Greetings from Barbara M. Cooper
Chair, Department of History

The celebration of the 250th Anniversary of Rutgers under the banner “Revolutionary for 250 years” has provided more than photo-ops, although there have been many of those ranging from the sublime (President Obama as commencement speaker) to the ridiculous (a Fife and Drum Corps in Redcoat). More importantly the anniversary has provided an occasion for taking stock of our history. The Department of History has been at the forefront in revisiting the complex and often contradictory history of our beloved institution, one of the oldest in the country.

With the support of Chancellor Richard Edwards and under the direction of Deborah Gray White and Marisa Fuentes, the “Committee on Enslaved and Disenfranchised Populations in Rutgers History” charged our stellar graduate students with the task of combing the archives to document the history of Rutgers’ entanglement with the institution of slavery. Not satisfied to focus exclusively upon slavery, Camilla Townsend led a class of undergraduates in situating Rutgers’ history against the backdrop of the violence done to local Native American populations. The result of their impressive collaboration is a volume edited by Deborah Gray White and Marisa Fuentes, Scarlet and Black, Volume 1: Slavery and Dispossession in Rutgers History (Rutgers University Press, 2016). For more on this see p. 13.

We reported in a previous newsletter about the “Blacks on the Banks” conference organized by our former Dean and recently retired History colleague, Douglas Greenberg (see our Winter 2016 newsletter, p. 4-5). In the fall of 2015, Greenberg invited African American alumni of Rutgers College to share their experiences of race and higher education in the 1960s. This fall historians Kathy López and Paul Clemens invited alumni to a public event, “Remembering the Rutgers Puerto Rican Student Movement of the 1970s.” Alumni recounted the early development of what was to become the Department of Latino and Caribbean Studies. Their stories celebrated the heyday of the Livingston College Piscataway Campus as the site of curricular innovation and social awareness and brought to light the growing diversity of the Camden and Newark Campuses. For more on this see p. 9. Both of these events provided the Rutgers Oral History Archives with opportunities to broaden its base of alumni interviews and to assist others in learning how to collect the oral history of our University.

Last but not least, History seized the “Day of Revolutionary Thinking” to invite two of our illustrious alumni to share their intellectual trajectories in light of their Rutgers experiences. Khalil Gibran Muhammed (Harvard), who studied here with Deborah Gray White among others, gave a talk entitled “A Revolution of Consciousness: Bearing Witness to the Emergence of Carceral Studies among U.S. Historians.” Alice Kessler-Harris (Columbia University), who completed a Ph.D. in our department and went on to become a major contributor to the development of gender history, gave a talk entitled “The Next Revolution.” She has very kindly permitted us to print a short version of her reflections (see p. 10) The two shared their time generously with our graduate students and took part in the gala dinner celebration that was the occasion for the fireworks depicted to the right.

I hope you will enjoy hearing about these events and more in this newsletter and that you will share your own news with us as well.
We wish it were easier for us to reach out to our undergraduate History alumni—the messy history of Rutgers (“out of many one”) makes that a bit of a challenge. But sometimes we are fortunate to have responses to our newsletter bringing us interesting news. Please feel free to share your own news for our next issue! We’d also love to hear from some of the Douglass and Livingston History majors.

**Geoff Cahn** (Rutgers ’69) wrote to share appreciation for the news: “Thank you so much for sending this letter and other information. It brought back wonderful memories of a long time ago (class of 1969) but never forgotten. I am deeply indebted to the History Dept. faculty (in Bishop Hall on the Queens Campus) for what they did for me as student and future Historian. I am retired now from over 30 years of teaching, but continue with my project on the Holocaust in Berlin and the United States. Please continue to keep me on your mailing list. Perhaps, eventually if am able to take the trip from New York, where I now live, to New Brunswick, I would love to visit the History Department.” We would love to show our alumni around the campus, which has changed so much in 40 years!

**Rebecca Karcher** (Rutgers ’99) wrote to say: “I am a proud Rutgers History Graduate, class of 1999. I have enjoyed a successful career in the National Park Service and where I have used my history degree every day, working at historic sites and Civil War Battlefields across the nation. I have several NPS colleagues who are also Rutgers graduates.” She also generously volunteered to talk to current students about the field of public history: “I feel would be inspiring to the current students to know there are options for history majors outside of academia, because the classroom is not for everyone. “

**Bruce Laurie** (Rutgers ’65) wrote in with fond memories of his former teachers: “Susman, Genovese, Gardner, to name just three—rather colorful figures as well as exemplary scholars who inspired about a dozen members of my class to become historians. I remain deeply grateful to them down to this day and still smile when I think of what they meant to me.” Bruce is a professor of history emeritus at the University of Massachusetts Amherst and authored of six books. His most recent came out with the University of Massachusetts Press in 2015 and is entitled *Rebels in Paradise: Sketches of Northampton Abolitionists.*

**Ed Malbert** (Rutgers ’66) wrote to say “As a member of the Class of 1966, I was on campus to march in the University’s 250th Anniversary celebration and to mark our class’s entry into the Old Guard. You might be interested in the *The 1966 Class History*, which I wrote.” Ed very graciously arranged for Hal Shill and Larry Benjamin to send a copy to the History Department. Among the fascinating stories they collected from alumni were memories of hearing the news of the assassination of John F. Kennedy on November 22, 1963.

**Joe Passaretti** (Rutgers ’90) wrote to thank us for the newsletter: “In the 25+ years since I graduated, I don’t think the History Department has ever personally reached out. I am very active in alumni affairs, but mostly through football and Glee Club events and activities, as they seem to work harder to keep us in the loop. My time learning and “doing” history at Rutgers was equally rewarding, and I confess that I haven’t really felt a part of your little corner of the world. Thanks for remedying that, and I hope to hear from you more in the future.”

