aesculpian Medical Association**, the Indy chapter of the **National Medical Association**. By 1922, Black Indianans needing surgery were traveling as much as 100 miles to reach Dr. Ward's center. He was also an early **American Legion** member.

It seemed wrong that the only indication Dr. Ward, an accomplished African American surgeon, hospital administrator, and World War I veteran, had ever called Indianapolis his home, or made an impact during his lifetime was his government-issued grave marker. I wanted to rectify that by getting a historic marker. Thanks to the training and support I have received here at Wayne State, I was able to do that. **Dr. Ward's family is pleased and I couldn't be happier**.

2019 Sterne-Lion Recipient

Bill Weis shares details on his return to Vienna

I used the Sterne-Lion funding to travel back to **Vienna** during the end of May and beginning of June. While in Austria, I worked at the same archive for two weeks except this time **I viewed an entirely different manuscript, codex 974**.



This was a 12th century document which includes **many writings from leading figures from the church and the Carolingian Renaissance**.

While I worked with the manuscript studiously, I also remembered to take time out and explore my new European surroundings as well. Not only did I sample many of the exquisite local Austrian beers, but I also **took time to visit the nearby monastery towns of Klosterneuberg and Melk, as well as the Slovakian capital, Bratislava**.

After I finished my stint at the archive, **I flew to Rome for a couple of days, seeing the ruins of many buildings I'd only previously ever read about.**

I am incredibly thankful for the opportunity to experience both everything that Europe had to offer while gaining professional training, and look forward to completing my research paper in early fall.

In sum, I have two recommendations for future recipients of the Sterne-Lion Award. Primarily, **make sure to experience as much of the local culture as possible, and strike up a conversation (in another language if possible) with everyone you meet**. Secondly, there's a **steep uphill learning curve for everyone during their first time in an archive, but it's important to work past this**. My first time in Vienna, it took me a whole week to start feeling comfortable with my manuscript and in my surroundings, but after the first couple of days I felt completely at home.

News & Notes

The Department proudly recognizes our Students' Achivements

Undergraduate Students Undergraduate Research Opportunity Award Recipients

Rebecca Phoenix, "The Unusual Six: A Case Study of the Six Horner Sisters and Their Role in Scientific Networking in Victorian-era Scientific Discourse";
Rob Macaulay, "Evolution and a Lion in London: A Consideration of Harriet Martineau's Role in Charles Darwin's Conception of Natural Selection"; and
Kyle Donahue, "Allies Ist Kaput! War, Trauma, and Liberation in Stalag Luft 1." Congratulations, Rebecca, Rob, and Kyle!

Internships

Bill Weis, an honors major, completed an internship over the summer at the **St. Clair Shores Public Library,** where he worked on **a project researching the history of the canals that line the lakeshore in the midst of housing developments**. The local archivist gets frequent inquiries about this topic, but she didn't have the time or resources to complete the research herself. Bill was happy to help and did a fine job.

Graduate Students

Leon Bates's research and work on getting a historic marker for African American World War I Veteran and doctor, Joseph Ward, "Doctor, Surgeon, Soldier" was published in *The American Legion*.

Christine Cook has won the 2020 **Garrett T. Heberlein Excellence in Teaching Award** for Graduate Students.

JD/MA in history joint degree student **Erin Gianapoulos** was named a **Michigan Political Leadership Program fellow** at **Michigan State University**.

Degree Completions

Nathaniel Arndts, MAPH

Alumni News

Dr. Renee Bricker (PhD 2010) was **promoted to Full Professor** at the **University of North Georgia. Congratulations, Renee!**

Scott Cortese (BA 2010) published "US Artillery in World War I," in *Fires Bulletin*.

Laura Kennedy (MAPH 2019) started a new job as an assistant archivist at **Texas State University** in San Marcos, Texas.

Joshua J. Morris, (PhD 2019; adjunct instructor) had "Building a Movement: American Communist Activism in the Communities, 1929-1945," published in *American Communist History*.

Kristin Waterbury (MAPH 2019) has been hired as **Academic Program Specialist** at the **Center for Middle Eastern and North African Studies** at the **University of Michigan-Ann Arbor's International Institute**.

News & Notes

Faculty Recognition & Staff News

Jorge Chinea has just published an article, “Puerto Rico earthquakes imperil island's indigenous heritage,” in *The Conversation*.

Liette Gidlow had "A Crack in the Edifice of White Supremacy," published in *Modern American History* 2 (Nov. 2019). She also **joined the editorial board** of the *Journal of Women's History*.

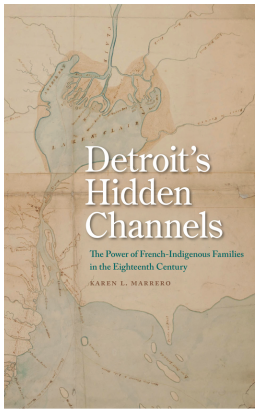
Jennifer Hart had an article, "Community Engagement and Grassroots Development," in the Fall 2019 issue of *Wayne State Faculty Impact*. She was also featured in *Today@Wayne* for her Digital Humanities Project, **Accra Wala**.

The department welcomes **Valerie Lamphear** as our new staff person.

Janine Lanza had "Why the Guillotine may be less cruel than Execution by Slow Poisoning" published in *The Conversation.*

Elizabeth Lublin had a short autobiographical piece published as "A Ninja Memoir," in *Tokyo: Geography, History, and Culture* (ABC-CLIO, 2019). She also completed her term as chair of the **Midwest Japan Seminar**.

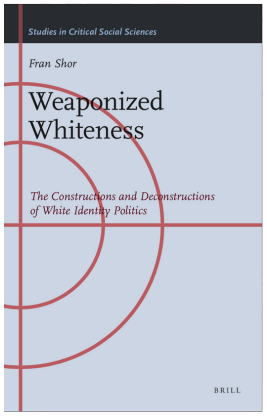
Karen Marrero's book *Detroit's Hidden Channels: the Power of French-Indigenous Families in the Eighteenth Century* was just published by Michigan State University Press.



Tracy Neumann won a the Faculty Teaching Travel Grant (FTTG) from the Office of Teaching and Learning to attend the American Historical Association as part of our Career Diversity initiative.

Marsha Richmond was an invited participant in the “New Directions in the Historiography of Genetics” workshop sponsored by the **Cohn Institute** (Tel Aviv University), the **Edelstein Center** (Hebrew University of Jerusalem), and the **Van Leer Jerusalem Institute**, held at Tel Aviv University. The topic of her paper was, “The Imperative for Inclusion: Women in the Historiography of Genetics.”

Fran Shor's new book *Weaponized Whiteness: The Constructions and Deconstructions of White Identity Politics* was published by Brill.



Sylvia Taschka had the following published: "Should Public Servants Refuse to Serve Under President Trump" in the *Washington Post,* "Trump's America Shines Bright for Europe's Radical New Right" in *The Conversation,* and "What's Wrong with Hitler Comparisons?" in *America Now: Short Essays on Current Issues* (Macmillan, 2020).

Kidada Williams was featured prominently in **Henry Louis Gates's PBS documentary** *Reconstruction: America after the Civil War* and **Scene on Radio's** *The Land That Has Never Been Yet*. She is developing a course for K-6 teachers on Slavery, the Civil War, and Reconstruction for the **Gilder-Lehrman Institute of American History.**

From the Editor

Kidada E. Williams, PhD

Coming from African American history, a field both born and steeped in the tradition of public engagement backed by the knowledge that accurate, widely-circulated history can be an instrument of positive change, seeing the History Department's increasing support for public engagement (extending from the faculty down throughout our minors) is a wonderful thing. To me, this seems rooted in an understanding that the either/or debate about history as a discipline—academic vs. public—is futile in a world where both are highly regarded and sorely needed.

