

History Department Newsletter

Greetings from Barbara M. Cooper Chair, Department of History

The History department is bustling as always. This year we are fortunate to be running a search for a hire in South Asian history, building up our budding program in Public History, and working out the kinks in our new Workshop for students entering the major. We watch with curiosity as the new Humanities Building, where the Rutgers Center for Historical Analysis will eventually be housed, takes form across the street on Seminary Place. The ever-changing landscape of Rutgers is, fortunately,

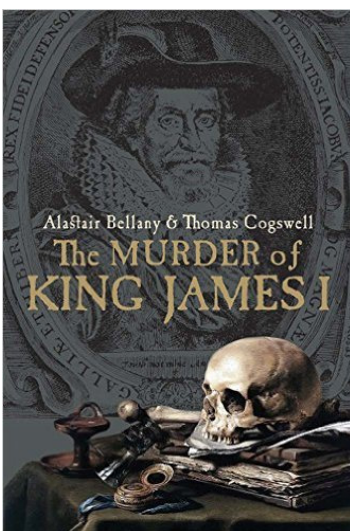
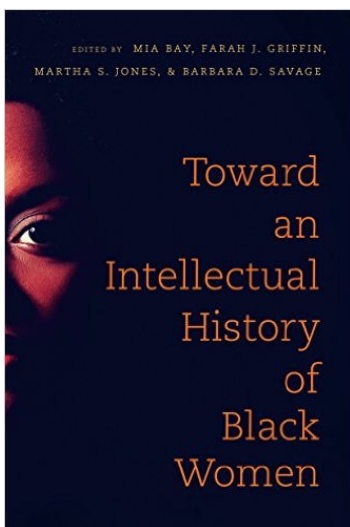
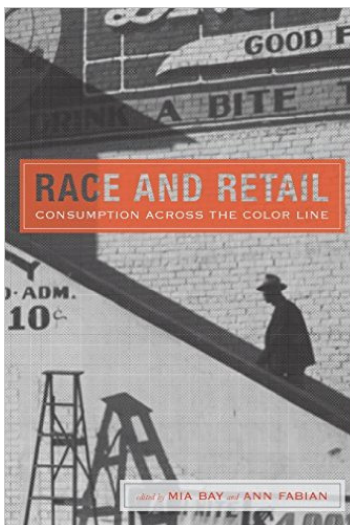


shaped by history faculty with major roles in the university outside the department—Dean Matt Matsuda has launched the new university wide Honors College; Dean Jennifer Jones continues at the helm of the School of Arts and Sciences Honors program; and we are proud to have our colleague, Executive Vice-Dean Jim Masschaele, at 77 Hamilton Street.

I am honored to be chairing such a fine department at an exciting moment in the history of Rutgers. I count myself fortunate to have an excellent team to work with: Johanna Schoen continues as the Vice Chair for Undergraduate Education, Walter Rucker has graciously taken on the task of running the Graduate Program, and Alastair Bellany is serving as my Associate Chair. As always the department staff does an excellent job of keeping the Wheels of History moving: Candace Walcott-Shepherd in the Chair's office, Melanie Palm in the undergraduate office, Dawn Ruskai in the graduate office, and Lynn Shanko at RCHA and the High School Teacher's Institute. We are also very proud of the work of Shaun Illingworth and Molly Graham at the Rutgers Oral History Archives. From the budget office we have lovely news: Tiffany Berg gave birth to a baby boy, James Patrick Jr., on September 3, 2015. I want to express particular appreciation to Matt Leonagge, who did an exemplary job of keeping the department's finances on track while Tiffany was out on parental leave.

I hope you will enjoy reading our newly configured newsletter, which twice yearly will draw together news about the entire History Department family: our undergraduates, graduate students, faculty and alumni. Please feel free to send us your own news to include in our next issue.





IAH takes up Rethinking Rationalization in American History

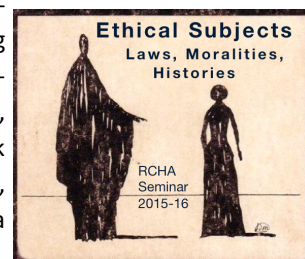
The Sixth Annual Interpreting American History Series, whose theme this academic year is “Rethinking Rationalization: Spiritual, Environmental, and Social Disorder in U.S. History,” is well under way. Here is what has happened and what we’re looking forward to. In November, Kara Schlichting, Rutgers alumna and assistant professor at Queens College CUNY, workshopped with graduate students as part of her recent project and delivered a public lecture on the built environment of New York City’s waterfront in the early 1900s. The lecture was well-attended and the workshop was stimulating and (of course) productive. Over the spring semester, we are pleased to welcome three historians. Caley Horan, assistant professor at the Massachusetts Institute of Technology, will present her work on astrology and futures markets on February 24. Meg Jacobs, research scholar at the Woodrow Wilson Center, will share a bit of her soon-to-be-published work on the energy crisis of the 1970s on March 9. And finally, Eugene McCarraher, another Rutgers alumnus and associate professor at Villanova University, will share on April 13 from his forthcoming book, which will be sure to challenge any Weberian assumptions lingering about, “The Enchantments of Mammon: Capitalism and the American Moral Imagination”.

The IAH lecture series is organized by graduate students and has only been possible through the generous support of the History Department, among other sources of support. Each event includes an afternoon workshop with graduate students, as well as a public lecture at 4:30pm. These events over the years have provided the opportunity for students to forge important connections with emerging scholars as well as to contribute to the intellectual community of the department and, more broadly, the Rutgers campus as a whole.

RCHA Carries Ongoing Conversation on Ethical Subjects: Moralities, Laws, Histories

By: Judith Surkis

This Spring 2016, the Rutgers Center for Historical Analysis will be going into the second semester of a two year seminar on “Ethical Subjects: Moralities, Laws, Histories.” Our participants are exploring “who and what is an ethical subject” across a range of topics from the case of Palestinian refugees to the moral and material economies of prostitution. Pursuing the historically unstable relationship between ethics and law, this semester’s seminars and public lectures use interdisciplinary approaches to bring together questions of theory and of practice; we will host presentations by invited and Rutgers faculty, RCHA postdocs, and graduate fellows from the fields of Political Science, Sociology, Anthropology, Law, American Studies as well as History. We are continuing to explore the political force and valence of “non-violence,” the fraught questions of “witnessing” and the representation of victimization, and the moralized politics of families and family law. The problem of how mobile and marginalized subjects challenge ethical and legal frameworks across different terrains likewise remains at the center of our discussion as we move from work on Haitians in the Dominican Republic to Palestinian refugees, “African girls” in Egypt, and “Gypsies” in late-Imperial Austria. Picking up on themes addressed in our opening Keynote by Didier Fassin on the “Moral Economy of Asylum,” Carolyn Dean’s concluding Keynote will address “Trauma, Witnessing, and the Politics of Humanitarian Compassion.” In 2016-17, we look forward to continuing this project, with new faculty, postdoctoral, and graduate fellows and with additional funding provided by a Mellon Sawyer Seminar Grant.



