

**5TH ANNUAL
UNDERGRADUATE
HISTORY DEPARTMENT CONFERENCE
SATURDAY, APRIL 20, 2013
HELMKE LIBRARY 2ND FLOOR**

Schedule

- 8:20-8:55 AM** **Breakfast (coffee, bagels)**
- 8:55-9 AM** **Opening Remarks**
- 9-10 AM** **Panel: "The American Presidency"**
Chair/Moderator: Dr. Jeffrey Malanson (History)
Presenters:
Katherine Lautzenhiser (History), "John Adams: The Measure of a Man"
Sarah McGee (History), "Indian Policy as a States' Rights Issue: President Jackson's Justification for Removal"
Joseph Wuest (History/POLS), "Slavery, the Supreme Court, and the Second Party System"
- 10:10-11:10 AM** **Panel: "War, Gender, and Identity in Medieval Europe"**
Chair/Moderator: Dr. Suzanne LaVere (History)
Presenters:
Sara Jackson (History), "'Gens Anglorum' and 'Normanitas': The Bayeux Tapestry and the Effects of Norman Conquest on Language and Arts"
Kent Richardson (History), "Agincourt: England's Unpredictable Triumph Over France"
Rebecca Jacobs (History/Anthropology), "The Legacy of Christine de Pizan"
- 11:20-12:40 PM** **Panel: "War, Memory, Gender"**
Chair/Moderator: Dr. Christine Erickson (History)
Presenters:
Christopher Rozman (History), "Britain's Guided Memory: Remembering the Million Dead from the Great War"
Stephanie Boissy (History), "Women's Lives in the Soviet Labor Camps"
Tanner Billingsley (History), "Remembering the Blockade: Soviet Policy and Wartime Culture in Besieged Leningrad"
Anthony Ternet (History), "Sex Roles in Soviet Cold War Propaganda Posters of the Khrushchev Era"
- 12:40-1:40 PM** **Lunch for faculty, participants and invited guests (RSVP required)**

Student Biographies and Abstracts

Panel: “The American Presidency”

Katherine Lautzenhiser

Title: “John Adams: The Measure of a Man”

Faculty Advisor: Dr. Jeffrey Malanson

Paper written for: History J495: Senior Seminar “American Presidency, 1789-1865” (Fall 2012)

Katherine Lautzenhiser is a history major who will be graduating this May. Katherine’s history career at IPFW has focused on American history, and her particular interest within American history is the Revolution. She hopes to further her education in both history and library science and to work with students in developing both a passion for and the skills necessary for understanding history.

Abstract

America’s second president has been an intriguing figure to generations of historians. As with any complex figure, there is a lack of agreement concerning John Adams. In dissecting the complexities of the man and the events comprising his life in service to the United States, two distinct layers of understanding appear. The first layer of John Adams is as the figurehead of American political conflict at home and abroad. He was controversial; he was a lesser shadow of the great president who came before him; he was a political giant in a pivotal time in American history. He was any number of things to historians who search for an understanding of such a critical time in history.

The second layer, however, cannot be forgotten: the John Adams who emerges from the pages of private letters and records—a man bound, as any man is, by his own humanity. It is in this second layer that the measure of John Adams truly came alive. It is where he asked tough questions of himself, where he criticized and hoped and debated. It is where John Adams can be truly evaluated for history. He is the one who set his own standard for what would make a good executive. He had ideals and expectations for the office and for the responsibilities of the president. He also had expectations for the kind of man that should be placed in this office. Ultimately, Adams believed that he earned the office that he occupied from 1797-1801 and he fulfilled his own expectations for the presidency. John Adams as a president can be evaluated by any number of expectations but it is ultimately his own by which he succeeded.

The XYZ Affair is the perfect lens through which to view and measure John Adams. The conflict with France at this crucial stage in development for the United States overshadowed Adams’s entire presidency and the events and details of Adams’s policies reveal how Adams measured up to his own ideals. It was a challenge of how his ideals would translate into the reality of party politics, a weak and struggling new government, and a virtually blank slate on which Adams could develop the office of the presidency in his own terms. It is during the XYZ Affair that Adams was afforded the opportunity to prove the legitimacy of his ideals.