**Robert Rozett** (Rutgers ’78) wrote from Jerusalem: “It is good to hear from the history department, with which I have had no contact since graduation from Rutgers College in 1978. I have fond memories of Professor David Miller (Russian history) and Harold Poor (Weimar). I imagine that because I moved to Jerusalem to do my graduate work and then stayed, is the main reason I have been so out of touch. I just published a book ... *After So Much Pain and Anguish, First Letters After Liberation*, edited by Robert Rozett and Iael Nidam-Orvieto, Jerusalem: Yad Vashem 2016. It is an anthology of letters written by Holocaust survivors from 1943 (when areas were first liberated in the Soviet Union) through 1946. I researched each letter and annotated it, essentially writing a mini-history for each. The content of the letters themselves, the establishment of their context, and the process of uncovering the information about people, places and events in the letters, was fascinating. I also [wrote]... *Conscripted Slaves, Hungarian Jewish Forced Laborers on the Eastern Front during the Second World War*, Jerusalem: Yad Vashem 2013. It was a finalist in the National Jewish Book Award, in the Holocaust category for 2014.” Robert volunteered to give a talk the next time he is in the neighborhood. Please do contact us the next time you will be close by!

**Barry Smith** (Rutgers ’69) wrote in to remark “in History, I never really learned how to apply all of the historical information to current events. I learned a ‘sense of the past’ and ‘where we came from’. But...how does one apply that to what is happening today?”
It was such a good question that we decided to take up the challenge in our short piece by Rudy Bell...

**Daniel Walsh** (Rutgers ’98) wrote to comment: “Reading about the comparative and global history master’s degree program was definitely intriguing. Michael Adas was one of the best professors I ever had, and the program seems like a fantastic idea. Suddenly, it has me thinking, ’Maybe it’s time to go back to grad school and get that master’s degree.’ It’s funny. Back when I was at Rutgers in the mid/late 90s, the world seemed so much smaller. Now, we’re post-9/11 and living in the Internet age. I married a foreign national (Brazil), work and live in a foreign country (Italy), and constantly seek to more deeply understand so much more of the world, in part because my job (U.S. intelligence analyst) requires it but also just because I want to know. (I also spent a decade as a journalist, and the curiosity never fades.) It’s nice to see that the Rutgers history department has a finger on the pulse of these kinds of changes in the world.”

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**Does History Matter?**

**Rudy M. Bell**

A history major alum reading our most recent Department Newsletter wrote to ask: “How do we apply all of the historical information [we learned] to current events?” Knowing that I teach large classes focused on the significance of history for the present, Dept. Chair Barbara Cooper invited me to respond briefly.

It would be all too easy to spout the standard line (which I think is largely true) that history teaches students to think, to weigh evidence, to analyze carefully, to respect difference, and maybe to write effectively. Instead, with three quick examples I hope to open a dialogue about the value of old-fashioned “facts” – names, dates, chronologies, and happenings – all the stuff that our alum wishes we had made relevant to unfolding current events decades after graduation.

First, as an example of how the past shapes the present, let us invoke the Israeli-Palestinian conflict. We may forget the contested date, 587 BCE, for the destruction of the Temple of Solomon, and certainly we forgive misspelling the name of its alleged destroyer, Nebuchadnezzar II, if ever these details were learned at school, but to exclude their impact from an assessment of Israel’s geopolitical realities today and tomorrow would be tragically ignorant. Americans get on well with Canadians and generally do not think that Mexican DNA is congenitally criminal, but for nations where the neighborhood’s history is one of disaster and destruction, agreements based on trust are likely to fail. A more promising historical chance for success might be found in accords based on mutual interest. Yes, I go that far in my assessment of historical significance.

Second, as an example of how the present shapes the past, let us ask how it is that scholars today display overwhelming interest in subjects totally outside the frame of historical inquiry just a few decades ago, when I was an undergrad: queer theory, gender relations, history of emotions, even oral history and memory? Not subjects I learned about at college. A history major at RU around 1990, by contrast, had the opportunity to take a class with young George Chauncey, who went on to a brilliant career at the University of Chicago and currently at Yale University. His game-changing book, *Gay New York* (1994), written largely during his year here as a Post-Doc Fellow at the Rutgers Center for Historical Analysis, dealt with a subject that my own graduate school mentors uniformly would have dismissed as unworthy of historical attention. And yet, I would argue, the unabashed presentment of Chauncey’s work is what attests to the “uses” of history today and tomorrow. Anyone who believes that gay rights started with Stonewall has a lot of re-thinking to do.

Third, as an example of permanent symbiosis between past and present, let us consider a super “hot” topic at Rutgers today as it celebrates its 250th anniversary: what role did slaveholding, and the profits earned from the labor of enslaved people, have on the institution’s history, and for that matter on higher education throughout the young United States? Well, five of the first seven U.S. presidents were big time slaveholders, chief executives of our nation for forty of its first forty-eight years, so what’s new?

Continued on next page.
Our slaveholding forefathers -- proponents of some sort of republicanism or democracy or representative government -- built the United States on the solid foundations of exploitation, enslavement, and economic inequality -- for Black people, for Native Americans, for women and for dependent labor generally. Already in the heyday of the Progressive Era, historian Charles A. Beard emphasized the economic basis upon which our country was founded, all the while focusing his analysis primarily on the world of white men. Now, in the twenty-first century, we see historians opening their vistas to include race and gender. I would warmly recommend for your historical reading, as just one example, the recent collection of essays on Thomas Jefferson, *Most Blessed of the Patriarchs* by Annette Gordon-Reed and Peter S. Onuf. Or, here at RU, you might wish to follow the research findings of the recently appointed Committee on Enslaved and Disenfranchised Populations in Rutgers History, led by my colleague, Board of Governors Professor Deborah Gray White, and available from RU Press in book form as *Scarlet and Black*.

Addressing the critical issues of our time -- global warming, war and peace, human dignity, unequal distribution of wealth, racial and religious hatreds, you name them -- absolutely requires not only the skills learned in science and economics classes but in equal and full measure the nitty-gritty details of our historical past, both the discovered and that still to be explored.