Rutgers Oral History Archives Receives Fellowship in Honor of John W. Chambers

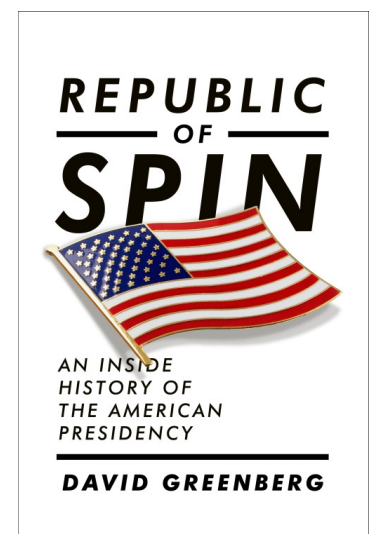
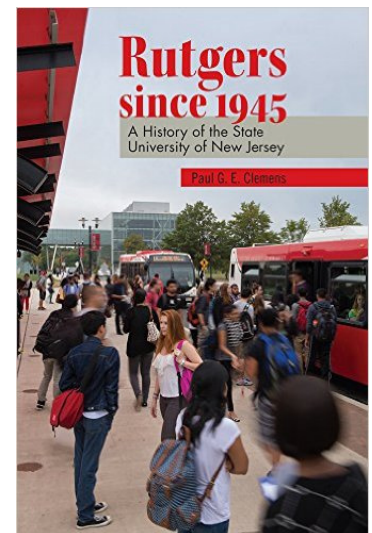
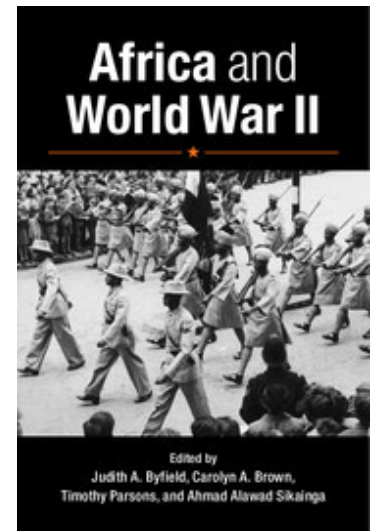


In honor of Professor John Whiteclay Chambers II, who will retire from teaching in 2017, after 35 years at Rutgers University and 10 years at Barnard College, Columbia University, Rutgers has received a grant of \$25,000 in December 2015 from the Cobb Foundation for a

fellowship for the Rutgers Oral History Archives, an affiliate of the History Department. The Cobb Grant also generates \$16,700 in two-thirds matching funds from the Mellon Foundation's challenge grant for graduate fellowships in the humanities, which raises the total as a result of the Cobb Grant to nearly \$42,000.

The fellowship is designated to fund graduate student assistance for the Archives. Chambers has been an active participant in the Rutgers Oral History Archives (ROHA), as well as chair of its Academic Advisory Board, since the Archives were founded in 1994. With initial funding for the ROHA from the Rutgers College Class of 1942, under the leadership of Class Alumni President, Tom Kindre, Chambers, who was then Project Director at the Rutgers Center for Historical Analysis, and Rudy Bell, then Chair of the History Department, helped establish what began as the Rutgers Oral History Archives of World War II, under the imprimatur of the History Department. One of Chambers' recent Ph.D.s., G. Kurt Piehler, author of Remembering War the American Way (1995), became the first Director of ROHA. He was succeeded by Sandra Holyoak and then the current director Shaun Illingworth, both of whom had earlier served as Associate Directors. Molly Graham serves as the current Associate Director, succeeding Nicholas Molnar in the position.

Consulted by scholars, journalists, documentary makers and others, with 30,000 visitors on line annually, the Rutgers Oral History Archives have been cited in numerous books, articles and several programs on the History Channel. They have expanded their internationally acclaimed collection on the human experience in World War II to include other wars, plus immigration, social, political, cultural, and economic history. Its most recent oral history projects have involved Rutgers History, African Americans at Rutgers, and the American Civil Liberties Union since the mid-20th Century.



Black Students at Rutgers and Douglass in the Sixties

By: Douglas Greenberg

On November 6-7 2015, the History Department joined with SAS, other departments, research centers, and administrative units to co-sponsor a conference entitled *Black on the Banks: African-American Students at Rutgers and Douglass in the 1960s*. As a history major at Rutgers College (Class of '69), former Executive Dean of the School of Arts and Sciences, and now a faculty member, I was determined to make sure that the experience and contributions of black students at Rutgers and Douglass colleges in the 1960s would receive the recognition they deserved during this celebratory year of Rutgers' 250th anniversary.

The idea for the conference arose in a conversation with my colleagues, Rudy Bell and Paul Clemens, who were planning a course on Rutgers history for this spring. I mentioned that I could put them in touch with some of my African-American Rutgers classmates if they thought they might be useful informants for the parts of the course on the Sixties. I passed along the names and email addresses of some of my fraternity brothers in Phi Sigma Kappa, the only genuinely integrated fraternity at the time, and they arranged to conduct video interviews with them.



The interviews went well, and Rudy off-handedly mentioned that it would be great to organize what he called “a small conference” in which my old friends and other African-American alumni might take part.

Rudy's idea for a “small conference” quickly grew into something much more ambitious as my own contacts led us to other contacts--soon I had developed an email list of about fifty black alumni who were cautiously enthusiastic about the idea. The group became a sort of “electronic committee of the whole” for planning the program. Simultaneously, the RU 250 office and the Center for Race and Ethnicity generously offered help with administrative and logistical issues. The result, six months later, was an event attended by 400 people: part

reunion, part academic conference, part public history gathering. Alumni came from all over the country, and everyone agreed that the result was something truly special.

Substantively, the conference reflected on the complexity of black experience on the New Brunswick campus in the 60s and celebrated the unique contributions of African American students to the creation of the Rutgers of today. Panels chaired by African-American faculty members, including Deborah G. White, Carolyn Brown, and Mia Bay, of the History Department, addressed black social and cultural experience in both the early and later parts of the decade, varsity athletics, academic experiences, and protest movements.

The conversations drew together participants and a very engaged audience, touching the consequences of racism in every facet of student life as well as the varied responses of men and women who had enrolled at the university. For most of the Sixties, although Rutgers was not a “whites only” university, it remained a “whites mostly” institution. Panelists described a Douglass and a Rutgers where they were not only a numerical minority (in the classes of 1968, there were 4 and 14 black students respectively), but where they were also isolated from one another and from most white students. Ignored and unsupported by the university, they were frequent targets of both covert and overt racism.

While the transformative force of the Civil Rights Movement and its successors challenged institutional racism beyond the walls of the University, these men and women challenged racism from within. These challenges took many forms; the conference provided evidence not only of organized (and uniquely successful) protests but also of more subtle mechanisms of social and institutional change that were to influence the University far into the future. The influence of black students in the Sixties extended well beyond the immediate issues of the time and has had an enduring legacy. The under recognized and yet critical influence of the University's most accomplished graduate, Paul Robeson, on African-American students in the sixties was a theme repeated throughout the two-day conference.