Selected Bibliography

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Sarah McGee

Title: “Indian Policy as a States’ Rights Issue: President Jackson’s Justification for Removal”

Faculty Advisor: Dr. Jeffrey Malanson

Paper written for: History J495: Senior Seminar “American Presidency, 1789-1865” (Fall 2012)

Sarah McGee is a senior and will be graduating from IPFW on May 15th with a Bachelor of Arts in History. Native American History has fascinated her for as long as she can remember. This is what led to her decision to research the presidency of Andrew Jackson and the history of Indian Removal. She also presented research on the Ghost Dance Religion at the Third Annual Undergraduate History Conference at IPFW in 2011. Her plans for after graduation are still undecided.

Abstract

This paper discusses the Indian Removal policies of Andrew Jackson’s presidency, the motives behind these policies, and how they related to the states’ rights issue. Andrew Jackson entered office with a pro-removal stance already in mind. During his presidency the issue of Indian Removal became closely intertwined with the issue of states’ rights. The connection between the two began when, upon learning of Jackson’s election to the Presidency, the southern states of Georgia, Alabama, and Mississippi, knowing that Jackson was a strong advocate of total removal, voted to extend their jurisdiction over the Native American lands within their state boundaries, and by doing so intentionally violated federal treaties. This pitted the state governments against the federal government and left Jackson with the decision of which power to support. The Jackson administration did as the southern states had hoped and supported them instead of upholding the promises made in earlier federal treaties, and it did so in the name of states’ rights. But as this paper shows, Jackson did not support the southern states because of his belief in states’ rights so much as because he wanted to carry out Indian Removal. This is suggested by the fact that Jackson had entered his presidency with an already decided pro-removal agenda and therefore had much to gain through an advocacy of states’ rights in regards to removal. It is also suggested by the fact that the same administration also opposed states’ rights in regards to other issues such as the Georgia Missionary Crisis and nullification, in which Jackson supported the idea that state governments did not have the right to nullify a federal law even if they found it unconstitutional. All of this suggests that it was not Jackson’s firm belief in state authority over federal authority that led to his administration’s stance; rather it used an advocacy of states’ rights as an excuse and a justification for reneging on promises made in federal treaties, which hindered the progress of the removal, which Jackson so desired.

Bibliographical Note

The majority of my research focused on the personal papers of Andrew Jackson, in particular on the multiple drafts of his speeches. These speeches, the official drafts as well as the rough drafts, are published in a collection called *The Papers of Andrew Jackson*. In researching this paper, I also used the correspondence of Andrew Jackson, and the letters he wrote to his close associates regarding Indian Removal and his reasons for pushing this policy. I also incorporated

the Congressional debates in order to demonstrate how the debate over Indian removal digressed into a debate over state rights. Many secondary sources from prominent historians, such as Francis Paul Prucha and Robert V. Remini, were also used to help get an idea of Andrew Jackson's past with the Indian question.

Joseph Wuest

Title: “Slavery, the Supreme Court, and the Second Party System”

Faculty Advisor: Dr. Jeffrey Malanson

Paper written for: History J495: Senior Seminar “American Presidency, 1789-1865” (Fall 2012)

Joseph Wuest will be graduating *with highest distinction* in May with degrees from the Department of Political Science and the Department of History. During this past year, he was awarded the Sharon Alt Piepenbrink Award for his paper on “The Limits of the Enlightenment: Juan Bautista Alberdi’s Historicism and the Argentinean Constitution of 1853” as well as the European Union Center College Research Paper second place prize for his research on Romania’s accession to the European Union. Joseph will begin a Ph.D. program in political science at the University of Pennsylvania this fall where he will be studying the role of the courts and church-state relations in the context of American political development.