### WHEATS CONFERENCE AT RUTGERS

**Jamie Pietruska**

During the Fall 2016 semester, the graduate students of the Program in the History of Science, Technology, Environment, and Health hosted the annual Workshop for the History of the Environment, Agriculture, Technology & Science (WHEATS). Marika Plater and Kyle Williams co-organized the workshop, along with a committee of STEH graduate students led by our faculty advisor Jamie Pietruska. At the workshop, which was originally founded at MIT in 2004, students and junior faculty presented cutting-edge works-in-progress in American and Global environmental history and history of science and technology. The Rutgers workshop brought together advanced graduate students and junior faculty participants from across the country, who shared pre-circulated article-length pieces. Each participant had the opportunity to gain feedback on their work through intense discussion, and many participants are now currently revising their pieces for publication as article submissions at peer-reviewed journals. In addition, faculty from nearby universities, including Penn, Columbia, and Kean, joined the workshop as commentators. The workshop concluded with an outstanding publishing panel featuring Susan Ferber (Executive Editor at Oxford University Press), Albert Way (Editor, *Agricultural History*), and Neil Maher (Gallery Editor, *Environmental History*, 2008-15). Next year WHEATS will be hosted at SUNY Albany. The 2016 WHEATS was generously sponsored by Rutgers Department of Geography, Rutgers Department of History, Rutgers Center for Historical Analysis, Rutgers Center for Global Advancement and International Affairs, The Thomas Edison Papers, Professor Kathleen Brosnan of The University of Oklahoma, Rutgers University Graduate Student Association, Mississippi State University Department of History, Rutgers School of Arts and Sciences, Agricultural History Society, The Chemical Heritage Foundation, and The Society for the History of Technology.

**Participants on a “nature” walk include l-r: Chris Blakley (Rutgers), Prof. Richard John (Columbia), Elaine LaFay (Penn), Camille Cole (Yale), and Tina Peabody (SUNY Albany)**
The Public Face of Rutgers Humanities: Raritan Quarterly

Stephanie Volmer

If you’re not yet familiar with *Raritan Quarterly*, now is the time to learn about this remarkable humanities journal edited by Jackson Lears, BOG Distinguished Professor of History. *Raritan*, which just celebrated its 35th anniversary, was founded by the literary scholar Richard Poirier, who was a major figure in American intellectual life throughout his long career. Poirier had served on the editorial board of *Partisan Review* when it was housed at Rutgers between 1963 and 1978. When *Partisan Review* decamped for Boston University in 1978, Poirier saw an opportunity. Thanks to visionary leadership in the School of Arts and Sciences, he was able to secure reliable financial support, and the first issue appeared in Summer 1981.

There are many "little magazines" in the United States. What makes *Raritan* unique is not only the range of its subject matter across the humanities disciplines exploring questions of culture, but also its explicit mission to reach an audience both inside and outside the academy. In its early years, it took a stand in the theory wars by crafting a wide-ranging understanding of what constituted a cultural text--the Beatles as well as Shakespeare, the evening news as well as Ralph Waldo Emerson, Bette Midler as well as George Eliot--and by deliberately avoiding the use of academic jargon.

Poirier edited the magazine for over twenty years before turning the editorial reins over to Jackson Lears, who had been considering an employment offer from Harvard University. The prospect of editing *Raritan* clinched Lears’s decision to stay at Rutgers, and he took over the editorship in 2002, determined to carry on *Raritan’s* mission of publishing work by spirited writers and thinkers on a variety of subjects.

*Raritan* subscribers and contributors hail from all over the world, from Highland Park, New Jersey, to Sioux Falls, South Dakota; from Charlottesville, Virginia, to Perugia, Italy; from London to Tel Aviv and Tokyo. Browse through recent issues of the magazine you’ll find revelatory poems by Debora Greger, Rachel Hadas, and John Kinsella. You’ll find Eli Cook exploring the production of economic inequality and Ann Fabian mapping the photography of everyday life. And you’ll find Berel Lang reimagining his biography of Primo Levi, not to mention Myra Jehlen discovering what happens to fiction “When Pigs Talk” (in Charlotte’s Web). History, poetry, and literature coexist amicably in *Raritan’s* pages.

Lears affirmed *Raritan’s* core mission to explore cultural texts of all sorts in a style that reflects cutting-edge scholarly thinking without jargon and without footnotes. But he also wanted to expand its mission. He pursued this goal by introducing original visual art, fiction, and works in translation to *Raritan’s* pages and by engaging more explicitly with contemporary political matters. Recent issues include George Shulman providing a new interpretation of Tocqueville—one that offers a fresh perspective on the visions of democracy embodied in the Occupy Wall Street and Black Lives Matter movements. You will also find Timothy Parrish (hilariously) imagining “Philip Roth’s Final Hours,” Gregory Conti translating the Italian poet (and Rutgers alumna) Elisa Biagini, and Pankaj Mishra probing “The Entrapments of Top-Down Modernity.”

The introduction of visual art signaled Lears’s desire to make *Raritan* a lovely object in its own right. As he says, "The tactile experience of reading is essential to our editorial mission." When you open a copy of *Raritan*, the first thing you see after perusing the table of contents is a frontispiece featuring an original work of color art—see below the frontispiece to the Spring 2013 issue of *Raritan*. The art serves as a point of reflection and an invitation to open the magazine and engage with the ideas you find there.

*Raritan* holds an important place in the history of "little magazines" in America, and its impact extends far beyond College Avenue. We are proud to report that material published in *Raritan* has just been reprinted in the *Best American Essays 2016* and *Best American Poetry 2016* volumes. Such recognition happens regularly. *Raritan* prides itself on being the public face of scholarly research and discovery in the humanities at Rutgers, representing the University’s commitment to broad cultural engagement, excellent writing, and the transformative possibilities of ideas. But don’t take our word for it! Contact the *Raritan* office to request a complimentary copy of the magazine. Information is available at [http://raritanquarterly.rutgers.edu/](http://raritanquarterly.rutgers.edu/) and on Twitter @RaritanQR.

"Rondini: Gold Tree" by Nancy Goldring
FAREWELL TO DOUG GREENBERG
Louis P. Masur

Doug Greenberg, Distinguished Professor of History and former Executive Dean of the School of Arts and Sciences, retired at the end of the summer 2016. Doug came to Rutgers in 2008 from his position as Executive Director of the Shoah Foundation at USC. As executive dean from 2008-2012, Doug advanced SAS’s centrality to the mission of Rutgers and committed resources to faculty hiring as well as undergraduate and graduate humanities education. A tireless fundraiser, Doug brought in nearly $100 million in new and ongoing philanthropic gifts, including $15 million from the Mellon foundation. He also created the SAS Signature Course program and the Dean’s Emergency Fund, which allowed students in financial distress to complete their education.