From the beginning of the planning of *Black on the*

Banks, I considered the event itself historic; we have preserved not only documentation of the conference proceedings but also a record of the undergraduate and life experience of the individuals who planned it and brought the idea to life. Thanks again to Rudy Bell and his student, Sekou Sako, we captured the entire conference on video available for public viewing (along with photos and the full conference program) at <http://250.rutgers.edu/events/bobtalk>. A preservation copy of the video will also be placed in the University Archives for the use of future historians. In addition, the Rutgers Oral History Archives has begun to conduct interviews with as many of the conference participants and planners as possible. The result will be a rich archive on the history of black student experience at Rutgers in the Sixties.



In a professional life that has been luckily filled with satisfying experiences, my work on *Black on the Banks* has been near the top of the list. Convening the “electronic committee of the whole” that I described above was fortuitous in a number of ways, not the least of which was the opportunity for an historian to observe a dynamic process in which African-American alumni of the 1960s reasserted what others had too often forgotten: that they have now, as they did then, full, public, and collective ownership of their own past. While the rest of the country seems to be discovering, as if for the first time, that four hundred years of violence and racism did not end in 1965, my black classmates also forcefully reminded those who attended the conference that, as Faulkner wrote: “The past is never dead. It’s not even past.”

Rutgers British Studies Center

In December 2009, a major grant from the Andrew W. Mellon Foundation allowed the Rutgers British Studies Project, an interdisciplinary and interdepartmental endeavor to encourage innovative research and teaching in British history and culture, to become the Rutgers British Studies Center. Now entering its seventh year, the Center continues to support and co-sponsor a wide range of academic programming on Britain and its many historical, cultural and geographical entanglements. During the fall semester of 2015, RBSC co-sponsored (with the RCHA and the Department of History) two

Rutgers Political Science Department
Reception sponsored by
the McMill Center for Early American Studies

RUTGERS
School of Arts and Sciences

The Rutgers British Studies Center
presents

THE WORLDS OF
WILLIAM PENN

THURSDAY, NOVEMBER 19, 2015
PANE ROOM, ALEXANDER LIBRARY

2:45-3:00 p.m. WELCOMING REMARKS
Andrew Murphy, Rutgers University
Conference Organizer

3:00-3:45 p.m. OPENING PLENARY
Elizabeth Milroy, Drexel University
“PAIRS, PROMENADES, AND THE PROPRIETOR:
THE ELUSIVE BODY OF WILLIAM PENN”

4:00-5:15 p.m. SYMPOSIUM 1: CONTEXTS
Evan Hasefeld, Penn State University
“PENNSYLVANIA’S BROADBENT TOLERATION
IN GLOBAL CONTEXT”
Laura Spiero, American Philosophical Society
“THE WORLD WILLIAM PENN DIDN’T KNOW”

5:30-6:15 p.m. PLENARY
Scott Sowerby, Northwestern University
“WILLIAM PENN AND JAMES II”

FRIDAY, NOVEMBER 20, 2015

9:00-9:30 a.m. PRESENTATIONS: HISTORICAL SITES
Douglas Miller, Pennsylvania
Dennis Pickett, Stetson
PANE ROOM, ALEXANDER LIBRARY

9:45-11:00 a.m. SYMPOSIUM 2: QUAKER WORLDS
Rachel Love Morison, University of South Carolina
“FROM PURITAN TO QUAKER: ATLANTICIZING MARY Dyer’s
MISSIONARY EFFORTS IN BOSTON”
Stefano Villani, University of Maryland
“TO CORRECT THE MISTAKE OF THE WORLD?”
EARLY QUAKER MISSIONARY ACTIVITY FROM 1654
TO THE FOUNDED OF PENNSYLVANIA”
TELECONFERENCE LECTURE HALL, ALEXANDER LIBRARY

11:30 a.m.-12:45 p.m. SYMPOSIUM 3: AMERICAN WORLDS
Alex Mazzafiero, Rutgers University
“JOHN WINTHROP, WILLIAM PENN, AND COLONIAL
POLITICAL SCIENCE”
Sarah A. Morgan Smith, Rutgers University
“A ‘HAPPY’ REVOLUTION: THE IMPORTANCE OF 1689
FOR NEW ENGLAND... AND BEYOND”
Andrew Murphy, Rutgers University
“AMERICAN RENAISSANCE BEYOND BALTIMORE”
TELECONFERENCE LECTURE HALL, ALEXANDER LIBRARY

2:00-2:45 p.m. PLENARY
Elizabeth Sauer, Brock University
“NEW WORLDS AND HOLY EXPERIMENTS IN THE
RESTORATION LITERATURE OF MILTON, BUNYAN, AND PENN”
TELECONFERENCE LECTURE HALL, ALEXANDER LIBRARY

2:45-4:15 p.m. SYMPOSIUM 4: IMPERIAL WORLDS
Patrick Cocchi, University of Alabama
“PEACE AND SECURITY ACCORDING TO WILLIAM PENN”
Marcos Gallo, John Carroll University
“WILLIAM PENN, WILLIAM PATTY, AND SUBVERTING”
Shuichi Watanabe, Harvard University
“WILLIAM PENN’S IMPERIAL LANDSCAPE:
IMPROVEMENT, POLITICAL ECONOMY, AND
TEOLOGICAL IMPERIALISM IN THE PENNSYLVANIA PROJECT”
TELECONFERENCE LECTURE HALL, ALEXANDER LIBRARY

4:30-5:30 p.m. ROUNDTABLE CHAIRED BY
Daniel Richter, University of Pennsylvania
John Smolenski, University of California, Davis
TELECONFERENCE LECTURE HALL, ALEXANDER LIBRARY

5:30-5:45 p.m. CLOSING REMARKS
Andrew Murphy, Rutgers University
TELECONFERENCE LECTURE HALL, ALEXANDER LIBRARY

major public lectures, by John Marshall (Johns Hopkins) and Anna Clark (Minnesota), and (with the Center for Cultural Analysis and the Americanist Seminar) a workshop on “Family/Law” in the Nineteenth Century. The series of evening RBSC Faculty Workshops, in which Rutgers faculty present work in progress, continued with a paper on eighteenth-century aesthetic theory by Abigail Zitin (English). The major event of the semester was a two-day interdisciplinary conference organized by Andy Murphy (Political Science) on “The Worlds of William Penn (1644-1718)”, which brought together a large group of scholars to explore the English, Atlantic and Global contexts of Penn’s career and achievements, and included plenary talks by Elizabeth Milroy, Scott Sowerby and Elizabeth Sauer. Finally, Natura, the longest established of the graduate student working groups sponsored by the Center, held its annual faculty roundtable in October, and will be hosting its annual conference, this year on the theme of “Costs of Abstraction”, in March 2016. The Center is planning a number of other events for the Spring semester, including papers by Alexandra Walsham (Cambridge) and Steve Hindle (Huntington Library) and a faculty workshop with Walter Rucker.

