



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Summer Seminars and Institutes application guidelines at

<http://www.neh.gov/grants/education/summer-seminars-and-institutes>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials. The page limit for the narrative description is now **fifteen** double-spaced pages.

Project Title: Flu! The 1918 Spanish Influenza in U.S. and World History
Institution: Virginia Polytechnic Institute and State University
Project Director: Edward Ewing
Grant Program: Summer Seminars and Institutes

Flu! The Spanish Influenza of 1918 in U.S. and World History
Project Director: Tom Ewing, Virginia Tech

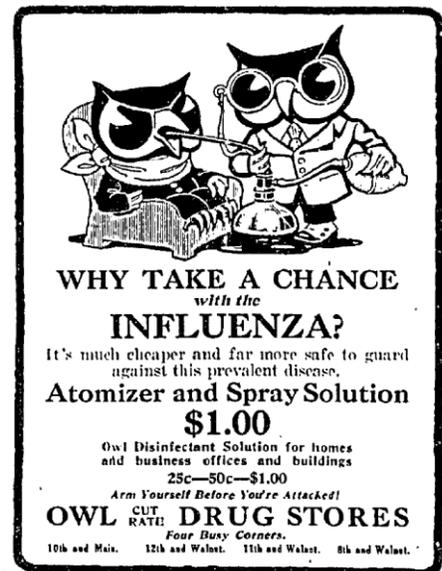
Table of Contents:

Narrative	1
Budget	16
Appendices	
Schedule	18
Readings.....	20
Project director Tom Ewing’s CV	24
Institutional Letters:	
National Library of Medicine, History of Medicine Division	29
Virginia Tech University Libraries	30
Letters of commitment and resumes:	
Nancy Bristow	31
Vanessa Northington Gamble	33
Phillip Troutman	35
Evaluation and Final Report, 2015 Seminar on Spanish Flu	38

Flu! The Spanish Influenza of 1918 in U.S. and World History

In the second week of October 1918, the *Kansas City Star* published an advertisement for a local company, Owl Cut Rate Drug Stores, which asked the question: “Why take a chance with influenza?” Under a graphic showing one owl, dressed in a suit and wearing spectacles, spraying the throat of an owl with a scarf around its neck, the advertisement encouraged customers to purchase an “atomizer and spray solution,” with the affirmation that it was “cheaper and far more safe to guard against this prevalent disease.” In addition to prices for different containers, the advertisement offered this inspirational slogan suitable for a nation with soldiers in the trenches of the Western Front: “Arm Yourself Before You’re Attacked!”

The salient features of this advertisement illustrate the key themes of this seminar designed to give teachers an opportunity to learn more about the Spanish Flu of 1918 as a major event in world and American history. The Spanish Influenza was a deadly disease that exerted a devastating toll on American and world populations, making it one of the most consequential diseases in human history. Yet this advertise-



ment also points to the varied responses to this disease, including recommendations of preventive treatment which proved, in most cases, illusory. Finally, the use of military language in a sales pitch clearly indicated how the influenza occurred in a wartime setting, which shaped the responses of both policy-makers and the public. By offering an immersive experience in a major historical event, this seminar invites teachers to “take a chance with the influenza” by spending three weeks engaged in thoughtful discussion of readings, original research in libraries and archives, and collaborative learning.

The Spanish Flu is significant because of its impact on society at the time, its value for epidemiologists interested in disease transmission, and its continuing role as a reference point for understanding the social impact and policy implications of major epidemics. Once called “America’s forgotten epidemic,”¹ the Spanish Flu is now recognized by medical historians, epidemiologists, and the general public as a topic that can illuminate changing attitudes toward disease and medicine, new strategies for public health interventions, and evolving relations between state and society on national and global scales.

This proposal for a seminar in June-July 2018 builds on the very successful seminar that took place in the summer of 2015, with similar format, participants, schedule, and outcomes. In summer 2018, the centennial year of the epidemic, the workshop promises to be especially timely. The seminar will provide teachers with an opportunity to read and discuss the most recent scholarship on the 1918 Spanish Flu written by historians, epidemiologists, demographers, and public health scholars. In addition, participants will pursue their own research topics, using online newspaper databases, archived oral histories, and documentation from public health authorities. To facilitate this process, the seminar will take place in Washington DC for one week, where participants will meet with specialists at the National Library of Medicine, the National Archives, and the Library of Congress. Seminar participants will acquire a broader understanding of the role of disease and health in American and world history, an awareness of how historical precedents inform current plans for dealing with global pandemics, and an appreciation of a complicated topic that engages scholarly as well as broad general interest.