During Doug’s tenure as Executive Dean, the history department made at least a dozen appointments, many at the assistant professor level, which have since produced a new generation of leaders. His commitment to African American history contributed to maintaining the field’s national reputation at Rutgers, and his Caribbean Studies initiative brought a cluster of impressive faculty to campus, many of them with joint appointments.

Upon leaving the Dean’s office, Doug’s career came full circle when he returned to the classroom. Doug graduated with honors from the Rutgers history department in 1969, and went on to Cornell for his doctorate. His career led him to executive leadership positions at the American Council of Learned Societies, the Chicago Historical Society, and the Shoah Foundation, but it was as a teacher that Doug gave back what he received as an undergraduate. In 2015, he organized Black on the Banks, a two-day conference that reunited many of the small group of African-American students who attended Rutgers in the 1960s and played a pivotal role in the University’s history.

Doug taught courses in American legal history, memory and history, and Holocaust Studies. This last topic was challenging to teach and important to study. Students who took Doug’s seminar have not forgotten it. “Professor Greenberg pushed me to think critically about issues of violence with nuance and care. His seminar on genocide is one class I will never forget,” wrote one student. Another remarked, “Professor Greenberg is the kind of professor who can make a three-hour Monday morning course on genocide engaging and even hopeful.”

That’s Doug, finding hope in despair, always lighting candles rather than cursing the darkness. We wish him and Margee great happiness in their new home in Baltimore, and pray the Orioles do not seduce him away from the Yankees. We hope that both as a distinguished alumnus and emeritus professor, Doug will continue to stay involved with the department. For anyone wishing to contact him, he can be reached at doug.greenberg@rutgers.edu.
On Friday, October 28th, 2016, the History department held a symposium, “Democratic Impulses,” in honor of our cherished colleague Temma Kaplan, who is retiring this spring after 16 years at Rutgers and 48 years as a professional historian and teacher. During the morning, eleven presenters gave short and extremely engaging talks to a packed audience of some 60 people, touching on their current projects and on Temma’s impact both on their own work and on the fields of women’s history and grass-roots social movements generally.


The diversity of topics and geographical regions reflects Temma’s own broad body of work, which has spanned the globe and several centuries in documenting women’s activism and diverse movements for political, social, and environmental justice. Presenters also paid tribute to Temma’s own activism and to her enormous generosity toward her students, colleagues, and communities, themes reprised in the more personal reflections, both funny and heartfelt, offered by a dozen more guests at the luncheon following the symposium.

We will miss Temma as a colleague and a teacher, but with three more books in the works and a personal engagement in social movements that shows no signs of slowing, it’s clear that retirement, for Temma, is only the beginning of a new chapter.

Scholar of War & Peace Studies and Champion of Oral History: Professor John W. Chambers Retires

At its final department meeting of 2016, the Rutgers History Department honored John W. Chambers II, Distinguished Professor of History, who is retiring at 80 after 35 years of valued service at Rutgers. Over his teaching career here, John has taught 8,000 students in 121 classes (not counting his Byrne seminars)! With his indefatigable energy, efficiency, vision and winning ways, John has been major asset to the History Department and its affiliates as they and the university have grown in size and stature in the years since the unification of the various college faculties in 1982, the year he arrived.

Notably, without John there would be no Rutgers Oral History Archives (ROHA). In 1994, then leader of a project on war and peace at the Rutgers Center for Historical Analysis, John played a key role (with G. Kurt Piehler, Rudy Bell, and university archivist Tom Frusciano) in guiding Rutgers alumni from World War II to establish and fund what has become the acclaimed Rutgers Oral History Archives. John has continued to chair...
John W. Chambers Retires, continued from previous page.

its Academic Advisory Board and to work as the ROHA’s primary academic champion. He has proven a gifted fund-raiser for this and other projects. If all the grants that John has obtained for the History Department and its affiliates are totaled up, he has raised $1.3 million for Rutgers.

Always a willing leader, John also served as chair of the History Department. His efforts brought in Nancy Hewitt and Steven Lawson, helped to retain Alice Kessler-Harris, and resulted in an agreement with department affiliate the Institute for Electrical and Electronics Engineers’ History Center, that increased the number of department graduate fellowships the center funded from three to five. As a faculty member, he also played important roles in bringing Jennifer Mittelstadt, Alison Bernstein, Walter Rucker and several other Americanists to the Rutgers.

Interestingly John had not initially intended to become a historian. Raised in a Quaker household in Philadelphia, he earned a bachelor’s degree with a major in journalism and then moved to California in 1958 to commence a career as a newspaper reporter for the daily Pasadena Independent, Star-News. Later he worked as a news writer/editor for the San Francisco NBC TV station run by the San Francisco Chronicle. Ever an innovator and leader, he organized the TV news writers into a labor union. In the meantime he earned a Master’s Degree in History part-time from San Francisco State University.

Dissatisfied with the superficiality of television news at that time of the Cuban Missile Crisis and the Civil Rights Movement, John left journalism in May 1965 to earn a Ph.D. in American history at Columbia University. A political historian, he wrote his dissertation on the adoption of the modern American draft in World War I, and was subsequently hired in 1972 by Barnard College. There he taught modern U.S. history and foreign policy to Barnard and Columbia College undergraduates for ten years.

In 1982, John came to Rutgers College to accept a position teaching “American Military History” as well as modern U.S. History. John’s family heritage—which included, on one side, Quaker pacifist conscientious objectors from the colonial era to World War II, in which his father had served as an unarmed medical corpsman, and on the other side, combat soldiers in the American Revolution, Civil War and the Second World War—gave him a unique perspective. Converting “American Military History” to “War, Peace, and the Military in U.S. History,” John expanded the course to two semesters to make space for more theory and details and for the history of peace, antiwar, and arms control movements, as well as to explore diplomatic and other non-violent alternatives to national security and the causes of America’s wars. His two courses became an extremely popular staple of the History Department offerings, totaling up to 450 students a year. Not surprisingly given John’s enthusiasm for teaching and for the students, he received Outstanding Teaching Awards at both Rutgers and Barnard.