For more information on past and future RBSC programming, please visit the Center’s website at britishstudies.rutgers.edu.

Commemorating Honors Student Edward Romano

By Barbara M. Cooper, History Department Chair

On September 20th, 2015 the Department of History was devastated to learn of the unexpected death of Edward Romano. Just 21 years old, Edward was a history and political science double major and an honors student. He was at the heart of our undergraduate program—he was a student in many of our classes and he worked in the History Department office for three years as a work/study. He was in the process of writing a groundbreaking honors thesis on the political implications of the Camden & Amboy railroads' grip on rail traffic between Philadelphia and New York from 1832-71.

Ed was well known for his leadership of the Rutgers University Democrats. He was an intern with the Middlesex County Democratic Organization and had served on the Barbara Buono campaign for governor. His interest in civic engagement made him a natural choice to be a fellow in the School of Arts and Sciences Lloyd C. Gardner fellowship program in Leadership and Social Policy.

He was also a founding member of the History Club and a regular presence in the History Department office. He made the department a warm and fun place to be; as one staff member noted, "when he greeted me, he would always ask, 'How's things?' I loved his easy going way, no pretentiousness whatsoever and so knowledgeable." Many history majors passed his desk and "he was always ...ready to give advice," recalls another staff member; "he had an impact on every person he met." He assisted students with Rutgers' byzantine bureaucracy: "His vast knowledge of our policies and people reflected his passion for the university community," noted another staff member. Edward's lively personality and his mix of interests made him a particularly engaging

person to work with: "I will remember him most for his genuine demeanor, sarcastic sense of humor, and his rants on anything from the jumbled mess that is local politics to the absurdity of the Rutgers bus system."

Edward's interests brought together American politics, civic engagement, and history in ways that we would like to commemorate through a prize in his name to be awarded to a student who combines a passion for historical study with a commitment to activism and public service. If you would be interested in contributing to the prize fund, please send a check to Tiffany Berg, Rutgers Department of History, 16 Seminary Place, New Brunswick, NJ 08901 made out to **Rutgers University Foundation** with "History Gift Fund Romano Award" in the memo line.



A Big Thank You to Our 2015 Donors

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A Gratifying Year at the High School Teachers Institute

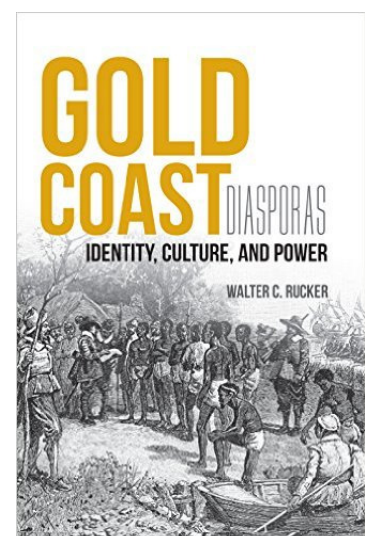
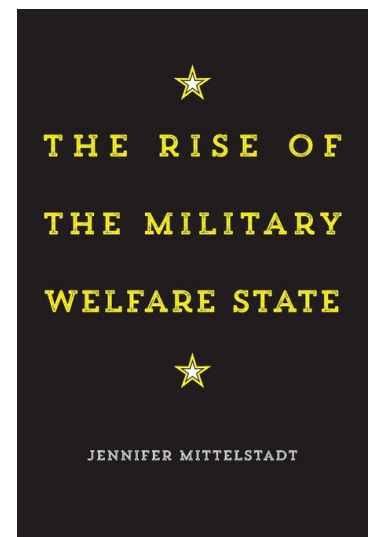
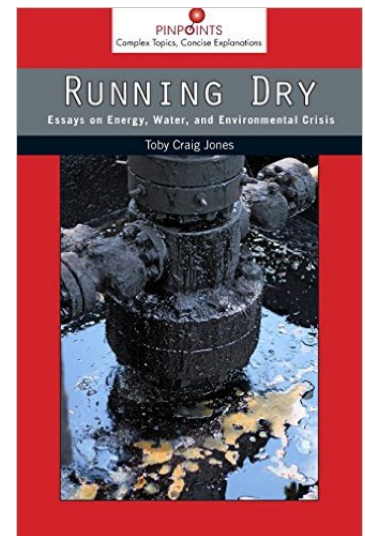
In 2015, The Rutgers Center for Historical Analysis' *High School Teachers Institute* marked its 27th year of providing intellectually stimulating professional development for New Jersey teachers. Our primary goals this past year were to develop greater outreach among the state's teachers and to diversify our seminar offerings. The outreach efforts included a High School Teachers Institute presence at the annual New Jersey History Day competition, the New Jersey Council for the Social Studies Conference on Busch Campus, and the New Jersey Council for History Education's Conference at Princeton University. These efforts (enhanced through our new High School Institute Facebook page) have attracted teachers from a wider variety of schools and larger geographic area. In collaboration with Professors Carolyn Williams and Barry Qualls of the Rutgers English Department, the Institute has renewed a neglected tradition of presenting offerings of interest to English and Humanities teachers. This year we included Professor Stacy Klein speaking on Beowulf and Professor Emily Bartels leading a discussion on Shakespeare and performance.

Newer members of the Rutgers History faculty offered seminars on the Ottoman World Empire (Tuna Artun), the Black Death (Leah DeVun), and Slave Culture (Walter Rucker). Of course, familiar faces Leslie Fishbein (American Studies and Jewish Studies) and Louis Masur (American Studies and History) returned to lecture on Health, Culture, and Society and Lincoln and the Civil War respectively. We generally include at least one outside scholar each year to present on a topic of interest. Last year saw Baruch Presidential Professor Carol Berkin present a seminar on Women in Colonial History.

The result of these outreach efforts has been gratifying: a majority of the year's offerings have been filled to capacity and have a growing waiting list. At each seminar, we have polled the participants about topics that they would like to see offered in the future. They have expressed great satisfaction at the variety and breadth of the seminar topics and have been asking their department chairs for permission to attend as many colloquia as their schools' budgets will allow.

Following up on some recommendations of our seminar participants, this spring we will feature Professor Stephen Reinert on the Crusades; Professor Sarolta Takacs on Imperial Rome; Professor Michael Adas on Imperialism and its Global Impact; and Professor Jennifer Mittelstadt on the history of the 1980's. Jonathan Lurie (Emeritus, Rutgers-Newark) and Maxine Lurie (Emerita, Seton Hall University) will be jointly offering a seminar on teaching American history through images. Finally, this year's outside speaker will be Professor Jennifer Keene of Chapman University lecturing on America in the Great War.

More information on registration and detailed descriptions of each seminar can be found at: <http://rcha.rutgers.edu>



Faculty Research Corner

Every semester a number of our faculty step back from teaching in order to concentrate exclusively on research. What do historians do when they are away from the classroom? Here are accounts of the research conducted by five members of the History department this past year.

