

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!



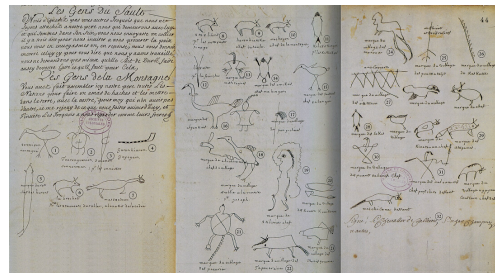
WAYNE STATE
College of Liberal Arts
and Sciences

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

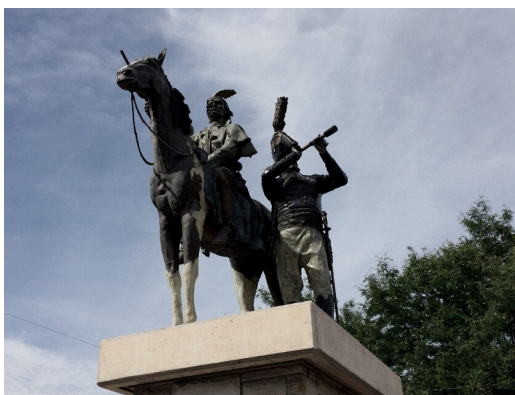
For my book, I tried to balance primary sources created by Indigenous peoples with sources created about them by Euro-Americans. I used French and British records of political and economic interactions with Indigenous nations (there are thousands of pages of these records) and a smaller number of tribal 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 Potawatomi) 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

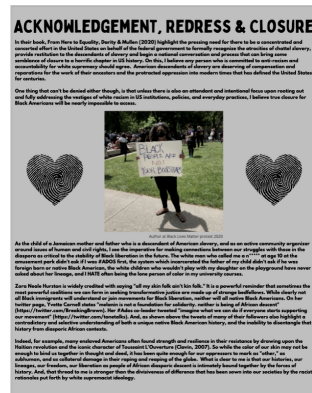
The coronavirus pandemic has thrown a wrench into historical research, especially for our graduate students, who are staring down the unavoidable realities of the pandemic and the academic jobs crisis. For current students, whose future livelihoods are more uncertain than ever before, these are undoubtedly 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.

Dignity in Death: Detroit Memorial Park Cemetery

Detroit Memorial Park Cemetery emerged in response to the growing need of African Americans in the city of Detroit following northern migration in the early twentieth century. After meeting hostile treatment at white owned cemeteries, Charles Diggs Sr. Proposed the incorporation of Detroit Memorial Park Association. With the help of community leaders like Dr. Aaron Tootle, the association served Detroit's African American community by providing quality, dignified death services, as well as through participation in a number of other community programs.



African American Burial in the United States – A History



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

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!



Katie Chaka-Parks volunteered at the Holocaust Memorial Center



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

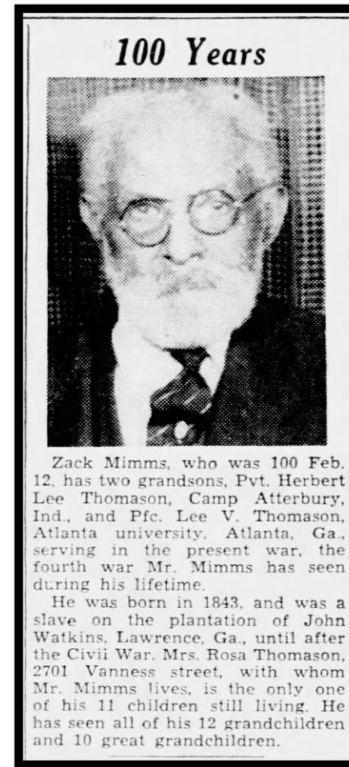
Rochelle Danquah, Kayla Wendt

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** and 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.



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 China received the Education Award at the annual **Forget Columbus Fundraiser** organized by the **Caribbean Community Services Center**.

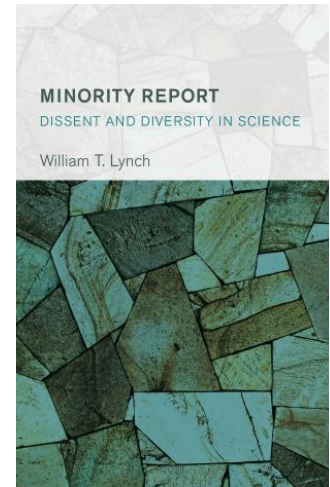
Elizabeth Faue published "Battle for or in the Classroom: Teacher Strikes in the Context of the "Epidemic" of School Violence and the Working Environment," in *Strike for the Common Good: Fighting for the Future of Public Education*; Faue and PhD alums **Josiah Rector** (University of Houston) and **Amanda 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.



**THE GLOBAL IMPACT OF THE
RUSSIAN REVOLUTION**

Edited by
Aaron Retish and Matthew Rendle



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 Tenskawatawa: Myths, Memories, and Messages for Present Times."

Alumni News

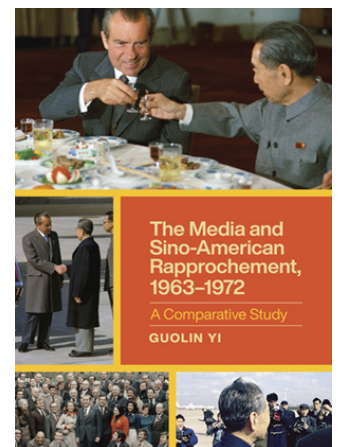
Caitlyn Perry Dial, an MA alumni, was interviewed as part of the documentary **EASTLAND: Chicago's Deadliest Day** which received two Midwest Emmy Awards for Best Historical Documentary and Best Original Music & Sound Design.

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 my 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



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!**

"Through the history department, I not only know what I want to pursue, but I have the knowledge and skill set to get there. The investment in students, in their research, helps them access more opportunities."

– Bill Weis, undergraduate student

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