Intellectual Rationale

The tremendous death toll of the Spanish Flu is the most obvious way to demonstrate its significance. Estimates of the total loss of life range from 50 to 100 million, making it by far the

most deadly disease outbreak in recorded human history.² The number of deaths in the United States is estimated at approximately 625,000, more than twice as many American deaths as occurred in the First World War.³ The death toll of the Spanish Flu across the globe provides further evidence of its significance. Current estimates include at least 36 million deaths in Asia, more than 2 million dead in Africa, 1.5 million in the Americas, and more than 2 million in war torn Europe.⁴ By comparison, the First World War took approximately 16 million lives, just one-third of the number lost to this disease.⁵

Even as these numbers provide evidence of the broader impact of the disease, personal stories of illness and death remain the most indelible traces of this deadly epidemic.⁶ In late October 1918, for example, a report from a rural county in western Virginia evoked “the extent of the suffering and anguish caused by the Spanish influenza.” Referring to small towns where half the population was ill and entire families were stricken, a physician described communities so “panic stricken” that no one was willing or able to care for the sick or bury the dead, leaving “a hideous allegory of menace and tragedy.”⁷

At this same time on the other side of the world, a published report on western India referred to one town where the daily mortality was “six times the normal and every family is practically the house of mourning.” Even as the British newspaper correspondent described the mortality level as “simply alarming,” this report also blamed the victims for spreading influenza: “its ravages are unchecked owing to the superstition and deplorable ignorance of the rules of health among the illiterate population.”⁸ In both cases, stories of individuals and communities were framed by narratives of medicine challenged in unexpected ways by deadly disease.

The Spanish Flu is an appropriate topic for a teachers’ seminar because it illustrates many instructional themes across subjects and fields. For teachers of United States history, the Spanish

Flu illustrates the changing role of the government in the early twentieth century. Although the federal government assumed greater responsibility for issuing warnings about the influenza, such as the Surgeon General's press release in October 1918,⁹ the burden of dealing with the disease was borne primarily by state, county, and municipal governments. Even as public health officials followed progressive principles, the rapid spread of the disease, the unusual mortality patterns, and the lack of efficient medical responses meant that these officials were relatively ineffective in preventing the spread of disease or the sudden spikes in death rates.

Teachers of United States history will also recognize that the Spanish Flu provides a valuable case study for evaluating the impact of World War I, a topic that is especially timely given the centennial commemorations of this global event. The Spanish Flu began in American military camps, the highest infection rates and death tolls were in army and navy camps, and the number of military deaths in October 1918 was actually higher on American soil than in the trenches of Western Europe.¹⁰ Yet the impact of wartime mobilization can be illustrated in more subtle, yet equally significant ways: the decision by President Wilson to continue sending recruits across the Atlantic in infected troop carriers, the frequent public announcements warning that "GERMs" were just as dangerous as "Germans," and the fact that many communities did not have enough doctors and nurses because so many had been pressed into military service.

For teachers of world history, approaching the Spanish Flu as a global pandemic illustrates a different set of themes in an equally compelling and relevant way. The Spanish Flu provides evidence of the growing interconnections characteristic of the early twentieth century, as the rapid movement of people by steamers and railways significantly accelerated the spread of disease. At the same time, the mass mobilization of soldiers for the war, as well as laborers from colonial territories, created additional pathways for the spread of disease. Within colonial territories, the

disease illustrated the paternalistic and prejudicial aspects of the imperial relationship, as European health officials simultaneously sought to improve conditions while also denigrating indigenous medical practices. Finally, the Spanish flu provides world history teachers with an opportunity to explore very broad themes through case studies documented by individual stories in ways that enable students to see the webs of connections central to world history teaching and learning.

This seminar provides an excellent way for teachers to appreciate the complexity of history while also meeting the requirements of standards. To address the Common Core Standards on English Language Arts and Literacy in History/Social Studies, for example, teachers will appreciate new ways to use historical newspapers as a model of informational texts that require contextual understanding, comparative analysis, and content knowledge.¹¹ This seminar also addresses seven of the ten themes identified by the National Council for the Social Studies: (2) Time, Continuity, and Change; (3) People, Places, and Environments; (5) Individuals, Groups, and Institutions; (6) Power, Authority, and Governance; (8) Science, Technology, and Society; (9) Global Connections; and (10) Civic Ideals and Practices.¹² The alignment of standards should make the seminar attractive for teachers, because it provides a new approach to teaching required themes while also anticipating possible innovations in the curriculum.