Abstract

This research employs American political development scholars Stephen Skowronek and Karen Orren’s theory of *intercurrence* to examine the ways in which developments in the Second Party System affected the Supreme Court’s jurisprudence concerning slavery. In their concurrent developments, the Second Party System and the Supreme Court were both forced to reckon with political actors and social movements that inhibited their abilities to create policies and judgments that would be accepted by abolitionists and proponents of slavery alike. By observing earlier congressional deferrals to the courts along with the manner in which the major parties staffed the courts, the Supreme Court’s decisions in cases such as *Groves v. Slaughter* and *Prigg v. Pennsylvania* are best understood as attempts by the Court to assuage both the North and the South. Despite the Court’s balancing efforts, the John Tyler administration’s annexation of Texas inflamed tensions between increasingly mobilized abolitionists in the North and more uncompromising slave owners in the South to the point that balanced decisions could no longer be reached. The further failure of the Democrats and the Whigs to pass anything but weak compromises in the post-annexation era led the Court to perceive only one option: uphold the constitutional compromise that protected slavery. Armed with the jurisdiction to decide appeals on slavery issues in the territories—a jurisdiction granted by Congress—the Supreme Court decided in favor of slave owners in cases such as *Jones v. Van Zandt*, *Strader v. Graham*, and finally, *Dredd Scott*. By applying this theory of *intercurrence*, the trend of the Supreme Court to increasingly protect the institution of slavery comes to appear less the result of a proslavery majority voting on their own predilections and more of a Court that understood its role in protecting the Union and Constitution by upholding the constitutional compromise that allowed for slavery within the Union.

Bibliographical Note

As this research concerns itself primarily with the U.S. Supreme Court, much of the analysis comes from a reading of the slavery cases the Court in the antebellum period. These cases include most notably the Court’s decisions in *Prigg v. Pennsylvania*, *Strader v. Graham*, *Jones*

v. Van Zandt, and *Dred Scott v. Sandford*. This research also contains an analysis of various presidential and congressional speeches such as President Martin Van Buren's inaugural address as well as several speeches given in Congress during the gag rule debates over whether or not the Congress would accept petitions concerning the state of slavery in the Union. These documents along with some of the relevant slavery statutes of the era were used to determine the role that various influential leaders of the Second Party System played in how many slavery issues were ultimately deferred to the judgment of the Court. Along with these primary sources, this research was informed by a vast collection of secondary literature in the field of American political development. The works of political scientists and scholars of the antebellum republic such as Mark Graber, Stephen Skowronek, Robert Lieberman, and Stephen Engle provided much of the theoretical basis for this paper.

Panel: “War, Gender, and Identity in Medieval Europe”

Sara Jackson

Title: “‘Gens Anglorum’ and ‘Normanitas’: The Bayeux Tapestry and the Effects of Norman Conquest on Language and Arts”

Faculty Advisor: Dr. Suzanne LaVere

Paper written for: History T325: Ancient and Medieval Nations (Spring 2013)

Sara Jackson is currently pursuing an associate degree within the Department of History at IPFW. This semester she is examining the concept of identity as manifested prior to the formal establishment of nations, for which purpose this paper was developed. Other historical subjects of interest include the life of Eleanor of Aquitaine, political propaganda of the American Revolution, and the arts of the Great Depression. She hopes to continue studying the Medieval period, and looks forward to spending several days this summer getting lost in the Louvre.

Abstract

Appreciating the role of identity within the medieval period presents certain problems. Identity, insofar as we define it, does not seem to translate well to this period, where the conception of oneself seems naturally limited. While there is substantial scholarship over the course of many periods in history that highlights specific facets of identity (including ethnicity, religion, language, and government), there exists perhaps the opportunity for even greater understanding if we assess contemporary notions of identity through examining the artistic and self-expressive endeavors created within an age. This paper considers the elements of identity reflected within the creation of the Bayeux Tapestry; specifically, the research looks at the artistic style and linguistic indicators present within the inscriptions which provide insight into what might be termed the synthesis of an Anglo-Norman identity following the Norman Conquest in Britain.

Employing a rigorous examination of the existing scholarship yields what may be considered answers, but also raises further questions regarding the process of assimilation and its effects. This is true not just of the conquered, but also the conqueror. Looking at the content and context, the pictures and prose, and the materials and methods of the Bayeux Tapestry allows us to appraise the nuanced and layered alterations that developed within the English population following the invasion of their Norman neighbors. I argue that a full appreciation of the effects of the Norman Conquest on the evolution of English identity might be discernable in an examination of how those effects are represented within the Bayeux Tapestry, with an eye towards cultural synthesis rather than cultural subjugation.