It also reflects the values of our students who understand their place in the world through their cognizance of the past and who are clear in their desire to use that knowledge to envision a better future. Their embrace of such public-facing research projects as posters, historic markers, and podcasts suggests their deep appreciation of the ways the world has been transformed by new and evolving media formats and how that has made the future of history as a discipline dependent on our willingness and ability to educate, maintain public support for professional historical research, and make a case for trained historians' role in any conversation where history is invoked.

The basis for good history, that which provides, as the historian John Hope Franklin put it, "a good foundation for a better present and future," is and will always be rooted in the kind of expertly crafted academic research that Wayne State historians do so well. We hope that is reflected in this newsletter.

If you are thinking about **Making a Gift to the History Department** we ask that you to visit **https://clas.wayne.edu/history/make-a-difference** to ensure your gift reaches us.

Want more immediate department updates? Follow us on the social medias at: HistoryatWayne.

Department of History

WAYNE STATE UNIVERSITY

Letter from the Chair

Elizabeth V. Faue

This summer I found a cache of oral history interviews that I conducted for my dissertation. It was a reminder of how people differently interpret what history is and what experiences are historical. I interviewed ten women retirees who had worked in the garment industry in the 1930s. None of the women had been interviewed before. One woman grew up in North Dakota, trained as a teacher, and moved to the city when her school went broke. Another hated her job in the dress factory. She only brightened up when she talked about dancing. Another disliked the garment union but loved her work in a defense factory. She spoke of the feel of her calibrator and the strength of the union. The stories told me little about what it was like for union women in the 1930s, but they reinforced that history is often left unrecognized, even by those who live it.

We currently have a global pandemic, an historic economic downturn, and widespread social protest. We live in history-making times. Our skills as historians are in greater demand, because humans understand changes through the lens of the past. With historic challenges and an unprecedented turn to online learning, we rely on our historian selves to observe, record, and analyze events as they unfold. This year has brought us enough change to fill thousands of books; we will spend the next decade not only responding to change but also analyzing it.

Let's continue our collective discussion over the course of fall semester. Welcome back and welcome forward to the new academic year.

SAVE THESE DATES

9/1: Classes Begin
11/3: Election Day-University Closed
Nov: Sterne-Lion Colloquium Virtual Event
Dec: Commencement TBD

WAYNE STATE
College of Liberal Arts and Sciences

Pandemic Perspectives

Allie Penn, PhD student

Masked Californians | c/o Niday Picture Library.

Pandemic Perspectives is a project initiated by **Dr. Marsha Richmond** as a response to the current global Covid-19 pandemic. Faculty and students (from History & other departments) were invited to create presentations, videos, or podcasts to **provide historical perspective for various epidemics and pandemics throughout history.**

The case studies examine outbreaks ranging from the ancient world to the present, including: two **plagues in the Greco-Roman world**, **smallpox and other epidemics among indigenous people in North America**, **African Americans and the 1793 yellow fever Philadelphia epidemic**, the **1893 Russian pandemic**, the **1918-1919 Spanish influenza,** and the **HIV-AIDS epidemic**.

Each presentation evaluates the science behind particular microbes and illnesses and illuminates the historical context, the impact on society, parallels to Covid-19, while providing additional resources for further study.

Several presentations focus on specific topics, such as the role of health care workers during the 1918-1919 pandemic.

Temporary influenza ward | c/o Otis Historical Archives, National Museum of Health and Medicine

One, on which I worked on with MA student Sarah Tropper, showcases nurses who worked to keep patients hydrated and comfortable. In our presentation, we compare the public health actions utilized by nurses and instituted by governments in 1918 and contrast these with present-day actions against the coronavirus.

Motor Corps and Canteen volunteers from the Detroit Red Cross | c/o of National Archives

Thanks to the generosity of the **Cohn-Haddow Center for Judaic Studies**, I have been engaged to serve as Coordinator of the project. I am creating a website that will showcase the individual presentations (organization chronologically) and additional resources. I will also help recruit additional presentations from volunteers.

The final project will provide a timeline of pandemics and illness throughout history.

How to Harvard

Liette Gidlow

Thanks to a generous research grant from the **Mellon Foundation**, I spent the 2019-2020 school year in residence at **Harvard University's Radcliffe Institute**, an amazing interdisciplinary hub of scholars and artists from around the world.

Statue of suffragist Lucy Stone at Boston Women's Memorial.

There I wrote chapters for my forthcoming book on *The Nineteenth Amendment and the Politics of Race, 1920-1970* and collaborated with other scholars on the Long Nineteenth Amendment Project, **an effort to think about the history of woman suffrage and women's citizenship in fresh ways** in this, the amendment's centennial year.

In August 2019, my family and I packed up a minivan and moved for the year. Here is some of what we discovered about living and learning in Cambridge.

Steepest learning curve: how to get anywhere. Street names change at intersections and there's not a grid to be found. Also, the squares (Harvard Square, Inman Square, Union Square), aren't. They're called "squares" but are actually triangles, traffic circles, or five-point intersections. Traffic is always heavy, everyone's in a hurry, and only newcomers follow traffic laws.

Best form of transportation: anything with one or more wheels. People get around by car, bus, train, bicycle (with or without multiple children in sidecars), unicycle, One-Wheel, skateboard, electric skateboard, roller skates, and assorted other conveyances. Also, they're all in your lane.

Best bike route: The trail on Battle Road traces **Paul Revere's 1775 ride from Boston to Lexington and Concord**. He never made it all the way to Concord, but we did!

Best view of Boston: from the top of the B**unker Hill Monument, up all 294 steps**. Or, from any point on the Cambridge side of the Charles.

Best breakfast: oatmeal with nut butter, apples, and currants, made fresh at **Clover Food Lab** and consumed there, jazzy riffs floating from the speakers.

Best emergency room within 2 miles of East Cambridge: **Mass Eye and Ear**, attached to **Massachusetts General Hospital.** Yes, we had occasion to compare. Thankfully, everybody's fine.

Best landmark for NPR listeners of a certain age: stand in Harvard Square and look up. Yes, there is actually **a window with lettering that announces the office of "Dewey, Cheatham, and Howe."**

Most valuable life lesson: It's good to shift your perspective once in a while. **It's also good to come home.**

Student History-Making during the Pandemic

Amanda Finn, Amy Loji, Joseph Mchahwar

While the coronavirus was advancing across the U.S., students in HIS 3000: **Detroit under Coleman Young** were learning how to conduct historical research via a deep dive into projects as far and wide as **policing, welfare rights, and desegregating DPS**. Then, the reality of the outbreak had reached our door. Three students, History majors **Amanda Finn** and **Joe Mchahwar**, and English major **Amy Loji**, share their research and mode of delivery, which included a documentary, a zine, and a podcast.

Amanda Finn produced a documentary on Vincent Chin & the fight against racism against Asian Americans

For my research on the 1982 racist murder of **Vincent Chin**, a Chinese American in Detroit, I visited the **Reuther Library** and traveled to the **Bentley Historical Library** to examine records of the **American Citizens for Justice** in February. This early work enabled me to create a commentary-style documentary telling the story of the ACJ's fight for justice and against anti-Asian American bias and violence from the comfort of my home, with much-appreciated assistance from my brother.

My film tells a story of racism that is as familiar to us today as it was throughout Detroit history. As problematic terms, such as "Chinese virus," circulate, more videos and articles of Asian-Americans experiencing racism and racist violence have been appearing with greater frequency. Preventing another death due to systemic racism, such as the killing of Mr. Chin, is a concern in a world where anti-Asian bias is intensifying and increasingly more public.