The Spanish Flu continues to be a topic of research for scholars of infectious diseases. Dubbed the “mother of all pandemics” by epidemiologists Jeffery Taubenberger and David Morens,¹³ the 1918 Spanish Flu continues to inspire research on the influenza’s avian origins, the relationship between virus strains, and the effectiveness of health interventions.¹⁴ Given the growing attention to the use of social media for disease surveillance, teachers should be interested in this historical example of disease tracking.¹⁵ The Spanish Flu remains a reference point for public discussion of disease outbreaks. Reports on the seasonal flu frequently cite the 1918

epidemic's high mortality rate, disproportionate impact on young adults, and speed and scope of transmission.¹⁶ The Spanish Flu also has a cultural resonance in ways that will further engage teachers. The BBC television series, *Downton Abbey*, featured a leading character, Lavinia Swire, whose death from Spanish Flu was depicted in graphic terms. For the younger generation, the leading male character in the *Twilight* series, Edward Cullen, supposedly became a vampire in 1918 to escape death during the epidemic in Chicago. In both cases, the Spanish Flu symbolizes the threat of sudden death, including the fear of mass disease referenced in the novel or the loss of a family member in the television drama. In 2018, the centennial year of the epidemic, public interest in the causes and consequences of this epidemic should be especially high.

This seminar topic is an effective means to encourage teachers to think about the connections between social studies, language arts, and life sciences. Studying the Spanish Flu necessarily requires some understanding of how diseases are transmitted, how viruses mutate, and how influenza causes secondary infections that often lead to death.¹⁷ The seminar will include perspectives from biology, anatomy, virology, and epidemiology, thus illustrating links with STEM education as well as current scholarship in the health sciences. Seminar participants will benefit from the advanced research on influenza by scholars at the host university, Virginia Tech, in public health, biomedical engineering, and bioinformatics, who will be invited to attend sessions and guide discussions.

Program of Study

The seminar is designed to extend knowledge of a significant topic in history, to cultivate models of collaborative inquiry and individual engagement, and to link teaching and research in new and exciting ways. In addition to numerous opportunities to discuss readings in sessions that enhance their understanding of the significance and complexity of scholarship, all participants will design,

develop, and complete a research project on a selected topic resulting in a presentation and a sequence of printed posters. In developing their research projects, teachers will be advised by the Project Director, by participating historians, and by reference librarians and archivists at Virginia Tech University Libraries, the Library of Congress, the National Library of Medicine, and the National Archives and Record Administration. The poster format is a mode of research presentation used widely by scholars in the health sciences, yet also a medium adaptable for use in secondary and even elementary classrooms.

The schedule of activities is designed to maximize opportunities for learning, discussion, engagement, research, and participation. Prior to their first meeting, all participants will receive a copy of Nancy Bristow, *American Pandemic*, the most recent and best history of the Spanish Flu in the United States. They will be asked to read this book prior to the start of the seminar. Each teacher will also receive a reading packet, selected and compiled by the project director, and distributed by mail in a print version and also made available electronically.

The first and third weeks of the seminar will take place on the Blacksburg campus of Virginia Tech, where participants will engage in intensive reading, discussions, and research activities. During the first week, seminar director Tom Ewing, a historian at Virginia Tech, will lead discussion of assigned readings and guide the development of research projects. Invited scholar Bristow will come to Blacksburg for the latter part of the first week. She will lead a discussion of her book and provide guidance on researching the flu, drawing on her scholarly and mentoring experiences. All of these sessions will take place in a Newman library classroom, where advanced technology is combined with easy access to books, maps, and journals.

To help teachers begin their research projects, Virginia Tech librarians will lead workshops on search techniques for newspaper databases, the use of specialized collections such as PubMed,

and tools for building digital and textual resources. Teachers will prepare for their research trip to Washington DC with information sessions led by Ewing on conducting research in the Library of Congress, National Library of Medicine, and National Archives. Finally, teachers will have scheduled time during the week to work on their own research projects. At the end of the week, teachers will make preliminary presentations to the seminar participants, as well as Ewing, Bristow, and librarians, outlining their projects and describing initial research efforts.

The first week will also include several sessions focusing on ways to integrate the Spanish Flu into classroom instruction, the development of new uses of technology, and strategies for civic engagement. Because all flu stories are local as well as individual, these sessions will include examples of ways to use community histories to promote student learning. Finally, the Project Director will model innovative approaches to using new media and instructional technology for engaging students in active learning.

During the second week, the seminar will relocate to Washington DC, where seminar participants will have opportunities to work in the most important collections for medical and historical research in the United States: the Library of Congress, the National Library of Medicine, and the National Archives. All of the sites have already established programs for teachers which will provide a foundation for designing high quality experiences. In preparing this proposal, the project director has consulted with staff at all three facilities and secured their agreement to guide visiting teachers during the seminar.