He also contributed to the development of peace and conflict resolution studies, particularly by training teachers. Collaborating with Dee Garrison and Al Howard, John helped fashion a peace studies curriculum for secondary school teachers. He brought the New Jersey Center for Law Related Education, headed by Arlene Gardner, to Rutgers to develop materials to instruct teachers on integrating conflict resolution skills into American history courses. In recognition his many efforts in taking history to the public, John received Rutgers University’s Ernest McMahon Award for Educational Outreach in 1995.

John is a respected scholar. His prize-winning books and numerous articles established his international reputation for his work on war and peace and other aspects of modern American history. He is a past president of the Peace History Society and a leading figure in the Society for Military History. The recipient of prestigious fellowships including a Rockefeller Humanities Fellowship, Fulbright Senior Scholar Fellowship, and Visiting Fellowship at the Institute for Advanced Study, John has lectured at leading universities in Europe and Asia, testified as an expert witness before important congressional committees, appeared on television news programs on CBS and PBS, and regularly reviewed books for the Washington Post’s Book World.

Following the champagne toast, testimonials and a retirement cake at our departmental celebration of his contributions, John reminisced briefly about how happy he had been in 1982 to arrive at Rutgers. There in Van Dyck Hall, the new home of the Rutgers University History Department, he found congenial and intellectually stimulating colleagues, a department committed to democratic governance, and an atmosphere dedicated to supporting outstanding teaching and scholarship. The department has become larger and more diversified over the years, but it has maintained those important values and traditions. As he retired after 45 years of college teaching, John declared that he was extremely proud to have been a member of this department, one of the finest History Departments in the country.

John is warmly appreciated for his energy, optimism, kindness, and knowledge. A decent, honest, able and generous person, who always has a good word for others and a friendly smile, John Chambers will be sorely missed in the halls of Van Dyck and the classrooms at Rutgers. We wish him well in his retirement.
On October 14, 2016 the History Department and the Department of Latino and Caribbean Studies held a conference “Remembering the Rutgers Puerto Rican Student Movement of the 1970s” to celebrate the alumni activists who demanded change on campus. Two motivations lay behind this collaboration. Professor Kathy López and other members of Latino and Caribbean Studies were engaged in an effort to document the founding and development of the department (originally Puerto Rican Studies). Professor Paul Clemens had recently published Rutgers since 1945 in which he discussed the Puerto Rican student movement of the early 1970s at the Camden, Newark, and New Brunswick and Piscataway campuses. As he noted, in spring 1971, these students (some of whom were Dominican and Cuban) took over administrative buildings and demanded that the University do more to attract and retain Puerto Rican students, faculty and staff, and to offer courses in the field. To that end some of these students in New Brunswick pressured the administration on Livingston campus to initiate a Puerto Rican Studies program. The founding of Latino and Caribbean studies and the history of protest at Rutgers were one story. The conference brought back participants from both the multi-campus protest and from the efforts at Livingston College.

Well over 200 people attended the conference, which consisted of morning and afternoon panels with alumni, a keynote address on the Young Lords by historian Johanna Fernández, a Puerto Rican luncheon prepared by Rutgers Dining Services, a student forum, a visit to the murals in Lucy Stone Hall, and a reception with live music by alumnus Bob Ramos and company. Livingston Student Center turned into a living display of public history through the moving testimony of alumni panelists and audience members, a gripping keynote address with images of the era, and copies of old yearbooks available for browsing at a

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(This is an excerpt from her longer oral presentation, given on November 10, 2016).

I entered Rutgers at a time when U.S. Historian Carl Bridenbaugh lamented the entry into the history profession of children of “lower class or foreign origins” whose “imagination was starved or stunted” and whose “emotions frequently got in the way of historical reconstruction.” I was such a person—a child of refugees, an immigrant, an outsider, favored by luck and a British accent acquired in a childhood spent in Wales.

But Rutgers was not Bridenbaugh territory. It had already begun to attract a faculty that understood the value of a wider, broader, experience for writing history. Filled with young professors, often trained at Wisconsin where a New Left already flourished, Rutgers in the early and mid-sixties confirmed what Bridenbaugh most feared. Warren Susman, Eugene Genovese, Lloyd Gardner; Rudolph Vecoli, J. Joseph Huthmacher, John Cammett, Pete Forcey—all of them the children of immigrants, were already championing a new kind of social history.

I entered graduate school not to become a professional historian—but as a wife—who thought she could be a better partner if she could support her husband through the tough years of medical internship and residency. That was typical of women in the late fifties and early sixties. But once in grad school, I discovered a calling. Grad students then (especially female grad students) generally understood that if we wanted to make a career out of our PhDs, we should avoid peripheral subjects and focus on traditional dissertation topics like the New Republic, or the founding fathers. My goals were more modest. I was just an immigrant, eager to find a place, an identity, a foreigner whose native language should have steered her to study the European past, but whose desire simply to be an American, led her to explore U.S. history.

I did not think of myself as a person of “starved or stunted imagination.” Nor did my Rutgers mentors. As Rutgers nurtured New Left historians, so it framed my interest in what we called a “usable past.” Objectivity and truth, we were taught, were still the goals of the profession; “presentism” or relevance were sins to be eschewed. But Rutgers in the 1960s already leaned away from what Bonnie Smith has called the “narcotic” function of history and opened the door to exploring how the predispositions, the self-image, the biases of the historian might shape interpretations of the past.

By then, I had only contempt for Bridenbaugh’s belief that only those “chaps” raised in the countryside with nature their companion could understand American history. I knew that my wider experience provided a richer, resonant and usable experience. Not until long afterwards could I put my finger on the differences that these experiences made: differences in how history would be written, learned and taught for generations. And, luckily, Rutgers had a faculty that supported that view. So I made my way to immigrants, Jews, workers. No, not yet to women.

That would be the next step in the revolutionary process. In a jumble—allyed with, sometimes piggy-backing on, the transformation of labor history into the history of the working class and of African-American history into the history of race—my cohort of young assistant professors discovered the history of women and then moved to the history of gender.

We thought, at first, we were introducing new “subjects”—women had been left out. How would we find them? The archives, after all were arranged around the big issues, the ones illustrated by the history of men. We quickly discovered (to use a famous metaphor from E. H. Carr) that where we went fishing would determine what fish we caught. So we found new fishing holes, new sources, and new methods, including material culture and oral history.