Selected Bibliography

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Kent Richardson

Title: “Agincourt: England’s Unpredictable Triumph Over France”

Faculty Advisor: Dr. Suzanne LaVere

Paper written for: History B352: Middle Ages (Fall 2012)

My name is Kent Richardson and I am a History major here at IPFW. I will be graduating in May and I would like to get into museum work. I am definitely considering graduate school as well. I am most interested in Colonial American history, but Dr. LaVere’s HIST B352 Middle Ages class attracted me to medieval Europe and especially to the bitter rivalry between England and France. I did not know very much about the Battle of Agincourt before writing the paper, but almost immediately I found the battle and its main protagonist, Henry V, fascinating. There were many elements of the battle and of the circumstances that led up to the battle that seemed distinctively medieval to me, and Henry V quickly proved to be one of the most dynamic and controversial historical figures that I have come across in my research. After my presentation I hope that members of the audience will find Henry and the Battle of Agincourt equally captivating.

Abstract

Before the English and French armies faced off on the battlefield of Agincourt on October 25, 1415, the Hundred Years War had been raging between the two countries for almost eighty years. The English had dominated the early phase of the war, but the outbreak of the Bubonic Plague postponed the war and a virtual stalemate had occurred between the two sides since then. After Agincourt, though, the stalemate was over and England and its king, Henry V, reigned supreme over France. The battle of Agincourt was the culmination of an English campaign led by Henry V to re-confiscate lands that his grandfather, Edward III, had won in the early stages of the war. Henry was also going after the French throne, which he believed was unjustly denied to his grandfather. Henry became king in 1413 and immediately began planning an invasion of France. On August 11, 1415, Henry and his troops sailed for France in one of the largest invasion fleets the world had ever known. The first stop was the strategically important port city of Harfleur in upper Normandy. After laying siege to the town, coupled with heavy bombardment, the French at Harfleur surrendered in three weeks. Henry’s forces, though, had become decimated by dysentery. While many in the English camp believed (and hoped) that Henry would now return home to recuperate, Henry ordered his men to march north and claim “his” territories along the way. This march was finally interrupted at Agincourt by the massive French army that had been gathering for weeks. Cold, hungry, and tired, the English troops appeared to be no match for the rested and healthy French force, which also outnumbered the English six to one. Henry’s leadership and confidence, though, along with a sound military strategy and the most superior weapon of the day, the longbow, made these factors obsolete. The English routed the French army at Agincourt, and Henry V proved that his cause was just.

Selected Bibliography

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Rebecca Jacobs

Title: “The Legacy of Christine de Pizan”

Faculty Advisor: Dr. Suzanne LaVere

Paper written for: History B352: Middle Ages (Fall 2012)

Rebecca Jacobs is a senior at IPFW. She is a history and anthropology major with certificates in international studies and Native American studies. She is a recipient of the Chancellor’s and Withers scholarships. She ran for IPFW women’s cross-country and track and field teams for three years. Rebecca’s special academic interests include ethno-history and the study of indigenous cultures particularly in South America.

Abstract

This paper discusses the legacy of Christine de Pizan and what she contributed to her time period as a writer and as a proto-feminist. Christine was a French author writing in the late fourteenth and early fifteenth centuries. She was the first female to make a professional career out of writing. She is important in both the history of literature and women because not only did she produce many important works that were available to large numbers of middle and upper class people because they were written in French, but she also gained a reputation as a champion of women due to the stances she took in her writing and in a public forum during the debate over the *Romance of the Rose*. The controversy over how Christine de Pizan is viewed in regards to her stance against misogynistic literature and whether she should be regarded as a champion of women’s rights begs the question of why is she remembered today and considered important. This paper analyzes why Christine was different from both women and men of her time in regards to her life events, her works such as *The Book of the City of the Ladies* and *The Three Virtues*, as well as her participation in the debate of the *Romance of the Rose* while also recognizing the goals that she had. Christine had never said that she wanted to radically reform medieval society. She wanted access of knowledge for all people and for women to be respected in writing and in society because of her strong virtuous conviction. Through this evidence it can be concurred that while a product of her time Christine was a unique individual and influential in creating the building blocks in changing the views and stereotypes of women in the Middle Ages.

Bibliographical Note

Rebecca made extensive use of anthologies on Christine de Pizan’s writings, political stances, and analysis by scholars of her works. She supplemented this with analysis of Christine de Pizan’s writings including *The Book of the City of the Ladies* and *The Three Virtues*. She used letters from Christine de Pizan, her allies, and opponents over the debate of the Roman de la Rose found in an edited volume *Debate of Roman de la Rose* by Christine McWebb. She also used secondary sources written by historian Rosalind Brown-Grant for evidence in her research.