On the first day, the seminar will visit the Library of Congress to explore their collection of newspapers from 1918. During their visit, they will meet with the project directors for *Chronicling America* to learn more about the collection's value for research and teaching. In addition, the reading room's extensive collection of microfilm newspapers will allow teachers to

conduct research on regional topics for which digitized newspapers do not yet exist. During the 2015 seminar, the staff in the Science and Technology Reading Room, also located in the Jefferson building, reserved an entire shelf of materials on the Spanish influenza, thus illustrating the value of conducting research in the world's largest library.

On Tuesday, the seminar will visit the National Library of Medicine, located on the campus of the National Institutes of Health in Bethesda, Maryland. The teachers will work closely with the director of the History of Medicine Division, Jeffrey Reznick, and reference librarians, who will provide guidance on the topics identified by the teachers. In addition, the project director has invited Dr. Jeffery Taubenberger and Dr. David Morens, two of the world's leading experts on the 1918 Spanish Flu from the National Institute for Allergy and Infectious Diseases, to make presentations while the teachers are visiting this library. In 2015, Dr. Taubenberger led a remarkable session on how epidemiologists use knowledge from historical diseases to inform current understanding. The National Library of Medicine regularly provides professional development programs for teachers, and they have indicated a willingness to develop programs specifically for the participants in the summer seminar. The materials that teachers are likely to use in this library include reports on influenza in major US cities, as well as studies of the Spanish Flu in Africa, Asia, Europe, and other regions.

At the National Archives II facilities in College Park, Maryland, participants will spend the third day working primarily with the Records of the Public Health Service (Record Group 90). In addition, teachers may examine the Records of the American Red Cross (RG 200) and the Surgeon General of the Army (RG 112). Teachers will be given an overview of the ways that archives preserve and classify materials, as well as guidance on identifying appropriate documents. The National Archives allows researchers to photograph most documents, so teachers can work

expeditiously to acquire copies of original letters, diaries, and other source materials.

On the fourth day, teachers will participate in seminars led by two scholars from the George Washington University: Philip Troutman and Vanessa Northington Gamble. Scheduling these two presentations during the week in Washington will allow teachers to integrate their own materials from libraries and archives into the discussion while also receiving further guidance on doing primary source research. Troutman will also be available for on-site consultations at the Library of Congress earlier in the week. On Friday, teachers will return to one of the three research sites to complete research with materials identified during their first visit. On Saturday, teachers can complete a day of research at Library of Congress or National Archives. Seminar participants will return to Blacksburg on Sunday afternoon.

During the third week, the participants will relocate to the Blacksburg campus to complete their research and engage in discussions on the global implications of the Spanish Flu. Project director Ewing will lead several sessions devoted to understanding the global epidemic using case studies of particular regions to examine themes similar to those teachers have already encountered in the American context, such as the speed and scope of transmission, the limits of the public health response, and the impact on individuals. During this week, teachers will spend considerable time preparing research posters designed to appeal to broad audiences (including their own students). The third week will end with printed posters on display in the library and presentations to an audience that includes seminar participants and staff. The presentations will also be streamed online; in 2015, the streamed presentations were watched by Dr. Bristow (from her home near Seattle) as well as colleagues and family of seminar participants. At the end of the seminar, teachers will be given full-size copies of their posters to bring back to their schools, as well as book containing all of the posters created by seminar participants.

Project faculty and staff

The project director, Tom Ewing, has extensive experience working with school teachers and building collaborations among scholars, librarians, and archivists. In addition to leading the 2015 seminar on the Spanish influenza, he also directed *An Epidemiology of Information*, which involved a team of computer scientists, historians, librarians, and health scholars examining newspaper coverage of the 1918 Spanish Flu. The project director has conducted research in the National Archives, the Library of Congress, and the National Library of Medicine on numerous occasions over the last twenty years. Most recently, the project director led the collaboration, As a professor at Virginia Tech, the project director has taught numerous research seminars that follow a structure similar to this seminar, with guidance on developing research questions, the identification of source materials, structured feedback on preliminary reports, and evaluation of presentations and papers. In a 2012 course on the Spanish influenza, for example, each student wrote a case study using newspaper sources, which were compiled into a book, *The Effects of an Epidemic*, available in the Virginia Tech library.¹⁸