Mia Bay: My 2014-2015 sabbatical was largely dedicated to research and writing for my book project "Traveling Black: A History of the African American Experience on Segregated Transportation." I completed four chapters: a chapter on racial segregation on airplanes and airports; another on the history of black drivers and racial discrimination on the road; a chapter on the history of bus segregation; and an introductory chapter looking at the nineteenth century origins of travel segregation. I also participated in a collaborative research project co-directed with Seth Koven on the Universal Races Congress of 1911. Co-sponsored by the Center for Race and Ethnicity and the Center for British Studies, our interdisciplinary working group of Rutgers faculty and graduate students studied a moment when thinkers across the globe gathered in the hope of fostering enough interracial understanding and goodwill to guide the world toward a peaceful future. Occurring on the brink of World War I, the URC now seems almost unimaginably utopian; our research project aimed to recover the specific hopes and dreams that made the Congress seem plausible to its participants. The project ended with a spring 2015 conference featuring scholars from outside Rutgers as well, which has generated an edited collection book project.

John Chambers: During my sabbatical I worked on responding to my publisher's suggestions for revisions to my book manuscript, "The 'Youngest General' and the Privates: Intertwined Life and Death in the Forgotten Civil War." In my role as Chair of the Academic Advisory Board of the Rutgers Oral History Archives I also continued to be involved in advising and working with the staff on topics, seminars, exhibits, media relations and fund raising for the project, which now has more than

32,000 pages of searchable transcripts on line. It is now beginning to put audio excerpts on its website for added use by teachers, scholars, journalists, and documentarians. Additionally, I have an article in press, "A Native American Indian in the OSS and CIA," accepted for publication in the OSS Society Journal, 2015.

This was a very difficult year for our family, as my wife Amy's father, who lived alone in Rochester, N.Y., was discovered in January to have severe Alzheimers' Disease and also terminal spinal cancer. Nick Russo, who as a young sailor had served in World War II on Admiral Halsey's flagship, the Battleship, USS South Dakota, in the Pacific, passed away at the age of 89, on December 7, 2015, the 71st anniversary of the attack on Pearl Harbor.

Jennifer Mittelstadt: I spent much of my leave guiding the manuscript of my new book, *The Rise of the Military Welfare State* (Cambridge: Harvard University Press, 2015) through the process of copyediting, proofreading galleys, gaining permissions, tracking down several difficult-to-find images, and compiling the index. The sabbatical leave also offered the opportunity to take stock of my next project, an inquiry into the bottom-up history of American anti-communist "rollback" interventions in the 1970s and 1980s, with a particular focus on Nicaragua. Many US political historians know this story best as part of the "Iran-Contra" scandal, a tale of crisis at the highest levels of the American state. But the Contra affair was not only a product of the leaders in the White House, the Pentagon, and CIA headquarters at Langley. Nor was the baroque arms- and hostage-trading scheme its sum total. Combatting the left in Central America—and elsewhere—was a vast grassroots effort, too, undertaken by thousands of unknown, ordinary Americans who fought, in one way or another, in the legal and illegal wars against communism in Nicaragua. I am seeking to recover their stories. The sabbatical leave offered me the opportunity to begin to review the secondary source literature I will need to master, from histories of empire to histories of far-Right anti-communism, from religious

conservatism to queer conservatives. I also began to review the vast (online) Iran Contra archive at the National Security Archives, and to visit the archives of the Eagle Forum, in St. Louis, Missouri, headquarters to conservative activist Phyllis Schlafly and likeminded women and men who supported the Contra war both politically and materially.

Donna Murch: I spent my sabbatical leave for 2014-2015 in Los Angeles collecting archival materials and conducting informal conversations with interview subjects for my forthcoming book, "Crack in Los Angeles: Policing the Crisis and the War on Drugs." The book examines both the regional war on drugs and the effects of the crack crisis on users and their families, distributors, street level sellers, and on the broader communities of South Central Los Angeles from the late 1960s through the end of the century, starting with the aftermath of the Watts rebellions and the subsequent transformation in policing. My study traces the evolution of regional law enforcement, punitive drug and crime policy, as well as the expansive illicit economy it targeted in the 1980s and 1990s. A key research theme is documenting the complex state response to the shifting ground of post-civil rights era Los Angeles in which the war on drugs became a major focal point of government manpower and resources. "Crack in Los Angeles" also documents the activism of medical providers, artists, grassroots groups, harm reduction specialists, journalists, and progressive politicians to stop the destructive effects of the war on drugs and to provide alternate solutions to a very real public health crisis. I used the Tom Bradley Archives at UCLA, the CAPA and Liberty Hill Papers at the Southern California Library in South LA, multiple collections at USC, gathered ephemera from private archives, and local newspapers.

Sarolta Takacs: During my leave I looked at the Roman state-applied systematic control over geographical, economic and personal space, physically and conceptually, through the medium of material culture. I am particularly interested in the caravan route that brought luxury items from as far away as China and India to Rome, from

the early principate, when a new, highly competitive and consumption-driven aristocracy emerged, until the reign of Justinian I, when different trade routes emerged and the Eastern empire began to oversee the import and taxation of goods. On my sabbatical I focused on primary and secondary sources, especially studies that dealt with perception and cognition of geographical space. Using virtual archaeology and gaming computer applications, I worked with two Aresty research assistants majoring in computer science. Together we created the matrix of a digital interactive map of an area in what is today Iraq that is depicted on the Tabula Peutingeriana, the only known surviving map of the state-run road system of the Roman empire. I also transformed two of my regular courses (Ancient Rome and The Byzantine Empire) into fully online courses. Since I have been engaged with the pedagogical debates about hybrid and online courses for many years, teaching through this venue offers invaluable insights into further innovations.

Camilla Townsend: I had a very productive sabbatical during 2014-2015. I completed a book manuscript, entitled "The Annals of Native America: How the Indians of Colonial Mexico Kept Their History Alive;" it is forthcoming at Oxford University Press. I also made substantial progress on my next book tentatively titled "Fifth Sun: A History of the Aztec People," under contract with Oxford. It is intended both for an educated lay audience and for undergraduate courses. Over the many years during which I have worked with Nahuatl sources, I have become increasingly dissatisfied with the available narratives concerning the Aztecs; most of them stem from the work of scholars who had no ability to hear Aztec voices, as they had no training in the language. This book is intended to constitute an important—and highly readable—new presentation of the Aztec people. As always, I had other more minor projects going as well. At the request of Le Verger, a French online publication, I submitted a piece on the poetry that Sor Juan Inés de la Cruz wrote in Nahuatl. I also worked together with Professor Caterina Pizzigoni (Columbia University) on translating (from the Nahuatl) the family papers of a Mexican indigenous family from colonial-era Toluca. We intend to produce an annotated edition of this interesting corpus.

Donald Roden: The Professor Who Founded a Prison-to-College Program that Provides a Second Chance

By: Robin Lally, Rutgers Today

Most people wouldn't consider setting foot in a prison, much less volunteering to teach incarcerated men and women the skills they need to succeed upon release.