Panel: “War, Memory, Gender”

Christopher Rozman

Title: “Britain’s Guided Memory: Remembering the Million Dead from the Great War”

Faculty Advisor: Dr. Ann Livschiz

Paper written for: History J495: Senior Seminar “War and Memory” (Spring 2013)

Christopher Rozman is senior at IPFW and will graduate with his bachelor’s in history this spring. He grew up in Ft. Wayne and graduated from Homestead High School in 2009. In the following fall Christopher began attending IPFW and declared a history major shortly after. Upon graduation Christopher will commission into the US Army in the rank of 2nd Lieutenant as an Armor officer. While he will not be pursuing a master’s in the immediate future he hopes to continue his education later in life.

Abstract

The results of World War I include redrawn borders, new superpowers, and massive debt for most parties involved. The cost of the war was not only measurable in dollars and pounds but the number of dead fathers, sons, and brothers. Out of the roughly 10 million military deaths, 1.1 million were soldiers of the British Empire from Great Britain, New Zealand, India, and Australia. While the high cost of the war may be attributed to using old strategies for new wars, the old strategy of handling the war dead would not suffice. The massive numbers were not only a logistical issue for burying those who died, but also had political and social repercussions.

The job of the government in the post war years would be to somehow take the enormous casualties from a dark and depressing thought and turn them into something the families, friends, and future generations could look in a more positive aspect. The first step in the process would be to figuratively and literally bury the past. Hundreds of thousands of bodies needed proper burials in national cemeteries. Commissions and committees were formed in an attempt to make order of all the dead, to help guide the memory of World War I for the British public.

Bibliographical Note

Most of the research done for this presentation consisted of government documents in the National Archives of the United Kingdom. Through their website I found hundreds of cabinet briefs, military updates, and other internal documents that had been once classified. Sifting through these documents took more time than I had originally anticipated, but having original documents that included deliberations of members and personal desires of important figures of the time was invaluable to my project. These documents along with other published sources helped me analyze the process of formation of collective memory of World War I.

Stephanie Boissy

Title: “Women’s Lives in the Soviet Labor Camps”

Faculty Advisor: Dr. Ann Livschiz

Paper written for: History J495: Senior Seminar “War and Memory” (Spring 2013)

Stephanie was born in Northwest Indiana and moved to Fort Wayne in August 2009. She will be graduating in Fall 2013 with a Bachelor of Arts in History, Certificates in Teaching English as a New Language (TENL) and International Studies, as well as minors in German and Linguistics. She is most interested in history of the Soviet Union and twentieth-century American Immigration. Last summer, she spent time in Dalian, China teaching English and traveling. She was recently rewarded the Judie and Ralph Violette History Scholarship for 2013-2014. After graduation, she plans to attend graduate school.

Abstract

There were forced labor camps called Gulags that were located throughout the Soviet Union. These camps were first established shortly after the revolution in 1918, but the camps grew in size and prominence in the economic sector of the Soviet Union from the 1930s to 1950s during the Stalin era. Millions of people were arrested, convicted, and sent to the camps for a wide range of offenses. The work that was completed by the convicts was based on the camp location, but some examples of the work included mining metal ore, felling trees, growing crops, and digging canals. Although men constituted the majority of the population of the camps, women were also sent to the camps. This paper focuses on the memoirs of women who survived the Soviet labor camp system. Their experiences and memories of their arrest, imprisonment, and life in the camps offer a prism through which the Soviet system can be better understood.

Selected Bibliography

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Tanner Billingsley

Title: “Remembering the Blockade: Soviet Policy and Wartime Culture in Besieged Leningrad”

Faculty Advisor: Dr. Ann Livschiz

Paper written for: History J495: Senior Seminar “War and Memory” (Spring 2013)

Tanner Billingsley is a senior in IPFW’s Department of History. He is currently completing his senior seminar research project on the memory of the Siege of Leningrad. His current historical interests include the Soviet Union in World War II, the development of Communism in Central Europe, and the Cold War. In his free time, he enjoys reading and traveling. He will graduate in May.