Making a documentary was fulfilling. My one regret was forgetting how time-consuming editing can be! I plan to utilize what I learned to improve my future research and filmmaking skills, whether that be a comparison of past and future civil rights groups or the effects of the current racism towards Asians in schools. I have since jumped at the chance to do archival research for other classes. I'll make future films, but I'll remember what I learned about the time it takes.

Amy Loji produced a history zine on Race and Sex in the Detroit Police Department

Early in the semester, Dr. Williams said "historians are not history buffs." As an English major and self-identified history buff, I shifted uncomfortably in my seat. But Dr. Williams shared two embarrassing and very public examples where buffs had made the kind of errors properly trained

historians avoid. We were all in agreement that none of us wanted to be those public examples of how NOT to do History. We learned that good history is rooted in comprehensive, evidence-based research that is produced with a commitment to professional standards of interpretation and analysis.

My research started with the question of what happened when Coleman Young attempted to **desegregate the Detroit Police Department by race and sex.** I focused on the firing of two Black female police officers for cowardice. In February, I scoured newspaper reports and was glued to my seat analyzing documents from **Coleman Young's Mayoral Records** at the **Burton Historical Collection** for clues about what happened, why, and what that said about how the city was changing or remaining the same under its first African American mayor.

By the time the threat of COVID became fully apparent, interpreting my data and creating a zine to share my findings could take place at home. I was dismayed, though not surprised, to see parallels between the resistance to Coleman Young's desegregation efforts and our current moment of reckoning with persistence of racism and brutality in American policing. My project was focused on sexism, particularly as experienced by Black women within DPD, and my experience researching this project left me questioning if the 1970s had seen women more wholeheartedly accepted as vital to effective community policing, what different possibilities could that have held for our present? I'll consider that and other questions in my future research.

Joe Mchahwar produced a podcast on Arab American labor & civil rights activism

Detroit is an enigmatic city, defined and often haunted by the complex history looming over it. The powers that be in Detroit have been quick to frame contemporary gentrification efforts as a miraculous comeback for the beleaguered city. In doing so they seek to reinforce and contribute to a mainstream historiography of the city which erases the lives of real Detroiters and blames them for the decline of the city.

I learned the nuances of Detroit's history and the professional skills I needed to conduct historical research. I was interested in examining the struggles and contributions of oppressed nationalities in the city and the intersections of their common causes. This led me to research the little known **Arab Workers Caucus of the United Auto Workers**. After pouring through books, documents in archives at the **Bentley**, and conducting an interview with a founding member of the AWC, **I recorded my first podcast.** I wanted to contribute something accessible to the rich anti-racist and progressive histories of Detroit. I hope to use the skills, knowledge, and confidence I gained through this course to participate in and contribute to ongoing campaigns confronting racism and inequality in the United States.

PhD Students share their observations from attending the Detroit Protests against Racial Injustice

Jamie McQuaid & Aimee Shulman

Photo credit: Jamie McQuaid

Aimee Shulman: "I went to protests downtown in early June. They assembled at the corner of Michigan and 3rd and had speakers address the crowd for about an hour before the marching began. The fairly diverse crowds listened attentively, generally indicating loud agreement with speakers.

During the marching, organizer and WSU alumna, **Nakia Wallace**, led chants with a microphone. As I was leaving the intrepid march, I encounter two older black women who were standing on the sidewalk watching the marchers, who by then had paused in the street to rev up their spirits with extra loud chants. One of the women said to me, “Isn’t that a beautiful sight.” The other said, “The marching is all right, but I don’t like violence.” I told them that the protests in Detroit were carrying on without violence and we talked about it for a few minutes before I headed home."

Photo credit: Jamie McQuaid

Jamie McQuaid: "#BlackLivesMatter activists had to contend with police pepper spraying, assaulting, and intimidating peaceful protesters. **Detroit Police Department** helicopters dove at marchers walking down Michigan Avenue, while **Detroiters leaned out of windows to chant with protesters.** Drivers parked their cars on Jefferson Avenue to stand with activists at Hart Plaza, in front of the Monument to Joe Louis.

On July 10th, the Detroit Police shot and killed a twenty-year old man named Hakim Littleton on Six Mile and San Juan; they argued he shot at them first, though numerous eyewitnesses claimed he was not armed."

Photo credit: Jamie McQuaid

Tom Anderson Retires

Elizabeth Faue, Elizabeth Lublin, & Hans Hummer

After 30 years as a teacher and colleague in the Department of History, Tom Anderson is retiring.

To celebrate that milestone for both Tom, the department will host a gathering in his honor. Due to the pandemic, we cannot meet in person until next summer, when we will have a proper gathering, but in the meantime we will make due with a virtual cocktail hour on Thursday, August 13 at 4 pm.

Tom has been an integral part of the Department since he first came to Wayne State as an undergraduate in the 1970s. He completed his doctorate in medieval history, and wrote his dissertation*, "The Inheritance Rights of Women in the Frankish Kingdom, 481-700: An Inquiry into the Germanic Family, Laetic Tenure, and Lex Salica, 59,"* under our retired colleague, **Edwin Hall,** in 1991. Out of that dissertation, **Tom published what has become a standard and widely cited article, "Roman Military Colonies in Gaul, Salian Ethnogenesis and the Forgotten Meaning of** *Pactus Legis Salicae* **59.5,"** *Early Medieval Europe* 4 (1995): 120-144. The article **ingeniously solved a major riddle in early European law: the odd exclusion of women from property inheritance** in a law code that otherwise allows women to inherit, tracing the idiosyncratic provision to the settlement of Franks as soldiers in the late Roman Empire.

Having completed both his M.A. and Ph.D. with us, **he has taught thousands of students in both survey and advanced courses over the decades in both Ancient and Medieval History**.

Tom's enthusiasm for the ancient world has **inspired scores of students, and he has played a truly valuable role in helping to hone the skills of the historian in both undergraduates and graduates.** Many of his students win our best prizes and go on to have promising careers.

Over the past few years, Tom has had another role, one that has combined his love of teaching with w**ork for the UPTF-AFT Local 477.** Joining the union in 2007, he has been executive director of the UPTF since 2015 and also serves as its vice president, grievance officer, and chief negotiator. While this seems far removed from his research interests in history, Tom's knowledge of the workings of institutions and the importance of social solidarity have served him well in both contexts.

Tom Anderson was a wonderful teacher to our students and a most generous colleague. **We will miss him but we wish his family and him good health and great times in his retirement.**

Undergraduate Student Award Recipients, 2020

Because of Covid-19, the department had a virtual awards ceremony in place of our spring reception. For the complete listing, including photos and project titles, find us on the social medias at: HistoryatWayne.

The Abraham Lincoln Brigade Veterans Scholarship:
Fatima Eid
Devankar Mukhi
Matthew Jenningss

The Mark and Linee Diem Endowed Scholarship:
Terri Walker

The Professor Effie K. Ambler Memorial Endowed Scholarship in History:
Aubrey Carr
Rebecca Phoenix

The Baiardi Family Foundation Endowed Scholarship:
Carmela Sleva

The Sterne-Lion Research Scholarship in History:
Rebecca Phoenix

Antoine Durocher and Elizabeth Chevalier Annual Scholarship:
Aya Beydoun

The F. Richard Place Endowed Memorial Award:
Lydia Virzi
David Webb

The Place Gateway Award:
Andre'a Ferrera
Nicholas Rhein

The Rolf and Jennie Johannesen Endowed Memorial Award:
Aleanna Siacon

The Dr. Gerald R. Dreslinski Award:
Kyra Goeller

The Faculty Undergraduate History Award:
Maureen McCormick
Gabriela Shipman

The Thomas Frank Mayer-Oakes Annual Memorial Scholarship:
Kaitlyn Burke

Phi Alpha Theta Inductees:

Graduate Student Award Recipients, 2020

Because of Covid-19, the department had a virtual awards ceremony in place of our spring reception. For the complete listing, including photos and project titles, find us on the social medias at: HistoryatWayne.