Not Donald Roden.

Roden has dedicated the past decade to demonstrating that people behind bars deserve second chances and that educating them pays off. The Rutgers associate professor of history founded a prison-to-college program in 2005 because he believed that the best students – whether they come from the suburbs of New Jersey or from behind its prison walls – should have the opportunities in life that only an education can provide. He knew some would thrive. Others might not.

Roden's tenacity has been instrumental to expanding the prison education system in New Jersey offered to thousands serving sentences today, as well as to former prisoners like Walter Fortson and Ben Chin – who became part of the Mountainview Project at Rutgers, eventually earned undergraduate and graduate degrees from the university, and were selected for their "exceptional leadership potential" as national Truman Scholars.



"If Don Roden hadn't been there in the beginning with the Mountainview Project, none of the students would have come into the program in the first three years and that would have pushed the entire program back considerably," said Chris Agans, the director of the Mountainview program which is now part of

the New Jersey Scholarship and Transformative Education in Prison Consortium program (NJ-STEP) which began offering college courses to those incarcerated in 2012. Located at Rutgers University-Newark, NJ-STEP now oversees the Mountainview prison-to-college youth prison programs offered at Newark, New Brunswick and Camden.

Roden "had no money, no staff and was basically doing everything himself. But he just kept on going," Agans said.

The 71-year-old Roden began visiting the Mountainview Youth Correctional Facility in Annandale in 2002 after his mother died. She had volunteered at a literacy program teaching reading at halfway houses and community centers and he wanted to do something to honor her memory.

Mountainview was close to both his home in Hillsborough and to Rutgers in New Brunswick. For the first year, he tutored inmates who were taking courses through a Union County Community College program. But Roden wanted to offer these prisoners more.

"I don't know if I could spend a night in one of these facilities without being a nervous wreck, that's why I find our students so inspirational," said Roden. "I knew at the time that something else was needed, because I saw that they weren't continuing with their education when they got out. We needed a bridge to connect them."

With the support of the Rutgers history department, fellow faculty members and deans, Roden plowed ahead. He talked to people working in halfway houses, prison advocates and the New Jersey Department of Corrections.

Once the program got underway, he spent countless hours at the Mountainview facility telling inmates he thought had the potential to do well academically that they could go to Rutgers when they were released. Even though some looked at him like he was "a crazy old guy" because they couldn't imagine that college would be possible, Roden didn't let up, Agans said.

"I believe that the public has a moral responsibility when it comes to criminal justice and education," Roden said. "I knew those who were incarcerated deserved the opportunity of an education and was glad that I got the support from Rutgers."

Studies have shown what Roden has been touting – that prison education prevents recidivism and saves taxpayers money in the long run. In 2013, the RAND Corporation found that formerly incarcerated men and women who participate in education programs have a 43 percent lower rate of recidivism. A new five-year-study has just begun in New Jersey, North Carolina and Michigan called Pathways from Prison to Postsecondary Education that will look at the prison education system in New Jersey, including the prison program Roden started more than 10 years ago.

Since its inception, Mountainview has enrolled 110 former inmates. Twenty-five have earned bachelor's degrees, five have received master's degrees and 49 are current students. The program's graduates have an overall 3.1 grade point average, with one former inmate having attained a perfect 4.0.

Most important, only 5.3 percent of those admitted to Rutgers through the Mountainview program have been convicted again, compared to 38.8 percent of the offenders leaving

the state correctional facilities who have been reconvicted.

"Ideally we would like everyone to graduate, but even those who don't we try to keep in touch with because we know that the experience has been a positive one," said Roden. "In almost every case, those who didn't continue still have the hope of completing their degree."

Terrell Blount first met Roden at a halfway house in Newark after being released from prison after a five-year sentence for robbery.

"Don is the one who made my going to Rutgers happen," said Blount, a Rutgers 2013 graduate who works as an admissions and transition counselor at NJ-STEP. "I never doubted myself once I started at Rutgers, always had a positive attitude and always believed in Don and what he said because he is so sincere. You knew that whenever you called or needed him, he would be there."

That's because Roden knows how to motivate people, says

Jason Bell, who served more than a decade in prison and is now the director of Project Rebound at San Francisco State University, among the first programs in the United States to integrate formerly incarcerated prisoners into college.

"Every Mountainview student that has met him has nothing but love for the man because he didn't have to do all of this," said Bell, who has known Roden – a Japanese history scholar in the School of Arts and Sciences at Rutgers University-New Brunswick – since the Mountainview program began. "He did not come out of prison. His academic background is not connected to prison reform. He is just intrinsically connected to human nature. It's all heart with him."



37th Annual Susman Graduate Student Conference

On Friday, April 10, 2015, the History Department hosted its 37th Annual Susman Graduate Student Conference, on the theme of *Everyday Enchantments: Beyond Disenchantment's Critical Horizon*. Organized by third-year PhD students Hannah Frydman and Taylor Moore, the conference brought together over 20 graduate students from various departments at Rutgers, neighboring universities in the Northeast, and one from the American University in Cairo in Egypt.

The conference theme posited "enchantment" as a critical methodology, and encouraged papers from all fields in the humanities and social sciences to engage with the following questions: (1) What role does enchantment play in the ways in which historical subjects move through their daily lives? (2) What ethical and political work can the lived experience of the everyday perform in the humanities and social sciences? (3) How can the everyday serve not only to counter grand metanarratives or universal theories, but as a site for the creation of theory itself—a site from which one can critique the epistemologies and methodologies of scholarly work?

Following tradition, the conference commenced with tea and baked goods at the annual Bea Tea on Thursday, April 9. On Friday, the conference's six panels were held in Van Dyck Hall. The opening panel, "Enchanted Epistemes," set the tone with a fascinating group of papers and commentary by Professor Ann Fabian. The remaining panels then split off for 90-minute sessions exploring themes such as "Topologies of Enchantment," "Of Revolution and Rupture," and "Gender, Politics, and Ritual," with commentary from faculty members such as Jamie Pietruska, Leah DeVun, and Alastair Bellany. Participants paused to refuel bellies and brains with an hour lunch of burritos, chips, and salsa.

The conference concluded with a captivating keynote lecture by Rutgers alumna, Kathleen Keller. Currently an assistant professor in the departments of History, African Studies, and Gender, Women and Sexuality Studies at Gustavus Adolphus College in Minnesota, Keller brought many of the questions asked during the panels together through a presentation of her research on "suspicious persons" and colonial surveillance practices in interwar French Senegal. After much of the smoke had cleared and Van Dyck was tidied up, the conference organizers and a few graduate students took Keller out to dinner, ending the evening with spellbinding conversation and delightful elixirs.