All of the visiting scholars bring both expertise and experience to the work of leading school teachers in the study of a complex, fascinating, and significant historical event; all three presented at the 2015 seminar, so they have deep familiarity with both the topic and the purpose. **Nancy Bristow** teaches twentieth-century American history at the University of Puget Sound, with an emphasis on race, gender, and social change. Initially a student of progressivism and the First World War, she continues to pursue her interest in social cataclysm in her current research on the Spanish Flu. Her book, *American Pandemic*, will be read during the seminar as both the narrative of the flu and a model of excellent original scholarship. **Phillip Troutman** is an assistant professor of writing at The George Washington University. He has taught and researched extensively on

visual historical sources, including courses, conference papers, articles, and pedagogy workshops on the rhetorical analysis of visual texts in contemporary and historical contexts. **Vanessa Northington Gamble** is University Professor of Medical Humanities and Professor of History at The George Washington University. In addition to publishing extensively on race in American medical history, she chaired the Tuskegee Syphilis Study Legacy Committee in 1997 that secured a presidential apology for the treatment of Africa American patients.

Participant selection

The Spanish Flu affected every community in the United States. The universality of the disease should make this topic interesting and relevant to a national pool of applicants. Using email lists, online postings, and membership lists, announcements about the seminar will be distributed directly to teachers, circulated through social studies supervisors, and announced through professional associations. Every effort will be made to attract a diverse range of participants. No prior knowledge or specialized training is needed. Special efforts will be made to recruit teachers of humanities subjects who collaborate with colleagues in STEM fields, so they can devise ways to integrate multiple perspectives into their teaching of this key subject in the history of medicine. In addition, recruiting efforts will be directed at teachers in some of the major urban centers whose history is especially critical to understanding the influenza: Boston, Washington, Philadelphia, Atlanta, St. Louis, Chicago, Denver, Seattle, and San Francisco. Given that these cities are also sites for many high need schools, these recruitment efforts should result in a broad pool of applicants interested in how their local history relates to national and global narratives. Applications will be reviewed by Ewing and two colleagues involved with the 2015 seminar. Recruitment and selection efforts will result in a group of intelligent, engaged, active, and thoughtful participants willing to work hard and learn a lot during an intense three week period.

Publicity and website

The website ([link](#)), based on the 2015 seminar site, will serve these key functions:

- Director's Welcome, including an explanation of the topic's significance in history
- Application guidelines, including dates, locations, readings, assignments, and process
- Visiting scholars, with biographies, role in seminar, and links to university websites
- Readings, including links to two volumes of journal articles
- Locations, lodging, and schedule, to be updated regularly

The project director will post announcement of the seminar on project and organizational sites related to history and social studies education, send announcements through school systems, and regularly tweet calls for applications from the seminar account, @1918FluSeminar, which will also serve as a means of public dissemination during the seminar. A program manager will provide support on a part-time basis for activities such as distributing information, managing applications, and coordinating local arrangements, thus allowing the project director to focus on the intellectual content and collegial experience of the seminar.

Professional development for participants

The project director will make every effort to accommodate teachers' requests for continuing education credits. The research products posted on the seminar website will be available for review by supervisors. Final presentations will be live streamed to make it possible for principals, colleagues, and supervisors to observe teachers presenting their research.

Institutional context

The Blacksburg campus of Virginia Tech is well suited to host a seminar in 2018. The university is a lively place in the summer, with many students on campus for courses or research projects. In addition, Blacksburg offers opportunities for outdoor recreation, concerts on the lawn, and

(usually) temperate conditions. More importantly, the university has excellent facilities for engaged dialogue and independent research. Participants will have housing options that include weekly lodging in a university residence hall or reasonably priced hotel accommodations close to campus. Participants choosing to stay in a residence hall will purchase a meal plan that includes breakfast, lunch, and dinner. The seminars will occur in new “learning spaces” in Newman library, thus facilitating close connections between reading, discussion, and research. Participants in 2015 were uniformly positive about the living and learning environment on the Virginia Tech campus.

In Washington DC, teachers will stay in residential facilities at Catholic University of America, where the 2015 participants stayed. A university van will provide transportation to and from Washington. Local travel in DC will be by metro or van. Affordable meals will be available at the research sites or in proximity of Catholic University. The project director, who has extensive experience conducting research in the Washington DC area, will help orient first time visitors. The schedule allows for some sightseeing following designated time for research and seminars. Given Washington’s likely weather conditions in late June, evening is the best time to see the sights and hear the sounds of the city, including enjoying concerts by military bands on the steps of the U. S. Capitol, just three Metro stops from Catholic University. The week in Washington and the two weeks at Virginia Tech campus should provide enough intellectual enrichment to justify these teachers’ decision to “take a chance on the influenza.”

Notes:

¹ Alfred W. Crosby, *America’s Forgotten Pandemic. The Influenza of 1918* (New York: Cambridge University Press, second edition, 2003). How the epidemic is remembered is central to the scholarship of Nancy Bristow, *American Pandemic. The Lost Worlds of the 1918 Influenza Pandemic* (New York: Oxford University Press, 2012).