The Joe L. Norris Endowed Award:
James McQuaid

The Richard D. Miles Endowed Award:
Tom Yaari

The Dr. Gerald Dreslinski Research Award:
Rochelle Danquah

The Joseph Gelinas Drouillard & Elizabeth Lesperance Annual History Award:
James McQuaid

The Michael D. Patterson Memorial Award:
Alexandrea Penn

The Michael C. Simo Annual Scholarship in History:
Branden McEuen

The Charles F. Otis and Dr. Jeffrey L. Reider Scholarship in the History of Gender and Sexuality:
Katie Parks

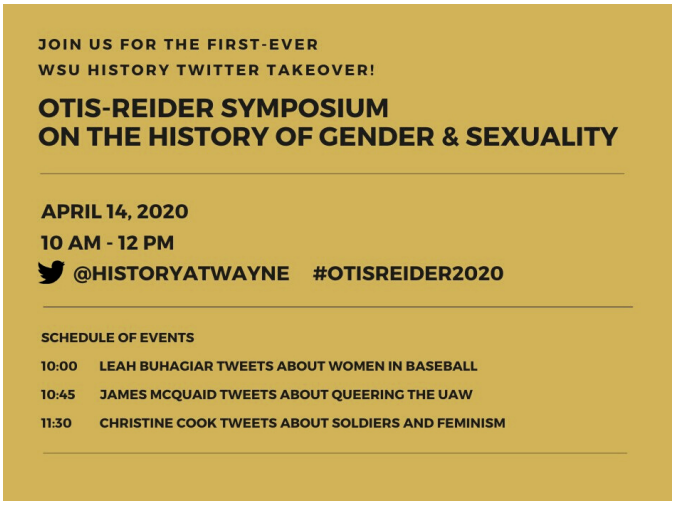
The Kruman-Lion Endowed History Graduate Student Award:
Michaela Lewalski
Kaitlin Martinelli

The Alfred H. Kelly Memorial Research Award:
Branden McEuen

The Joseph Gelinas Drouillard and Elizabeth Lesperance History Award:
James McQuaid

The Dr. Louis Jones HGSA Award:
Christine Cook

The department held its first Twitter Takeover with Otis-Reider Scholarship recipients presenting their research via text and images.



News & Notes

The Department proudly recognizes our Students' Achivements

Undergraduate Students

Aya Beydoun, History major and one of the **History Club's** leaders, defended her Honors thesis, "Working Women in Antebellum Michigan: An Examination of Roles, Class, Race, and Expectations." Aya was **invited to join Phi Beta Kappa** and is on her way to the **NYU School of Law.**

Graduate Students

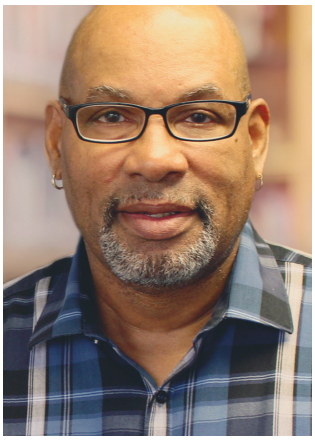
Doctoral student and Career Diversity fellow **Lily Wilson contributed to an informative discussion on community engagement in** "Creating Connections to Your University and Community: Lessons Learned from Career Diversity," for the **American Historical Association's** *Perspectives* **(July 17, 2020).** Reporting on the **Humanities Clinic,** she explained that "COVID-19 has increased demand for this expertise, and we are fortunate to be able to increase the number of community partners we are working with this year, many of them working to meet essential needs like healthcare, food, and clean water in the midst of the pandemic."

JD/MA in history joint degree student **Erin Gianopoulos** was named a **Michigan Political Leadership Program fellow** at Michigan State University. Erin also won the **General Motors Scholarship from the Women Lawyer's Association of Michigan.**

Degree Completions

Leah Buhagiar, MAPH

Alumni News



Alumnus **Dr. Samuel Hogsette** accepted a position as full-time history instructor at Houston Community College. Congratulations, Sam!

Ann Marie Wambeke had "Republican Feminists Fight for Abortion Rights in Michigan, 1968-1982," published in Jon K. Lauck and Catherine McNicol Stock, eds., *The Conservative Heartland: A Political History of the Postwar American Midwest* (Lawrence: University Press of Kansas, 2020), 115-132.

News & Notes

Faculty Recognition & Staff News

Emeritus Professor **Ron Aronson** had "All in It Together? From the Pandemic to the Uprising against Racism," published in *Tikkun*.

Eric Ash was named **Outstanding Graduate Director.**

Jose Cuello will be a **Resident Scholar** at the **Humanities Center** for 2020-2021.

Liz Faue won an **Arts and Humanities Research Support Grant** from the **Office of the Vice President for Research** for her project, *Voices for the Commons: Mobilizing Teachers and Nurses for Democracy in Crisis Times*.

Jennifer Hart won a **Career Development Chair Award** to work on *Making an African City*. Her **DIY Urbanism research group** received a **Formas Seed Grant** for a project on urban sustainability. She was accepted into the **Higher Education Resource Services Leadership Institute, for Higher Education Leadership Development for Women.**

Hans Hummer co-authored "Weird Science: Incest and History" in the May 6 issue of *Perspectives.*

Paul Kershaw published, "Hamlet without the Prince of Denmark: Bringing Capitalism Back into the 'New' History of Capitalism," in *Historical Sociology's* Special Issue on Capitalism and American Empire, vol 33:1.

History Librarian Liaison **Cindy Krolikowski** announced her retirement from Wayne State, after 28 years. We wish her well.

History alumna (MA 2016) **Alexandra Sarkosy** will be taking over that position.

Marc Kruman has been appointed to the rank of **Distinguished Service Professor,** in recognition of his extensive service to the university and the broader community.

Janine Lanza was appointed **Resident Scholar at the Humanities Center** for 2020-2021.

Karen Marrero was **tenured and promoted to Associate Professor**. Congratulations, Karen!

Tracy Neumann won a **Faculty Teaching Travel Grant** from the Office of Teaching and Learning to attend the **American Historical Association** as part of our Career Diversity initiative.

Marsha Richmond had “South American Fieldwork/Cytogenetic Knowledge: The Cytogenetic Research Program of Sally Hughes-Schrader and Franz Schrader,” published in *Perspectives on Science,* 28 (2): 127-169

Distinguished Professor Emeritus **Melvin Small** published "On Learning the Scholar's Craft: Reflections of Historians and International Relations Scholars," on *H-Diplo* and "Comparing Richard Nixon and Donald Trump: A Preliminary Report," *H-Diplo* .

Sylvia Taschka was promoted to senior lecturer and won the second place prize in an annual German poetry contest sponsored by the Bibliothek deutschsprachiger Gedichte (Library of German-Language Poetry), for her poem entitled, "A Pandemic Poetry."

NEWSLETTER | Fall 2020

From the Editor

Kidada E. Williams, PhD

The coronavirus crisis hit Wayne State, Detroit, and its metropolitan area with swift and shocking force. WSU historians switched to emergency remote teaching and learning as we took care of ourselves, and our people, including the living, sick, and dead. It's safe to say that living through a historic pandemic was not how any of us expected to end the semester, school year, or summer. But, here we are.