Abstract

The German blockade of Leningrad during World War II resulted in history’s most devastating siege. Hitler’s deliberate plan to starve the city led to the deaths of over a million Leningraders as the city endured nearly nine hundred days of siege, beginning in 1941. While Leningraders worked amidst German bombings to secure their city, Leningrad’s brutal encirclement prevented access to food and other essential resources. Desperate for nourishment, people ate dogs, cats, medicine, soups made from glue and leather, and, in rare instances, each other. The culture of death that permeated the city during the winter of 1941-1942 was poignantly documented in the diaries and memoirs of ordinary Leningraders, as well as in the poetry and music by prominent cultural figures. The blockade became an important component of the regime’s later glorification of the war, with the state’s narrative of the triumphant hero-city often conflicting with the savage realities of suffering, starvation, and death.

Selected Bibliography

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Anthony Ternet

Title: “Sex Roles in Soviet Propaganda Posters of the Khrushchev Era”

Faculty Advisor: Dr. Ann Livschiz

Paper written for: History H305: The Cold War (Fall 2012)

I was born in Fort Wayne, and grew up on the Florida Panhandle. I moved back to Fort Wayne in 1993. After a few years I stopped hating snow and noticed that I enjoyed the change of seasons. For this project, I combined my interests in art and history. I find propaganda posters interesting because they offer a bit of insight into the thinking of a regime, or at least parts of a regime. They boil everything down to the essential message. The visual element lends them an impact that often allows them to be read fairly well, even if one does not understand the language.

Abstract

During the Cold War the Soviet Union's use of men and women in propaganda posters shifted focus according to its objectives. Different target demographics required different avenues of communication, and themes like motherhood, fatherhood, work, peace and exploration required different approaches. Sex roles sometimes diverged and sometimes coincided with each other in posters of the Khrushchev years, 1954 to 1964.

Since for the Soviet government, the family had become the basis of communism, rather than a cultural institution that would wither away to allow society to raise children in communal centers, many of the propaganda posters of the period spoke to the nuclear family tendency. Woman and men played different roles, but whatever roles they played served the state. Woman served as nurturers of the future of the state, which was often embodied in the child. Men served as more aggressive workers.

Soviet communism theoretically demanded equality of the sexes and Nikita Khrushchev wanted women to have a more visible public role. This desire shows up in very few of the posters examined. Though Khrushchev may have wanted women to be part of the face that communism projected to the world, the regime's main priority for women was their important role in raising “good communists” as building blocks of the state. The roles mothers and fathers played involved the teaching of important qualities embodied in the concept *kul'turnost'*, which contained masculine and feminine elements. Parents also were global peacekeepers and workers, transforming war instruments into industrial machines. The task of building communism seeped into nearly every aspect of life from exploring, to building cities to vacationing. All can in some way relate to the future of the state. In most of the posters examined, men play a leadership role or an aggressive role as women play a more subordinate role.

Bibliographical Note

The paper was based on my analysis of the collection of Soviet propaganda posters at *plakaty.ru* database under the headings "Propaganda" and "Social and Motivational." I also read articles by scholars including Susan E. Reid, Gail Warshofsky Lapidus, Eric Hobsbawm, and Victoria E. Bonnell.

Student Awards

Joseph Wuest received the Sharon Alt Piepenbrink Award (best history paper written in the past year) for his paper “The Limits of the Enlightenment: Juan Bautista Alberdi’s Historicism and the Argentinean Constitution of 1853.” Joseph was also the recipient of the Outstanding History Senior Award, Sally A. Merrill Outstanding Political Science Senior Award, European Union Center College Research Paper Award (2nd place), Service Award for Supplemental Instruction, and Carol Roberts Writing Center Consulting Award.

Stephanie Boissy received the Judie and Ralph Violette History Scholarship.

The scholarship is awarded to a history major with a minimum GPA of 3.5 and who has completed at least 15 credit hours of course work in the Department of History. The scholarship is endowed by Judie Violette, Dean Emeritus of Helmke Library, and Ralph Violette, Professor Emeritus of the History Department.

Patrick Casey received an "Excellence in Foreign Language Study Award" for German at the 2012 COAS Honors Banquet. Patrick is also the recipient of the Withers Scholarship for 2013-2014.

Rebecca Jacobs received an “Excellence in International Studies” award at the 2012 COAS Honors Banquet. Rebecca is also the recipient of the Withers Scholarship for 2013-2014.