Lastly, such a successful, thought-provoking, and status-quo-questioning conference would not have been possible without all of the History Department faculty and staff whose interest, insight, efforts, and (wo)man power made the 37th Annual Susman Conference an enchanted event to remember! A special thanks to Profs. Alastair Bellany, Leah DeVun, Ann Fabian, Jennifer Jones, Jamie Pietruska, and Andy Urban, as well as D'Weston Haywood, the 2014-2015 Postdoctoral Fellow in Race and Gender History, who all served as discussants.

This Year's Postdoctoral Fellows

Visiting postdoctoral fellows, generally housed at the Rutgers Center for Historical Analysis, bring fresh perspectives to our department each year through their teaching, talks, and participation in seminars. This year we are enjoying the contributions of:

Cameron Blevins is a Mellon Postdoctoral Fellow in the history department. A digital historian studying the nineteenth-century United States and the American West, he received his Ph.D. from Stanford University in 2015, where he worked at the [Spatial History Project](#) and [Center for Spatial and Textual Analysis](#) (CESTA). Dr. Blevins' book project, "The Postal West," offers a spatial history of the role of the U.S. Post in the integration of the American West during the nineteenth century. Some of his broader interests include geography, communications, gender history, and information visualization.

Sabine Cadeau is a Postdoctoral Fellow at the Rutgers Center for Historical Analysis. She is a historian of modern Latin America and the Caribbean with a Ph.D. in history from the University of Chicago in 2015. Dr. Cadeau's forthcoming book recounts the history of the ethnic Haitian experience in the twentieth-century Dominican Republic. Her research reconsiders the 1937 genocide of 20,000 ethnic Haitians under the Dominican dictator Rafael Trujillo. Based on her dissertation *Natives of the Border: Ethnic Haitians and the Law in the Dominican Republic 1920-1961*, her book in progress addresses the climate of heightened racial discrimination that preceded the 1937 violence as well as its troubled aftermath.

Divya Cherian is a Mellon Postdoctoral Fellow in the history department. She completed her History Ph.D. at Columbia University in 2015, writing about the relationship between merchants, the state, and Krishnite devotion in eighteenth century western India. Dr. Cherian's research examines the role of the ethic of *ahimsa* (non-violence) in the crystallization of a new community of elites in the western Indian kingdom of Marwar in the eighteenth century. Her book manuscript, entitled *Ordering Subjects: Merchants, the State, and Krishna Devotion in Eighteenth-Century Western India*, explores the interconnections between ethics, law, local politics, and the history of caste and community in South Asia.

Chris Finley received her Ph.D. in American Culture at the University of Michigan in 2012. Originally from Washington State, she is a member of the Colville Confederated tribes. Histories of biopower deeply affected Native peoples' relationship to their bodies and to sexuality; in an effort to protect Indigenous nations and communities from the violence and genocide of biopower, some Native nations have enforced a structured silence around sex and conformed to heteronormativity to avoid the violence of settler-colonialism. This response has often led to the exclusion of queer Native peoples from Indigenous nations and has not allowed Native peoples to take sexuality seriously in order to decolonize. As an alternative to heteronormative and desexualized readings of representations of Native peoples in popular culture, Dr. Finley's book *'Bringing Sexy Back' To Native Studies* uses sex positivity as a framework to explore queer and Indigenous feminist possibilities for articulating Indigenous nationhood, sovereignty, self-determination, and Indigenous futurity.

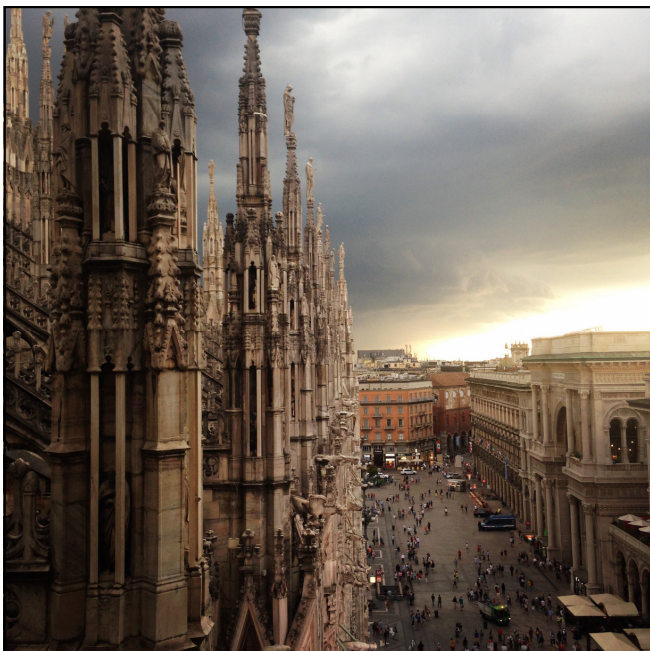
Özge Serin holds a Ph.D. in Anthropology from Columbia University. Her research and writing focus on forms of radical politics and cultures of confinement in contemporary Turkey. Dr. Serin's book *Writing of Death: Ethics and Politics of the Death Fast in Turkey*-- part ethnography, part philosophical speculation, part historical narrative, and part literary reading-- focuses on the seven year mass hunger strike by prisoners affiliated with outlawed Marxist-Leninist organizations in Turkey. Engaged in conversation with surviving hunger strikers, ex-political prisoners, their families, medical and forensic doctors, and enriched by textual and visual analysis of prison memoirs, diaries, correspondence, testaments, last speeches, and photographs, *Writing of Death* scrutinizes the political ontology of the hunger strike to draw forth the ambiguity of the right to death.

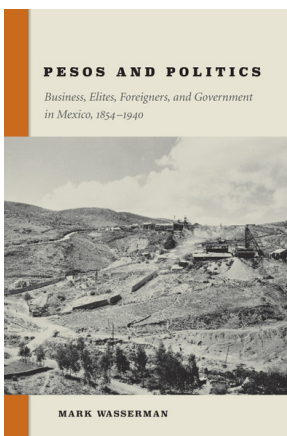
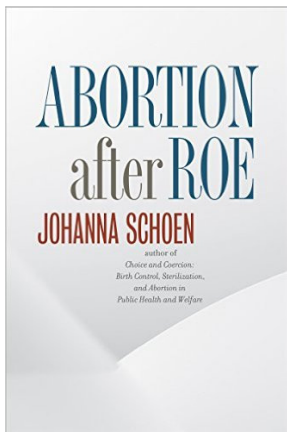
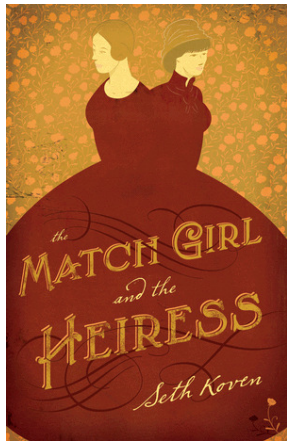
Hirshman Scholarship

Each semester, the History Department awards the Michele S. Hirshman Scholarship to a few full-time Rutgers undergraduate history majors to help support the cost of tuition for a Rutgers study abroad program. It may be used for a summer, semester, or year-long program. Gabriela Gabbidon was awarded the scholarship for her study abroad trip to Urbino, Italy in the summer of 2015:

"This past summer I spent two months living in the remote mountain-top town of Urbino in the Le Marche region of Italy. During my time I was able to take classes towards my Italian minor, specifically learning about the culture and history of Italy. To learn about the Italian Renaissance, Reunification, and World Wars I and II directly from an Italian professor forces one to think about the effect of perspective in the retelling of history. The lessons I learned abroad will stay with me forever. But it wasn't all studying! During one class exploration of the town, we stumbled upon ancient Roman ruins, watched children play around one of the oldest living trees in Europe (according to a local historian), and walked a fort that once hosted Leonardo Da Vinci - and that was all in just one day! On a weekend trip, some friends and I traveled to a national park where we spent the day mountain biking, hiking, and kayaking. To say that my time in Italy was life-changing is cliché but it is the truth. I have been taking Italian classes since the 6th grade but no amount of classes can sharpen your language skills like living abroad. My pronunciation and cultural understanding of the language increased 10x in the first two weeks alone. I had always enjoyed ancient history but after my time in Urbino I decided to change my general history major to the concentration in ancient history and classics. Now, my post-graduation plans involve teaching English in Italy and potentially attending graduate school there. Studying abroad is a truly remarkable experience and through the Hirshman scholarship I was able to live out one of my life-long dreams and it truly changed my life. "

- Gabriela Gabbidon





Mellon Graduate Dissertation Fellowships and Summer Grants in the Humanities 2015

Dissertation Fellowships

Sara Black

Psychotropic Society explores the medico-cultural history of psychotropic drugs as crucial technologies for the construction of modern selfhood in nineteenth-century France.

Dissertation Title: "Psychotropic Society: The Medical and Cultural History of Drugs in France, 1840-1920"

Mark Bray

My dissertation examines the development of human rights consciousness in the context of anarchist terrorism and brutal state repression in Spain from 1893-1909.

Dissertation Title: "The Anarchist Inquisition: Terrorism and the Ethics of Modernity in Spain, 1892-1909"

Earl Glock

The desire to create a grand balance between different economic sectors led to the creation of numerous semi-public, federal corporations that subsidized the mortgage market.

Dissertation Title: "The Origins of Federal Intervention in the Mortgage Market: The Search for a Balanced Economy, 1916-1960"

Kate Imy

My dissertation investigates the international linkages between martial violence, masculinity and spirituality in the early twentieth century through a study of the British Indian Army.

Dissertation Title: "Spiritual Soldiers: Masculinity and the Body in the British Indian Army, 1900-1940"



Summer Grants

Jesse Bayker

"Before Transsexuality" uncovers a century of transgender history and analyzes the possibilities for crossing gender borders before the advent of sex reassignment surgeries.

Dale Booth

My project calls on ambiguously sexed bodies to connect two stories typically told separately: the relationship between land and sea, and between human and animal in eighteenth and nineteenth-century Britain.

Satyasikha Chakraborty

Researching archives in London and Cambridge, my project will explore British imperial romanticization of the Indian ayah in the Great Indian mutiny.

Travis Jeffres

Using Spanish-and indigenous-language records, my dissertation contends that Indians from central Mexico were key actors in the conquest and colonization of Northern New Spain.

Julia Katz

My project looks at Chinese migration to Hawaii before and after American annexation, focusing on migrant relations with Native Hawaiians and accommodations to American empire.

Ashleigh Lawrence-Sanders

My project is a history of African American countermemory and counternarratives to Lost Cause mythology during the century after the Civil War.

Lytton McDonnell

A Mellon summer grant will help fund expenses for dissertation research in archives at the University of California, Los Angeles, the Smithsonian Institution, and the University of Chicago.

Graduate Student Milestones in 2015

Proposal defenses and working titles:

Andrea Blandford, "Labor and the Visualization of Knowledge in American Geological Surveys, 1780-1860"

Satyasikha Chakraborty, "Intimate Outsiders in Colonial Households: Gender, Race, Caste and the Labours of Loyalty in British India"

Jessica Criales, "'A People Set Apart': Indigenous Creations of Christian Spaces in the Americas, 1742-1867"

Raechel Lutz, "Oil in Water: An Environmental History of Petroleum Refining in New Jersey, 1870-1980"

Tara Malanga, "'Earth is No One's Home': Nahuatl perceptions of illness, death, and dying in the early colonial period, 1520-c.1750"

Dustin Neighly, "Nor From the Clamor of the Poor"

Major Field Examinations in:

American

Julia Katz
Charles Riggs

Early Modern European

Melissa Reynolds

Latin American

Jessica Criales
Tara Malanga
Peter Sorensen
Kevin Young

Medieval

Dustin Neighly

Modern European

Dale Booth

Modern Middle East

Moyagaye Bedward

South Asia & British Empire

Satyasikha Chakraborty

STEh

Andrea Blandford

Minor Field Examinations in:

American

Christopher Blakley
Ashleigh Lawrence-Sanders

Global and Comparative

Peter Sorensen
Dustin Stalnaker
Kevin Young

Women's and Gender

Kaisha Esty
Hannah Frydman
Hugo Marquez Soljancic
Taylor Moore
Melissa Reynolds
Lauren Swift
Sarah Wisdom

STEh

Marika Plater

Seth Koven Makes a Splash

Our colleague Seth Koven has had a particularly spectacular year. His latest book, *The Match Girl and the Heiress* (Princeton University Press, Fall 2014) explores the love, friendship, and global lives of a half-orphaned Cockney match factory worker, Nellie Dowell, and the daughter of a well-to-do shipbuilder and pacifist feminist humanitarian, Muriel Lester. These unlikely soul mates sought to remake the world according to their own utopian vision of Christ's teachings. *The Match Girl and the Heiress* reconstructs their late-nineteenth-century girlhoods of wealth and want, and their daring twentieth-century experiments in ethical living in a world torn apart by the violence of war, imperialism, and industrial capitalism.



Photo: J. Somers Photography

This remarkable book was awarded the 2015 "Best Book of the Year" by the North American Victorian Studies Association (NAVSA) and the 2015 Stansky Prize for the Best Book in Modern British Studies by the North American Conference on British Studies (NACBS). But it has also attracted attention among more popular readers. It was named one of ten best books of the year by the Christian Science Monitor in January 2015; named the Book of the Week by the Times (London) Higher Education also in January 2015; and was positively reviewed in the New York Times and the Wall Street Journal. Irish National Radio also broadcast a live interview of Seth Koven by Sean Moncrieff on NewsTalk.

Fortunately for our students, Professor Koven is also gifted at bringing together scholarly and classroom activities. In recognition of his distinguished research and teaching, he was given a Rutgers Faculty Scholar-Teacher prize "for his award-winning research on the history of ethics, and for inspiring his students to take risks and explore challenging topics" in the Spring of 2015.

This newsletter is published for alumni and friends by the History Department, School of Arts and Sciences of Rutgers, The State University of New Jersey, New Brunswick, NJ 08901.

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