² See the statement by historian John Barry in response to *the Atlantic* survey question, What was the worst year in history? *The Atlantic*, November 20, 2013 ([online](#)).

³ Carol Byerly, “The U.S. Military and the Influenza Pandemic of 1918-1919,” *Public Health Record*, 2010 Volume 125 Supplement 3, pp. 82-91.

⁴ N. Johnson and M. Jurgens, “Updating the accounts: Global mortality of the 1918-1920 ‘Spanish’ influenza pandemic,” *Bulletin of the History of Medicine*, 76(1), (2002), pp. 105-115.

⁵ See historical studies of the global epidemic contained in the reading list for the seminar.

⁶ For discussion of how memories inform historical analysis, see Bristow, *American Pandemic*.

⁷ “Flew on the Wings of Death to the Hills,” *Big Stone Gap Post*, November 20, 1918, p. 1.

⁸ “Influenza in Kathiawad,” *The Times of India*, October 24, 1918, p. 8.

⁹ “Uncle Sam’s Advice on Flu,” *Graham Guardian*, October 25, 1918.

¹⁰ Carol Byerly, *Fever of War. The Influenza Epidemic in the U.S. Army during World War I* (New York City: New York University Press, 2005); John M. Barry, *The great influenza: The epic story of the deadliest plague in history* (New York: Viking, 2004).

¹¹ Common Core Standards Initiative. ([online](#))

¹² National Curriculum Standards for Social Studies ([online](#)).

¹³ Jeffery K. Taubenberger and D. M. Morens, “1918 influenza: The mother of all pandemics,” *Emerging Infectious Diseases*, 12(1), (January 2006), pp. 15-22.

¹⁴ See, for example, “Study revives bird origin for 1918 flu pandemic,” *Nature. International Weekly Journal of Science*, (February 2014) ([online](#)).

¹⁵ For disease reporting surveillance, see, “Tracking the Flu in Historical Perspectives,” American Historical Association blog, AHA Today, January 28, 2014. ([online](#)).

¹⁶ “New Tools to Hunt New Viruses,” *The New York Times*, May 27, 2013 ([online](#)); “Diseases Spread from Animals,” *The New York Times*, October 14, 2013 ([online](#)); “Does Flu Provide Better Immunity Than Flu Shot?” *New York Times*, October 28, 2016 ([online](#)).

¹⁷ Richard J., Hatchett, Carter E. Mecher, & Marc Lipsitch, “Public health interventions and epidemic intensity during the 1918 influenza pandemic,” *PNAS* 104/18 (May 1 2007), 7582-7..

¹⁸ E. Thomas Ewing, ed., *The Effects of an Epidemic. Interpreting Newspaper Coverage of the 1918 Influenza in the United States* (Virginia Tech, 2012).

Flu! The Spanish Influenza of 1918 in U.S. and World History Schedule

Week 1, June 17-June 23: Virginia Tech campus in Blacksburg

Sunday, June 17: arrival, welcome by Project director Ewing

Monday, June 18:

Morning: introductions, overview of program, discussion of readings by Bristow

Afternoon: orientation to library, instruction on using newspapers to research Spanish Flu

Tuesday, June 19:

Morning: research methods, discussion of readings

Afternoon: research on topics, with consultations by Project director and librarians

Wednesday, June 20:

Morning: Discussion of teaching about the Spanish flu in the social studies classroom

Afternoon: research on topics, with consultations by Project director and librarians

Thursday, June 21:

Morning: Panel of Virginia Tech research scientists, discussing current studies of influenza

Afternoon: invited speaker Bristow leads discussion of American Pandemic

Friday, June 22:

Morning: invited speaker Bristow leads session on research methods

Afternoon: preliminary presentations, audience includes Project director, Bristow, librarians

Saturday, June 23: Unscheduled

Week Two, June 24-June 30: Washington DC

Sunday, June 24: depart for Washington

Monday, June 25

Site visit: Library of Congress, Washington DC

Instruction provided by librarians from Newspaper Reading Room and Public Outreach Office

Opportunities for teachers to work on research project

Tuesday, June 26

Site visit: History of Medicine Division, National Library of Medicine, Bethesda MD

Orientation and instruction provide by librarians from HMD collection at NLM

Opportunities for teachers to work on research projects using databases and microfilm

Wednesday, June 27

Site Visit: National Archives II, College Park MD

Orientation by archivists for Record Group 90: Public Health Service

Opportunities for teachers to work on research projects at National Archives

Thursday, June 28:

Seminars held at George Washington University, Gelman Library

Morning: Visiting scholar Philip Troutman on using textual sources for historical analysis

Afternoon: Visiting scholar Vanessa Northington Gamble on public health history and race

Friday, June 29:

Opportunities for teachers to work on research projects at any of three sites

Consultation provided by project director Ewing and librarians / archivists on site

Saturday, June 30:

Research at Library of Congress or National Archives (limited services)

Free time for sightseeing in our nation's capital

Week Three: July 1-7: Blacksburg

Sunday, July 1: Return to Blacksburg

Monday, July 2:

Morning: review DC research materials, continue project research

Afternoon: Project director leads discussion of teaching role of governments in times of crisis

Tuesday, July 3:

Morning research on topics, with consultations by Ewing and librarians

Afternoon: Project director guides discussion of Spanish Flu as global pandemic

Wednesday July 4:

Holiday: University and Library Closed, No scheduled seminar activities

Independence Day celebrations locally and regionally

Thursday, July 5:

All day: Complete posters, print posters for Friday display

Compile posters into book for printing and distribution to seminar participants

Friday, July 6:

Morning: oral presentations by teachers, to audience of faculty and students in summer programs

Live streaming to allow viewing by colleagues in home districts as well as visiting scholars

Gamble, Troutman, and Bristow, schedule permitting

Afternoon: seminar review, evaluations, and closing ceremonies

Saturday, July 7:

Depart from Blacksburg

Spanish Influenza Seminar Readings

Volume I: The Influenza Epidemic in the United States

NEH Summer Seminar on the Spanish Influenza

Readings compiled by Tom Ewing with assistance from Leah Williams (VT '15)

Cover design by Luke Anderson (VT '14)

Scholarly articles about the influenza in the United States

1. Stephen C. Redd, et al., "1918 and 2009: A Tale of Two Pandemics," *Public Health Reports*, Volume 125, 2010, pp. 3-5.....1
2. Alexandra Minna Stern, Martin S. Cetron, and Howard Markel, "The 1918-1919 Influenza Pandemic in the United States: Lessons Learned and Challenges Exposed," *Public Health Reports*, Volume 125, 2010, pp. 7-9.4
3. Julian A. Navarro, "Photo Essay: Influenza in 1918: An Epidemic in Images," *Public Health Reports*, Volume 125, 2010, pp. 9-15.....7
4. Jeffery K. Taubenberger and David M. Morens, "Influenza: The Once and Future Pandemic." *Public Health Reports*, Volume 125, 2010, pp. 16-26.13
5. John M. Eyer, "The State of Science, Microbiology, and Vaccines Circa 1918," *Public Health Reports*, Volume 125, 2010, pp. 27-37.....24
6. David Rosner, "'Spanish Flu, or Whatever It Is. . .': The Paradox of Public Health in a Time of Crisis," *Public Health Reports*, Volume 125, 2010, pp. 38-47.....34
7. Nancy Tomes, "'Destroyer and Teacher': Managing the Masses During the 1918-1919 Influenza Pandemic," *Public Health Reports*, Volume 125, 2010, pp. 48-62.....44
8. Alexandra Stern, et. al., "Better Off in School: School Medical Inspection as Public Health Strategy During the 1918-1919 Influenza Pandemic in the United States," *Public Health Reports*, Volume 125, 2010, pp. 63-70.....59
9. Francesco Aimone, "The 1918 Influenza Epidemic in New York City: A Review of the Public Health Response," *Public Health Reports*, Volume 125, 2010, pp. 71-81.....68
10. Carol S. Byerly, "The U.S. Military and the Influenza Pandemic of 1918-1919," *Public Health Reports*, Volume 125, 2010, pp. 92-104.....77
11. Arlene Keeling, "'Alert to the Necessities of the Emergency': U.S. Nursing During the 1918, Influenza Pandemic," *Public Health Reports*, Volume 125, 2010, pp. 105-113.87
12. Marian Jones, "The American Red Cross and Local Response to 1918 Influenza Pandemic: A Four-City Case Study," *Public Health Reports*, Volume 125, 2010, pp. 114-122.100
13. Vanessa Northington Gamble, "'There Wasn't a Lot of Comforts in Those Days': African-Americans, Public Health, and the 1918 Influenza Epidemic," *Public Health Reports*, Volume 125, 2010, pp. 114-122.108