I'd like to say how much I appreciate (and think my colleagues appreciate) our students and the sacrifices they made, rolling with the many punches the pandemic threw at them. In their time with us, our students gain not only insight into historical events and how history is produced but also historically informed perspective about life.

That knowledge and wisdom was on display during the pandemic, and as protests against police violence and racial injustice rocked the world following George Floyd's killing. History students weathered Covid-19 avoiding cognitive inflexibility and uncritical thinking as they faced challenge after challenge. They served as "essential workers," adjusted to classes and defense meetings on Zoom, completing research under some of the most difficult circumstances, and marking celebrations of their achievements virtually. They saw us at our best and worst. Like good historians, they deconstructed the chains of events leading to these moments and were able to distinguish opinion from evidence-based facts and absorbed new and changing information as they worked to protect themselves, their family, and our larger community. And, they joined protests. Students who could return this fall, did. We hope to see those who could not in the near future.

It's a pleasure to teach, learn from, and stand shoulder to shoulder with all my fellow historians as we approach the year ahead, and hopefully, come out safely the other side of this, stronger for having worked together to get through these trying times.

If you're **Making a Gift to the Department,** we're asking that you take one additional step to ensure your gift reaches us: please visit **https://clas.wayne.edu/history/make-a-difference and Choose History!**

Department of History

WAYNE STATE UNIVERSITY

Letter from the Chair

Elizabeth V. Faue

What Can Be Found in a Lost Year? A Historian Reflects on Recovering Timeless Time

In the past year, people have been through the endurance test of this once-in-a-century pandemic. We continue to live under restrictive public health measures, working remotely, meeting online, and social-distancing. Coupled with economic uncertainty and political unrest, the crisis has given historians a challenge. How are we to make sense of it all?

We are, after all, living in a time of timelessness. Devastating losses of lives, opportunities, and traditions have created a sense of being unmoored from time's anchors—the rituals of baptisms and naming ceremonies, graduations, engagements, weddings, and memorials. Despite recitations of cases, hospitalizations, deaths, and vaccinations, we experienced this year as long stretches of unmarked time. Statistics do not make good mileposts.

Still, many observers have been keeping track for us. They note stunning achievements but also mundane acts in news reports, diary entries, and the products of our craft. Witness historian **Heather Cox Richardson's Letters from an American**, distributed through social media, or, at WSU, the **Pandemic Perspectives website** created by historian **Marsha Richmond** with WSU faculty and students, and **Sylvia Taschka's** poetry at the **Humanities Center Conference on Creative Responses to the Pandemic**.

Beyond the pandemic, the widespread protest over racial injustice, the invasive campaign to overturn election results, the historic inauguration of **President Joe Biden** and **Vice-President Kamala Harris**, and the continuing struggle over voting rights and the role of government have reinforced the sense that we are living in times made for historians and demanding the most of us in documenting and interpreting the past.

May I humbly suggest—Come join us!

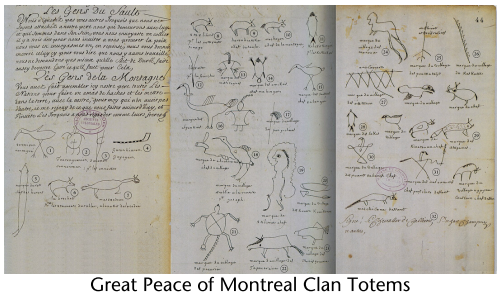
WAYNE STATE
College of Liberal Arts and Sciences

Writing Indigenous Histories: A Story about Sources

Karen Marrero

I used many types of historical records while I was writing my book *Detroit's Hidden Channels: The Power of French-Indigenous Families* in the Eighteenth Century. Indigenous peoples have maintained historical records since long before the arrival of Europeans in North America and have continued to do so to the present day. The earliest records were different from those most historians are accustomed to using. These included wampum belts, which women assembled from beads carved from the inside of clam shells that were strung together in specific designs on strings of animal sinew.

The belts recorded significant events and commemorated diplomatic meetings and were maintained by designated record-keepers. One example, known as the Hiawatha Belt, depicts the original five nations (Seneca, Cayuga, Onondaga, Oneida, Mohawk) that comprised the Haudenosaunee (translation– People of the Longhouse) confederacy. Another example of an early Indigenous record is the winter count. Maintained by Great Plains nations including the Lakota, Blackfeet, Kiowa, and Mandan, these were composed of a series of single pictographs rendered on buffalo hide (eventually the medium was muslin and paper) for each year depicting the most substantial event in that one-year period. Tribal historians created the pictographs and used the series to relate the history of their nation over a period of years.



Great Peace of Montreal Clan Totems

Detail of Myaamia Crane Band Totem

For my book, I tried to balance primary sources created by Indigenous peoples with sources created about them by Euro-Americans. I used French and British records of political and economic interactions with Indigenous nations (there are thousands of pages of these records) and a smaller number of tribal histories. One source that was important for my work was a 1701 peace agreement signed in Montreal by the French, Indigenous nations of the Great Lakes and Ohio Valley, and the Haudenosaunee. French imperial officials marked this document with their signatures while Indigenous representatives signed with images depicting their clan totems. One's clan (also known as nindoodem in Anishinaabowin – the language used then and today by Anishinaabe (Odawa, Ojibwe and Potowatomi) nations) was named for an animal progenitor (crane, bear, wolf, otter, etc.). I was able to link an emissary of the crane band of the Myaamia nation (called Miami in European records) to events in Montreal in 1701 and to Myaamia men and women living at Detroit and the Myaamia homelands (present-day Indiana). It was just one of the crucial connections I made using both Euro-American and Indigenous records.

Writing Indigenous Histories: Two Great Lakes Stories

Matt Hoerauf, Brandon Dean

Matt Hoerauf

In 1992, a boy in the Oak Park Public Library complained he did not want to read about Michigan history, instead wanting to read the history of the West, filled with cowboys, Indians, and adventure. That young boy was me. Since that time, I've been glad to grow in my appreciation of the rich Indigenous history of the Great Lakes region. Detroit and Windsor represent an old crossing point with deep cultural roots. Oral histories on both sides of the Detroit river along with rich archives at the Detroit Public Library and Fort Malden help tell their story.

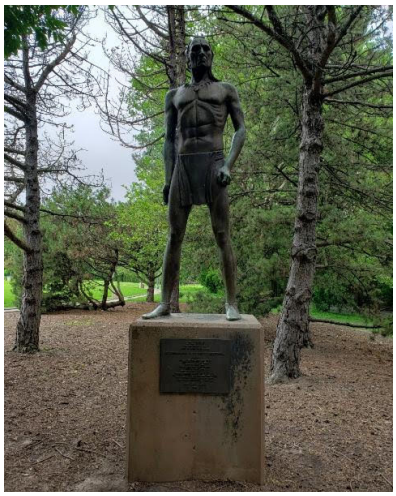
Tecumseh and General Isaac Brock Statue. Old Sandwich Town Roundabout – Windsor, ON. Sculpted by: Mark Williams. 2018. Courtesy of Mark Williams and The City of Windsor. Photograph by Matt Hoerauf

They refute a common mythology of the disappearance of Indigenous people. Exposing and exploring this mythology is not only important to Indigenous people and scholars. It also asks larger questions of Canada and the United States treatment of disenfranchised peoples, and the United States history and present of empire building.

Brandon Dean

Studying Indigenous history in the Great Lakes region has allowed me to understand the past in ways that transcend the familiar narrative of European occupation and colonization.