Putting women into the historical record raised questions of interpretation. Against what standards would we interpret their activities? Did they change the direction of the country? Influence foreign policy? How were we to understand the framework within which men and women functioned? And now we began to explore notions like...
separate spheres and gender systems, to think about relational experiences. Labor history had taught us that we could not understand workers outside their relation to employers and to capital. African American historians were learning that the history of black people required an understanding of race relationships. Historians of women quickly learned that women’s history would require parsing systemic gender relationships as relations of power.

Finally we began to contemplate the political origin of all history: its inescapable location in the sometimes invisible meaning systems within which we lived. We learned about the power of dominant, hegemonic ideas to inform our own thinking, to make decisions as to what counted and what did not. Consciousness, agency and subjectivity entered our vocabularies. We also learned that the questions we asked were informed by our experiences—by the meaning systems and ideological frameworks within which we lived. No historian could escape those embedded belief systems or their influence on our work, but our task was to recognize them, to explore their implications as we researched.

When I returned to Rutgers in 1989, I joined a faculty that had fully participated in that revolution and whose new hires reflected the already under way. I became part of a department that had helped to shape a new profession of history—one in which historians of African-Americans, Latinos, immigrants and women feel comfortable. One in which historians who write about the working class often come from within it; in which the history of race is taught by diverse and frequently black faculty and in which men like John Gillis and Seth Koven could comfortably argue about the history of women. These changes have provided the framework for the next revolution.

If the pressures of corporatization have a silver lining, it is that they have pushed us to think about the broader implications of our work and the audiences to whom we speak. Notions of class have returned to the historical agenda; we are once again teaching courses in, and trying to understand the development of “the state,” the history of capitalisms, and the development of markets. Immigration, migration and unionization have all become active words. Concepts like caring labor, sexual preference, and incarceration are part of the territory we want to investigate. We are not afraid to wield notions of ideology, subjectivity, agency, and gendered analysis even as we see these notions make it possible to raise new and challenging questions. Once again law features in our work, which turns more and more to illuminating ideas and issues, trends and movements that help us to cope with today’s world.

In the next revolution we will recognize that our questions are informed by our personal, political, racial, class, backgrounds and that far from backing away from those backgrounds, we must draw on them to inform a new history. Our history is inspired by a generation of scholars with backgrounds more diverse than Bridenbaugh ever anticipated. We think of history as a public resource rather than merely an intellectual exercise. Whether we study the working class, African-Americans, women, immigration, poverty, capitalism or gender, we have the skill to do the kind of complicated, fine-grained analysis that takes intellectual work from the ivory tower to the desks of policy-makers. As students of peasant societies or ancient elites, of nationalism, colonialism and globalism, we see America in the world. We face the responsibility of all intellectuals to ask questions whose answers will illuminate the present. Had we done so more effectively, we/I might have drawn the historical plight of the forgotten man into public consciousness and changed the course of history.

My own experience at Rutgers, which goes back more than 50 years, and is punctuated by affiliation with half a dozen other institutions, suggests that this great institution and this great department have already begun to do that. Faculty members like Carolyn Brown, Mia Bay, David Greenberg, Al Howard, Temma Kaplan, Seth Koven, Jennifer Mittelstadt, Bonnie Smith, and Deborah Gray White—to name only those I have worked with and know—are already leading the charge towards the next revolution.
The Scarlet and Black Project
Deborah Gray White

On November 18, 2016 over 500 members of the Rutgers community, including President Barchi and Chancellor Edwards, got a tremendous dose of RU history. Not only did they learn about the connection of Rutgers and its founders to slavery and the dispossession of Native Americans, but they had the unprecedented opportunity to see what we do over here in Van Dyke Hall (named such after a prominent slaveholder). They were, to say the least, genuinely captivated.

The appalling history was gripping enough. Two undergraduates and thirteen graduate students recounted how the land on which Rutgers sits was first taken from Native Americans and through subsequent transactions with wealthy slave trading and slaveholding congregants of the Dutch Reformed Church became Rutgers College. Our students laid bare the centrality of slavery to the political economy of New Jersey; evidenced the work of Africans and African Americans in building and sustaining Rutgers College; unveiled the racist ideology embedded in the early curriculum, and the support faculty and administrators gave to the American Colonization Society – the southern inspired racist organization that promoted the exportation of free blacks. They reviewed how New Jersey’s gradual emancipation kept some New Jerseyans enslaved through the Civil War, and, most critically, brought to light the ownership of abolitionist Sojourner Truth by the family of Jacob Rutsen Hardenbergh, the first president of Rutgers. Our students also described the precarious life of New Brunswick African Americans and their resistance to their very circumscribed and oppressed existence. The presentations ended with a description of how the land grant Morrill Act of 1862 allowed New Jersey to sell land taken from western Native Americans, making Rutgers a public institution.
The presentation went off without a hitch, which belied the labor that went into producing *Scarlet and Black: Slavery and Dispossession in Rutgers History*, the book on which the presentation was based. I had only been appointed chair of the Committee on the Enslaved and Disfranchised in Rutgers History the previous November. Our research sub-committee of graduate students was not assembled until January 2016, meaning that the book was researched, written, edited, copyedited and proofread in an unheard of eleven months. If it takes a village to raise a child, the same can be said of this baby. To begin with, the initiator of the project, Chancellor Edwards, provided ample funds to pay our researchers for their time, including their trips to the state archives in Trenton and the National Archives in Washington, D.C. Marisa Fuentes, one of our colonials, volunteered to help with the project, and truth be told it could not have gone forth had we not divided the work 50/50. Camilla Townsend, our Native American specialist, volunteered to have her undergraduate class research the Lenni Lenape, and after collecting their research she spent part of her summer writing the article that covers the Lenape. We were aided by archivists and librarians at Alexander Library and specialists at the New Brunswick Theological Seminary.