14. Alan M. Kraut, "Immigration, Ethnicity, and the Pandemic," *Public Health Reports*, Volume 125, 2010, pp. 123-133.117
15. Nancy K. Bristow, "'It's as Bad as Anything Can Be': Patients, Identity, and the Influenza Pandemic," *Public Health Reports*, Volume 125, 2010, pp. 134-144.128
16. Martin C. J. Bootsma and Neil M. Ferguson, "The effect of public health measures on the 1918 influenza pandemic in U.S. cities," *PNAS* 104(18) (2007), pp. 7588-7593.138
17. Richard J. Hatchett, Carter E. Mecher, and Marc Lipsitch, "Public health interventions and epidemic intensity during the 1918 influenza pandemic," *PNAS* 104(18) (May 1, 2007), pp. 7582-7585144
18. Howard Markel, Harvey J. Lipman, J. Alexander Navarro, Alexandra Sloan, Joseph R. Michalsen, Alexandra Minna Stern, and Martin S. Cetron, "Nonpharmaceutical Interventions Implemented by US Cities During the 1918-1919 Influenza Pandemic," *Journal of the American Medical Association*, 298(6) (August 8, 2007), pp. 644-656.....150
19. Jeffery K. Taubenberger and David M. Morens, "Influenza Revisited," *Emerging Infectious Diseases*, 12(1), (Jan. 2006), pp. 1-2.162
20. Jeffery K. Taubenberger and David M. Morens, "1918 influenza: The mother of all pandemics." *Emerging Infectious Diseases*, 12(1), (Jan. 2006), pp. 15-22.....164
21. Benjamin R. Brady and Howard M. Bahr, "The Influenza Epidemic of 1918-1920 among the Navajos," *American Indian Quarterly*, 38(4) (2014), pp. 450-491.172

Spanish Influenza Seminar Readings

Volume II: Readings on the Global Epidemic

NEH Summer Seminar on the Spanish Influenza

Readings compiled by Tom Ewing with assistance from Leah Williams (VT '15)

Cover design by Luke Anderson (VT '14)

Scholarly articles about the global epidemic

1. N. Johnson and M. Jurgen, "Updating accounts: Global mortality of 1918-1920 'Spanish' influenza pandemic," *Bulletin of the History of Medicine*, 76(1), (2002) 105-115.....205
2. Mark David Humphries, "Paths of Infection: The First World War and the Origins of the 1918 Influenza Pandemic," *War in History* 22(1) (2014), pp. 55-81.....216
3. K. F. Cheng and P. C. Leung, "What Happened in China during the 1918 Influenza Pandemic?" *International Journal of Infectious diseases* Vol, 11, No. 4 (July 2007), pp. 360-364.....243
4. M. Hildreth, "The influenza epidemic of 1918-1919 in France: Contemporary concepts of aetiology, therapy and prevention," *Social History of Medicine*, 4(2), (1991) 277-294.....248
5. Matthew Heaton and Toyin Falola, "Global Explanations Versus Local Interpretations: The Historiography of the Influenza Pandemic of 1918-19 in Africa," *History in Africa*, 33 (2006) pp. 205-230.266
6. Siddharth Chandra, Goran Kuljanin, and Jennifer Wray, "Mortality from the Influenza Pandemic of 1918-1919: The Case of India," *Demography* 49(3) (2012), pp. 857-865.292
7. Amir Afkhami, "Compromised Constitutions: The Iranian Experience with the 1918 Influenza Pandemic," *Bulletin of the History of Medicine* 77(2) (2003), pp. 367-392.301
8. Gerardo Chowell, Lone Simonsen, Jose Flores, Mark A. Miller, and Cecile Viboud, "Death Patterns during the 1918 Influenza Pandemic in Chile," *Emerging Infectious Diseases*, Vol 20, No. 11, November 2014, pp. 1803-1811327
9. Antoni Trilla, Guillem Trilla, and Carolyn Daer, "The 1918 'Spanish Flu' in Spain," *Clinical Infectious Diseases*, Vol. 47, (July 2008), pp-668-673.336
10. Alain Gagnon, Matthew S. Miller, Stacey A. Hallman, Robert Bourbeau, D. Ann Herring, David J. D. Earn, and Joaquin Madrenas, "Age-Specific Mortality during the 1918 Influenza Pandemic: Unravelling the Mystery of High Young Adult Mortality," *PLOS One*, Vol. 8, No. 8, August 2013,342
11. Mark Honigsbaum, "Regulating the 1918-19 Pandemic: Flu, Stoicism, and the Northcliffe Press," *Medical History*, Vol. 57, No. 2 (2013), pp. 165-185.....351
12. Michael Bresalier, "Fighting Flu: Military Pathology, Vaccines, and the Conflicted Identity of the 1918-19 Pandemic in Britain," *Journal of the History of Medicine and Allied Sciences*, Vol. 68, No. 1, January 2013, pp. 87-128372