If we take time to investigate, we quickly find that the region's Indigenous past is all around us. Once we have expanded our perspective to include Indigenous history, our perception of the entire Great Lakes region can transform. Geography itself takes on new meanings that bear witness to the region's Indigenous past and present. These meanings are multiple, often-contested, and yet undeniably powerful. The very act of visiting, supporting, and spreading the word about



Little Turtle, sculpture by Hector Garcia, Fort Wayne, Indiana, Headwaters Park, 1976. (Photo courtesy of Caralyn Benedict Dean)

Indigenous history sites guarantees that the deep history of the Great Lakes will not remain "hidden" from the region's non-Indigenous residents and visitors. As historians, our job is to analyze and interpret the past, but this process first begins with the important step of recognizing and remembering that past.

History Making during the Pandemic

Kidada Williams

The coronavirus pandemic has thrown a wrench into historical research, especially for our graduate students, who are staring down the unavoidable realities of the pandemic and the academic jobs crisis. For current students, whose future livelihoods are more uncertain than ever before, these are undoubtedly scary times.

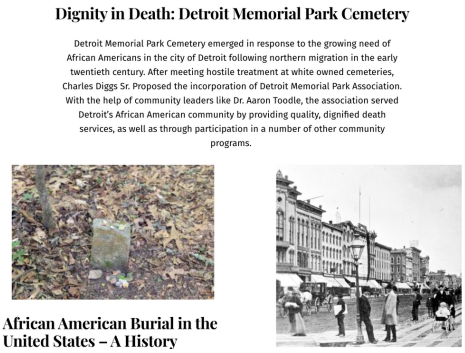
One part of Wayne State's mission is being *"unafraid to try new things and learning" from results*. I see that moving through fear and uncertainty in our students' broadening their skill sets and cultivating new talents to weather these storms *and* find impactful, fulfilling careers on the other side. The injustices of our times command our attention and also seem to be fueling our students' desire to think about and with various public audiences to address them. Much of this involves **experimenting with new modes of communicating their academic knowledge to wider audiences.**

Individual and institutional fear of change or experimentation can diminish celebration or recognition of professional courage and innovation so I'm making a point to do it here. I see the bold work our students are doing and want you to see it, too.

I saw it first hand in my African Americans, History and Memory seminar where students grappled with questions about the intersections of academic history and group and national memory and communicating with popular audiences during these hard times.

Students made projects representing a clash of history and memory or creating new ways of understanding or remembering the past, several of which are featured below. Many said these would not be their last creations. I look forward to seeing their work.

Anthro PhD student Megan Douglass historicized and challenged a distorted history newly promoted by some Black Americans.



Haley Behr created a remembrance of African American burial practices.

Christian Boseman produced a documentary film tracing cinematic representations of slavery and its legacy in 20th century films.

Sean O'Brien created a documentary on the history of race comics.

Grad Students Doing it For Themselves

Katie Chaka-Parks, Rae Manela

Katie Chaka-Parks volunteered at the Holocaust Memorial Center

For the last few months, I have been working part-time at the **Holocaust Memorial Center** in their **Education Department**. Although I have been a volunteer docent for three years, I've been brought on in this new role to help facilitate what the museum is calling **"Virtual Museum Experiences."** While student groups are not able to come to our Center for in-person tours, we are offering VMEs as an option to use HMC artifacts from our collection to facilitate an interactive exploration and discussion with students during the pandemic. In my new role, I create these presentations based on key themes or events during the Holocaust and then facilitate them virtually to classrooms all over the state. It has truly been a wonderful experience!

Rae Manela hunted for fulfilling and impactful employment

I graduated with my MLIS and Archival Certificate in the spring of 2020 as the pandemic hit. I had **finished both my internships but had no job lined up.**

I applied from Maine to California. I applied for fellowships, starting positions, jobs not related to my field, anything I could remotely develop a resume and cover letter for. I even got a few interviews, some at impressive institutions. I even reached out to a headhunting company, but nothing stuck. **It was stressful, time consuming, and emotionally draining.** Luckily, I got some data entry work for a non-profit and was connected with a documentary project that needed a database built for their research. Meanwhile, I also worked for a food delivery service, took on a part time retail job, taught karate, and started teaching swim lessons. I vowed to pause my search at the end of the summer and wait until the new year.

This is when I was offered **my current position as a school librarian.** My current employers found my resume on a database which I had long forgotten about. **It wasn't magic, it was happenstance combined with hard work and some foresight in putting myself out there in ways I had not always considered that led to my current job.** In the grand scheme of things, 5 months looking for a job isn't that long, especially during a pandemic when so many people were searching for work. In fact, I'm grateful I didn't just walk into a job because while searching I gained a lot of skills and had the opportunity to work on some interesting projects by being up front with people about the fact that I was looking for work and willing to work hard.

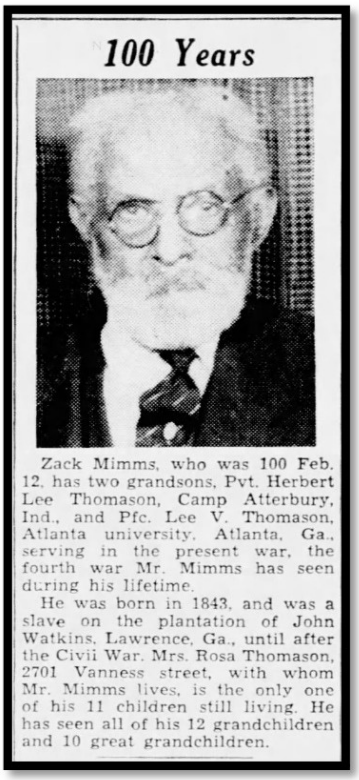
Grad Students Unearthing Port Huron's Black History

Rochelle Danquah, Kayla Wendt

The African American community in Port Huron, Michigan, in collaboration with the **Port Huron Museums** (PHM), is working to install a permanent exhibition and a series of education programs at the Carnegie Center that tell the story of **African American life, history, and cultural contributions** to the city.

Doctoral student **Rochelle E. Danquah a**nd MAPH student **Kayla Wendt** are a part of the team to develop the **Port Huron Black History Project** (BHP) in conjunction with the African
American Community Committee, which provides guidance, support, and program development for the BHP. Kayla, the museum's interim education manager, is a member of the museum's curatorial team, and Rochelle, a native of Port Huron, is a member of the Community Committee, and has presented lectures at the Detroit Historical Museum (2019), University of Windsor (2019), Detroit Public Library (2008), and Port Huron Museum (2007) on Black Americans in Port Huron in the nineteenth century.

The BHP and the PHM projects include the installation of a permanent exhibition, oral histories, and the collection of objects and materials. Periodically, the permanent exhibit will rotate objects and materials, so visitors can engage and enjoy diverse storylines.


100 Years

Zack Mimms, who was 100 Feb. 12, has two grandsons, Pvt. Herbert Lee Thomason, Camp Atterbury, Ind., and Pfc. Lee V. Thomason, Atlanta university, Atlanta, Ga., serving in the present war, the fourth war Mr. Mimms has seen during his lifetime.

He was born in 1843, and was a slave on the plantation of John Watkins, Lawrence, Ga., until after the Civil War. Mrs. Rosa Thomason, 2701 Vanness street, with whom Mr. Mimms lives, is the only one of his 11 children still living. He has seen all of his 12 grandchildren and 10 great grandchildren.

Zach Mimms (12 Feb 1843 – 21 June 1943) is Rochelle's 3X great-uncle.

The project proposal includes relocating the **James R. Leonard Community Center Memorial Wall** to the museum, which is currently on display at the Leonard Community Center. The wall recognizes the accomplishments of prominent African Americans in the community. The Community Committee also intends to highlight Port Huron's Black neighborhoods, businesses, churches, and African Americans' contributions to education, sciences, arts, and humanities. We see the Black History Project as a true testament to the power of how the African American Community Committee and the Port Huron Museum become important stewards to collecting, preserving, and telling the story of the Black presence in the Blue Water area. We hope you check it out.