Of course, our students were spectacular. Although only two undergraduates presented at the November 18th event, twenty-five did primary research. Our graduate students, most of whom are twentieth century Americanists who were in their first or second year, dove into the colonial records and actually enjoyed themselves (so they said). Accustomed to typed sources they had to quickly acclimate to the hardly decipherable, fragmented, handwritten documents of the colonial and nineteenth century; documents where s’s and f’s look alike, where Dutch and English currency had to be differentiated and calculated, and where old English and Dutch phrasing made reading the documents akin to putting together a jigsaw puzzle. With amazing alacrity they organized themselves into teams, chose topics they discerned should and could be researched, and identified the questions that needed to be answered. Under a September 15 deadline to have finished articles, they produced what was for all of them their first published essay. In the process, they learned how to research and write on a clock, the ups and downs of collaboration, the pitfalls of perfectionism, and how to accept criticism and editing without taking it personally. Although it did not begin as a clinic, it certainly became that.

Marisa and I then did what seemed to us the wholly impossible. We edited the eight articles, handed them to Rutgers University Press on October 3, and miraculously received copyedits back in less than two weeks. We went over the copyedits, added illustrations, and over one weekend proofread the manuscript. (I would have loved to have been a fly on the wall as Edwards convinced the press to turn this book over in less than six weeks, and then when editors passed it on to their staff. I imagine at least a few expletives.) The fact is that all involved in this speedy turnover executed a minor miracle.

It was worth the effort however. The Rutgers community not only got a dose of the history of Rutgers’ connection to slavery and dispossession but they got to witness what historians and humanists do. From the questions they asked, to the applause we received, I think the Rutgers community was really proud of their historians. I know I was.
memory table. Panelists openly shared their memories of growing up in New Jersey, being the among first in their families to attend college, organizing for change amidst the tumultuous 1970s, encountering racism and other challenges on campus, and participating in Latino cultural and artistic organizations and the Equal Opportunity Fund program.

During the closing forum, our current Rutgers students cherished the opportunity to share with alumni activists the challenges they face both on campus and in their everyday lives. The ensuing dialogue—at times emotionally charged—demonstrated the enduring commitment of our alumni activists and the continued struggles around issues of diversity and access to resources. Students left the conference inspired by alumni who continue to work for social justice today, whether through education, writing, politics, or business.

The conference is tied to the Rutgers Latino and Caribbean Memory Project, an ongoing project led by LCS faculty and linked to a 2016-2017 Aresty undergraduate student research team led by Professors Yolanda Martínez-San Miguel, Carlos Decena, and Kathy López. Since the fall, five Aresty students have been collecting and reviewing primary sources from the 1970s, following their own interests in topics such as the history of Targum coverage of student movements, the Equal Opportunity Fund, Latin Images and other campus cultural organizations, and the Nuyorican poets. Of special note is the team’s work in reviewing and creating an inventory of ten boxes of uncatalogued material in Rutgers Library Special Collections and University Archives.

Among the gems the team has uncovered are documents on a community engagement project in Trenton State Prison and letters and articles voicing the concerns of Puerto Rican students. The inventory will be made available online for future researchers interested in Puerto Ricans and Latinos in the United States, student mobilization, and the history of Rutgers University, among other themes. The Memory Project is also collaborating with the Rutgers Oral History Archive (ROHA) (http://oralhistory.rutgers.edu) to expand its content on Latinos at Rutgers. ROHA Director Shaun Illingworth led an orientation in December, and the team is eager to begin the process of preparing questions and conducting background interviews for some of the original 18 Equal Opportunity Fund students involved in the mobilization that demanded Puerto Rican studies at Rutgers.

As the day came to a close and the conga line dispersed, we knew that this event marked a beginning of a renewed relationship with our alumni activists and their important legacy for Rutgers. Thanks to the support of Isabel Nazario, Associate Vice President for Strategic Initiatives under the auspices of the Office of the Senior Vice President for Academic Affairs, the entire program was livestreamed by Rutgers iTV Studio and is available for viewing and classroom use at https://livestream.com/accounts/4838057/events/6428319. Additionally, footage from the conference will be part of Legacy of 18, a documentary film by William Sánchez, one of the students involved in the Rutgers-Newark Puerto Rican Organization and Emmy award-winning executive producer of a Latino cultural and public affairs program. We urge our Latino alumni to continue to send us stories and photos from your time at Rutgers!

Co-sponsors of the conference include the Rutgers 250 Office, Office of the Vice Chancellor for Undergraduate Academic Affairs, Associate Vice President for Strategic Initiatives under the auspices of the Office of the Senior Vice President for Academic Affairs, Center for Latino Arts and Culture, and Rutgers Union Estudiantil Puertorriqueña.
The Edison Papers and Undergraduate Education

Over the past few years the Edison Papers has become increasingly engaged with undergraduate education. While we have long had undergraduate assistants working with the editors on a variety of tasks, in recent years we have greatly expanded the types of work they do for us, we have developed a more robust internship program, and we have imitated new online undergraduate courses.

Student Assistants. Every year we employ several undergraduate students who perform a variety of tasks. This year our student assistants include Henggao Cai, Samantha Cuffy, Jade Gleason, Jennyfer Javier, Grace Karuga, Sabrina Tibbetts, and Veronica Velez. One of the major tasks undertaken by our students has been scanning and image processing documents from three collections of Edison family papers to add to our online image edition. Our students also play a crucial role on the book edition by helping with proofreading, maintaining a database tracking annotations, entering data from original financial and personnel records into research databases, and conducting research in newspapers and journals. An increasingly important task has been transcribing and summarizing documents for our book edition editors. Each volume includes roughly 350 documents selected from about 10,000 documents from the particular time period we are researching. Editors draw upon the transcriptions and summaries to select the documents to include in each volume and to assess which related documents would be useful for annotation. In addition, we plan to add these summaries and transcriptions to our online digital edition, which will make the scanned manuscripts more searchable by the public.

This year some of the students are improving our website, including helping with social media development, translating webpages into Spanish, transforming web content into a new wiki format, and creating new webpages for our book edition. These webpages will include a list of selected documents for each volume linked to their digital image versions. All of these should further our goal of linking our book and digital image editions. In this way users will have another way to navigate the sometimes daunting immensity of Edison’s Papers.

Student Interns. Over the years we have had occasional student interns but recently we have begun to develop a much more robust internship program. This year we have two student interns from the Arestry Research Center and three student interns from the History Department’s Public History Program.