Special Announcements

Did you enjoy today’s presentations? Would you like to see the full-length papers? Interested in learning about presentations from earlier conferences? Information about the 2009-2012 History Department Undergraduate Conferences is available through Helmke Library on Opus: Research and Creativity at IPFW (opus.ipfw.edu). This year’s conference material will be uploaded over the summer.

This past fall, the History Department created a Facebook page (www.facebook.com/IPFWHistory) as a way of keeping in touch with the IPFW History community and spreading information about classes, events, and news. We are also hoping that over time it will help the Department keep in touch with alumni. We hope that students will see the page as a useful resource for getting information from us, but we also want to hear from you.

Do you know of an event on campus or in town that you think other History majors would be interested in?

Have you read a new History book that you especially enjoyed?

Do you have an accomplishment that you would like the Department to know about?

Post it on our page!

If you haven't done so already, please "Like" us, and we hope to hear from you soon!

Faculty Updates

Dr. Christine Erickson is continuing to work on her book manuscript, *Fraternity on the Frontier: The Montana Ku Klux Klan in the 1920s*.

Dr. Bernd Fischer is on sabbatical during the 2012-2013 academic year. His most recent publications include *King Zog and the Struggle for Stability in Albania (Second Edition)* (Albanian Institute for International Studies Press, Tirana, 2012); *Albania 1943-1945, A View through Western Documents* (Albanian Institute for International Studies Press, Tirana, 2012), an Albanian translation of *Albania 1943-1945*, and a Greek translation of his book *Albanian Identities, History and Myth*.

Dr. Suzanne LaVere spent the 2011-2012 academic year on a A.W. Mellon Postdoctoral Fellowship in Medieval Studies at the Medieval Institute of the University of Notre Dame, where she presented her full book manuscript, *Out of the Cloister: Scholastic Exegesis of the Song of Songs, 1100-1250*. She is currently in the final stages of revising the manuscript for publication. She is also working on two articles about the medieval papacy and pastoral care.

Dr. Ann Livschiz is continuing work on her project on the memory of the Holocaust in Belorussia. She presented a full draft of her manuscript *Children of the Welfare State: Social Politics in the Soviet Union* at the First Russian Children's History Workshop in Paris, France in May 2012.

Dr. Jeffrey Malanson published three book chapters this past year, and is currently working on article manuscripts that focus on the authorship controversy surrounding George Washington's Farewell Address from 1808-1859, and James K. Polk's use of the Monroe Doctrine from 1845-1848. He also received a Purdue Research Foundation grant to begin work this summer on his next book project, "What Would George Washington Do?: The Use and Abuse of the Founding Fathers and Their Legacies, 1787-1921." Finally, Prof. Malanson and his wife will be welcoming their first child in early June.

Dr. David G. Schuster is currently researching the cases of people who were committed against their wills to the Kalamazoo Asylum for the Insane during the 1860s and 1870s. He is finishing a new course on the history of American medicine this semester and will be on sabbatical next fall.

Dr. Richard Weiner's most recent publication is "La riqueza legendaria de México: lectura selectiva del legado del *Ensayo* de Humboldt," which appeared in *Economía, ciencia y política. Estudios sobre Alexander von Humboldt a 200 años del Ensayo político sobre el reino de la Nueva España*, edited by José Enrique Covarrubias and Matilde Souto Mantecón (Mexico City: UNAM/Instituto Mora, 2012). He is co-editor (with José Enrique Covarrubias) of a forthcoming book titled *La idea de una gran riqueza natural de México. Proyectos y debates económicos, siglos XVIII y XIX* (Mexico City: UNAM Press). In June 2013 he will be a participant in a NEH Summer Institute at Duke University on the History of Political Economy.

Conference Planning Committee

Barbara Blauvelt, Secretary, History Department
Dr. Suzanne LaVere, Assistant Professor, History Department
Dr. Ann Livschiz, Associate Professor, History Department

History Department Faculty

Dr. Bernd Fischer
Dr. Christine Erickson
Dr. Benton Gates
Dr. Suzanne LaVere
Dr. Ann Livschiz
Dr. Jeffrey Malanson
Dr. David Schuster
Dr. Richard Weiner, Chair

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Physical Plant