News & Notes

Faculty Recognition & Staff News

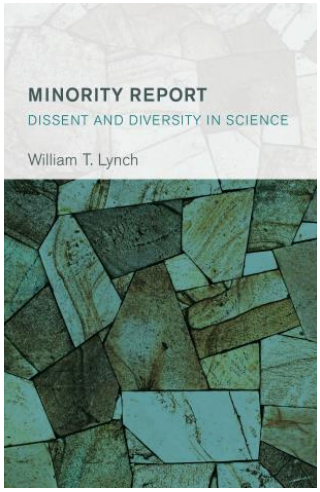
Jorge Chinea received the **Education Award** at the annual **Forget Columbus Fundraiser** organized by the **Caribbean Community Services Center.**

Elizabeth Faue published "Battle for or in the Classroom: Teacher Strikes in the Context of the "Epidemic" of School Violence and the Working Environment," in *Strike for the Common Good: Fighting for the Future of Public Education*; Faue and PhD alums **Josiah Rector** (University of Houston) and **Amanda Lauren Walter** (Towson University) published "Fix the Workplace, Not the Worker: Labour Feminism and the Shifting Grounds of Equality in the U.S. Workplace, 1960-91," in *Labour History: A Journal of Labour and Social History*.

Liette Gidlow published, "Woman Suffrage, Women's Votes," in *A Companion to U.S. Women's History*.

Jennifer Hart published, "Of Pirate Drivers and Honking Horns: Mobility, Authority, and Urban Planning in Late-Colonial Accra," *Technology and Culture,* which **won the 2020 Boahen-Wilks Prize for Best Article** by the **Ghana Studies Association***;* "Architecting a New Normal: Past Pandemics and the Medicine of Urban Planning," *Nursing Clio*. Hart also won the **President's Award for Excellence in Teaching**.

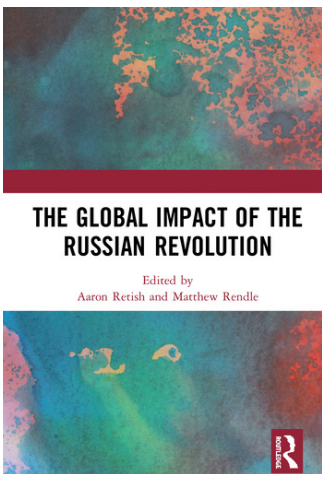
William Lynch published *Minority Report: Dissent and Diversity in Science,* with Rowman & Littlefield, and "Science and Socialism in the Time of Coronavirus," *Social Epistemology Review and Reply Collective*.



Karen Marrero's book, *Detroit's Hidden Channels*, was re-published by the University of Manitoba Press. She won a **College of Liberal Arts & Sciences Excellence in Teaching Award** and **Board of Governors Faculty Recognition Award** for her book and was profiled by the **American Historical Association** in their member spotlight.

Tracy Neumann wrote "Incorporating Labor History in a public history curriculum" for the **National Council of Public History**.

Aaron Retish had his co-edited book, *The Global Impact of the Russian Revolution*, published by Routledge.



News & Notes

Faculty Recognition & Staff News, cont

Sylvia Taschka won a **COVID-19 grant from the Humanities Center** for her project entitled “Pandemic Poetry.” She will write a cycle of poems loosely based on the ten biblical plagues.

Kidada Williams published "Writing Victims' Personhood and People into the History of Lynching" in the *Journal of the Gilded Age and Progressive Era*. She is hosting "Seizing Freedom," a new popular podcast docudrama on African Americans during the Civil War Era by VPM and Witness Docs.

You can listen anywhere you get podcasts and access other materials by visiting seizingfreedom.com.

The Department proudly recognizes our students' achievements

Graduate Students
Degree Completions

Matt Hoerauf, MA. "Tecumseh and Tenskwatawa: Myths, Memories, and Messages for Present Times."

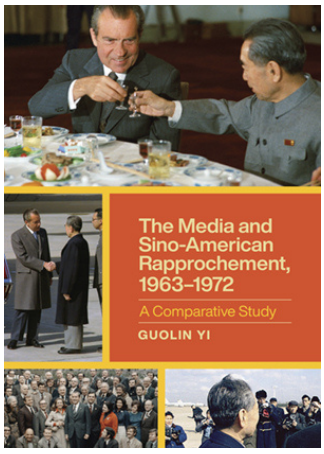
Alumni News

Caitlyn Perry Dial, an MA alumni, was interviewed as part of the documentary EASTLAND: Chicago’s Deadliest Day which received two Midwest Emmy Awards for Best Historical Documentary and Best Original Music & Sound Design.

Beth Fowler (PhD 2014), current Senior Lecturer in Wayne State's Irvin D. Reid Honors College, won a **General Education Teaching Award**.

Christopher Wilson (MA History 2007), now Director of Experience Design at the **National Museum of American History**, is the recipient of Wayne State's 2021 **Distinguished Alumni Award**.

Dr. Guolin Yi, assistant professor at **Arkansas Tech University**, had his book, *The Media and Sino-American Rapprochement, 1963 -1972: A Comparative Study* published by the Louisiana State University Press, 2020.



News & Notes

Aya Beydoun Looks Back and Ahead

If you had told me I would have completed by honors thesis on working women in antebellum Michigan and my spent my last days at Wayne under lockdown, I wouldn't have believed you. But I did.

In retrospect, I'm incredibly proud of my trajectory as a history major. As a young, Middle Eastern woman majoring in something perceived as unconventional by my community was difficult. But I loved history and stuck to my guns.

I recall quickly feeling overwhelmed by the challenges of my coursework. I expressed these anxieties to Professor Williams; she gave me a pep talk and promised to guide me along the way. And guide me she did.

During my sophomore year, I submitted a proposal to present my HIS 3000 research at the **American Historical Association's** annual meeting. I had zero expectation of success. But next thing I knew, I was on a plane to D.C. and my first AHA.

This began a 3-year streak of presenting my research at conferences. I became confident I would become a professor one day and spread the same joy and knowledge Wayne State's faculty had passed on to me.

In 2019 I was chosen as a **Gilder Lehrman History Scholar** and flown out for a life-changing week-long trip in New York City.

I had focused my studies in civil rights and current events had inspired me to pursue a career in civil rights law. I realized I wanted to partake in the history I had been studying so passionately. Before I knew it, I was Cambridge-bound for an incredible summer at **Trials, a Harvard pre-law summer program.** This program, along with months of studying for the LSAT and utilizing the analytical and critical-thinking skills I had gained as a historian, helped me gain acceptance to my dream school: **New York University School of Law.**

While I am so excited to embark on my next journey, it genuinely hurts to leave. I loved every second of my journey as a history major, but I am most saddened by the greatest achievement I leave behind: **History Club, which I co-founded in 2017.** This year, having served as the singular club president for the first time, I was especially emotionally involved. We offered tutoring services, but mainly enjoyed sharing captivating historical conversation. I made sure to pass on as many words of wisdom to my fellow history nerds a/s I could.

Some noteworthy advice for current/future students: **Stop doubting yourself.** You've got this. **Apply for everything!** As Dr. Williams told me, **"the worst they can do is say 'No' but you have to give them a chance to say 'Yes!'"**

And to fellow children of immigrants: **stop trying to separate your passions and your career, they can be one and the same.**

News & Notes

2021 Graduate Awards

The department had our second virtual awards ceremony in place of our spring reception. For the complete listing, including photos and project titles, find us on the social medias at: HistoryatWayne.

Merit Awards

Joe L. Norris Endowed Award

Brandon Dean, for his paper titled "'Believing They May Wish Some of Their Children Hereafter Educated': The Treaty of Fort Meigs and the Origins of the Catholepistemiad"

Richard D. Miles Endowed Award

Tom Yaari, for his paper titled "The Mizrahi 'Memory Boom': The Collective Memory of the Exodus of Jews from Arab and Muslim Lands"

Michael C. Simo Annual Scholarship in History

Sean O'Brien, for his paper titled "Jack Kirby: How Jewish Americans Punched Back"

Research Awards

Dr. Gerald Dreslinski Research Award

Brandon Dean will conduct research on **18th and 19th c. Algonquin diplomacy** at the **Glenn A. Black Laboratory of Archaeology** in Bloomington, IN.

Michael D. Patterson Memorial Award

Christian Bozeman, **to conduct research on** *The Messenger* **and the Harlem Renaissance** at the **New York Public Library** and **Schomburg Center for Research on Black Culture.**

Charles F. Otis & Dr. Jeffrey L. Reider Scholarship in the History of Gender & Sexuality

Allie Penn will create a StoryMap from her research on the **women of the 1913-1914 Keweenaw Copper Strike**.

Kruman-Lion Endowed History Graduate Student Award

Jamie McQuaid will conduct research on the **queer history of autoworkers** at the **Walter P. Reuther Archives of Labor and Urban Affairs**, the **Charles H. Wright Museum of African American History**, the **Bentley Historical Library**, and with the **Burton Historical Collection**.

Katie Parks will conduct research on **Catholic women's responses to Nazi family planning policy** at the **Archive of the Archdiocese of Munich and Freising** and the **State Library of Bavaria.**

Alfred H. Kelly Memorial Research Award

Branden McEuen will conduct research on **eugenics** at the **Rockefeller Archives Center**.

Service Awards

Antoine Durocher and Elizabeth Chevalier Award

William Wall-Winkel

Dr. Louis Jones HGSA Award

James McQuaid
Rae Manela

News & Notes

2021 Undergraduate Awards

Because of Covid-19, the department had our second virtual awards ceremony in place of our spring reception. For the complete listing, including photos and project titles, find us on the social medias at: HistoryatWayne.

The Mark and Linee Diem Endowed Scholarship:
Moriah Legrand

The Professor Effie K. Ambler Memorial Endowed Scholarship in History:
Aubrey Carr
Terri Walker

The Baiardi Family Foundation Endowed Scholarship:
Alex Batton

The Drouillard-Lesperance Award:
Rebecca Phoenix

The Thomas Frank Mayer-Oakes Annual Memorial Scholarship:
Molly Marshall

The F. Richard Place Endowed Memorial Award:
Franklin Biber
Beth Yoakum
Leah Warren

The Place Gateway Award:
Zarin Farook
Audrey Cho

The Rolf and Jennie Johannesen Endowed Memorial Award:
Nicholas Rhein

The Faculty Undergraduate History Award:
Kaitlyn Burke

Marlene J. Mayo Endowed Support Fund:
Rebecca Phoenix

Phi Alpha Theta Inductees:
Olivia Barron
Alexandra Batton
Mya Berger
Melissa Bolton
Aubrey Carr
Miranda Cottone
Duncan Enright
Arik Fritz
Maxx Harrington
Robert Henderson
Luke Hyde
Joseph Mchahwar
Trevor Mrowczynski
Alexandria Olson
Dale Robb
Emily Shelton

NEWSLETTER | Spring 2021

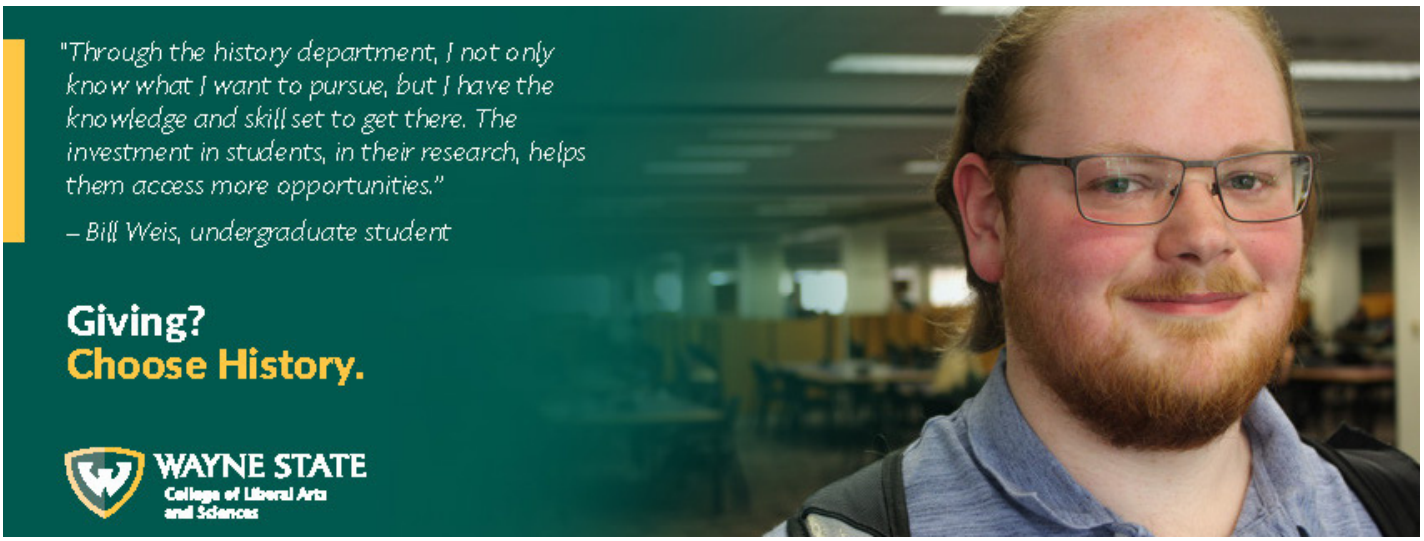
From the Editor

Kidada E. Williams, PhD

I miss the archives. I know we have much bigger fish to fry. Covid variants are prolonging and deepening the crisis. We're in the midst of yet another surge and racing toward 600,000 souls from the U.S. Lives remain turned upside down and inside out as we hit our individual and collective pandemic walls. I know this.

Still, I miss the archives, and being in a community of archives-based scholars, I doubt I'm alone. This isn't just busyism or pandemic boredom, although we are, in fact, quite busy, and bored, but many of us, especially primary caregivers to kids, siblings, and parents, are downright exhausted. And, it's not just about the delayed completion of projects. Rather it is our very work as historians--with the hidden secrets, puzzle pieces, and testimonies in search of adequate witnesses that enable us to bring history to life and light. Archivists and librarians--our collaborative partners--have been amazing at making materials available but that's no substitute for the tactile and sensory sparks of being physically present in manuscript collections.

In September, I slipped into the Law Library to gather data for my research on the intractability of rape in Detroit. I moved fast, using the Scannable app (recommended by my HIS 3000 students), scanning everything in about an hour. It wasn't long enough or all I needed, but it broke the fever. But now it's back. We're fortunate to have a new presidential administration and a miraculous vaccine, but the rollout has been messy. Vaccine hesitation, refusal, and breakthrough are likely to prolong the crisis, meaning we have no idea when we'll be able to return to the archives for good, without masks. So the missing continues.

And, I miss our students. But giving them a glow up here is rewarding. If you want to do the same or have a story to tell, let me know. The rules haven't changed--don't be boring, and yes, you must include images.

If you're **Making a Gift to the Department,** we're asking that you take one additional step to ensure your gift reaches us: please visit **https://clas.wayne.edu/history/make-a-difference and Choose History!**