One of our Arestry interns, Jen Frasco, is working on a database of books and journals added to Edison’s West Orange laboratory library and checked out by experimenters.
Continued from previous page.

during the period of Volume 9 (1888–1889). She has completed entering data into the database, which was created by last year’s Aresty intern Margot Kirzner, and during the Spring semester she will be correlating data from this database with information found in the database of weekly laboratory timesheets that our student assistants have been creating.

Using these two datasets, as well as information from laboratory notebooks, she will be producing a report for the book edition editors about the use of the library by Edison’s staff. Our second Aresty intern, Andrea Vacchiano, is transcribing oral interviews of Edison associates held by the Thomas Edison National Historical Park in West Orange, NJ. She will be working with the recordings curator at the National Park to make transcriptions and mp3s of these interviews available online.

This spring Esther Esquenazi, who volunteered to do transcriptions in the fall, will be assisting the book edition editors in transcription, proofreading, image processing, and research. Dylan Medici will be creating an appendix for Volume 9 of The Papers of Thomas A. Edison that provides basic information about the West Orange Laboratory employees. Joseph Westendorf will be conducting research in the materials related to Edison’s role in World War I, to develop teaching materials including primary documents.

**Teaching.** The project is increasingly focusing on university teaching and has created new online courses for the School of Arts and Sciences. For the last two years project director Dr. Paul Israel has taught "The Edison Effect: Technological Innovation in American Culture." Last year he also taught a 1.5 credit course based on the second half of the Edison Effect course. Drs. Louie Carlat and Dan Weeks have just created a new online course titled "Science and Dollars: Edison and the Business of Innovation." We anticipate creating another course on the historical development and merging of media and telecommunications. With these courses we are connecting our deep knowledge of the history of innovation gained from research on Edison to contemporary practice and issues, thus providing a new perspective for undergraduates.

**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:

**Anna Henke** is a reader of German literature and critical theory. She holds a BA from Reed College and a PhD in German literature from Yale University. Her dissertation uncovers the various permutations of the figure of forgiveness in Walter Benjamin’s early fragments and essays in an effort to examine the role reading plays in critiquing systems of morality. She is currently finishing an article on the way recent critical theorists have picked up on the importance of forgiveness for constructing their theories of contemporary communities.

Her dissertation began as a wider study of what happens to the figure of forgiveness in the 1920s as secular, Modernist writers in Germany start to draw a clear distinction between it and Hegel’s privileged reconciliation. At Rutgers, Anna will continue this work and explore the way forgiveness appears in the writings of Franz Kafka and Bertolt Brecht. In the Spring of 2017, she will teach a course through Rutgers’ German department on forgiveness’ antonym: “Revenge!,” as it has been explored on stage and page. In October, she will also deliver a talk on the figure of the exception-become-the-rule in Judith Butler and Giorgio Agamben for the Craig Young Scholars Series.
Samuel Fury Childs Daly received his PhD in African History from Columbia University in 2016. Previously, he completed master’s degrees at the School of Oriental and African Studies and the University of Cambridge as a Marshall Scholar. His dissertation considered the Nigerian Civil War (1967-1970), drawing a connection between the war and the criminal practices for which Nigeria became known in this period—especially armed robbery, forgery, and the category of fraudulent activities collectively known as "419." Using an original body of legal records from the secessionist Republic of Biafra, the project traced how technologies, survival practices, and moral ideologies that emerged in the context of the war shaped patterns of crime after Biafra’s defeat. He is currently developing this work into a book manuscript, entitled Sworn on the Gun: Law and Crime in the Nigerian Civil War. Connecting the violence of the battlefield to violent crime, it provides a new perspective on the discursive relationship between law and disorder in the African post-colony.

At the RCHA, Daly will be working on a transnational history of military desertion in Africa over the longue durée. Moving from acts of desertion in the Kongo armies of the 17th century, to the colonial militaries of 19th century East Africa, to the African experience in the world wars, it will develop a comparative account of this under-appreciated current in African history. Desertion is not always an expression of cowardice, or a response to the immediate conditions in which soldiers fight. Studying desertion reveals that leaving the battlefield is often a socially productive act; at many points in African history (and in the African diaspora), deserters founded communities, created social orders, and generated new ideas about honor and obligation. When soldiers walk away from battle, they are going towards something as much as they are leaving something behind. Understanding desertion as a social and political act has larger implications for the study of war and society, both in Africa and more broadly.

J. M. DeLeon holds a Ph.D. in Performance Studies from New York University. They received their BA in theatre directing and critical theory, with a minor in queer studies, from UCLA. DeLeon has been awarded an NYU Humanities Initiative Graduate Research Fellowship, NYU’s Corrigan Fellowship, the Performance Studies M.A. Departmental Fellowship, and the Paulette Goddard Award. Research interests include feminist and queer theory and performance; archival performance; histories of identity politics and activism; art for art’s sake; and the affective labor of amateur performance, from cover songs to high school musicals. They are currently completing a book manuscript based on their dissertation research, titled “Let Me Listen To Me”: The Politics and Aesthetics of Self-Indulgence.

The term “self-indulgent” is rarely used approvingly, or claimed willingly. Calling something, or someone, “self-indulgent” points to an excess that is at the same time dangerous and frivolous, a threat to one’s self and others. An accusation of self-indulgence performs a moralizing and demoralizing dressing-down that seeks to puncture inflated forms of self-regard. In this research, DeLeon considers the specific forms, motives, meanings, power relations such a dressing down takes as it targets non-normative “selves”—namely: women, gender-nonconforming and trans individuals, people of color, queers—who stray too far from ideals of the self, enforced in straight/white/heteromascullinity. The everyday, identity-based violence of this judgment serves to reinforce acceptable strictures of proper subjectivity, and to foreclose possibilities for other ways of living the self and experiencing relations with others. Accusations of self-indulgence carry an underlying challenge to minoritized, dissident, queer subjects: how dare you care for yourself at all. DeLeon argues instead for self-indulgence as a methodology and survival strategy, reading against the term’s common derogatory use in order to articulate a relational ethics of self-indulgence in which the “self” at stake is neither as isolated nor anti-relational as the term implies. Focusing on seemingly straightforward performances of self-indulgence—including close readings of literary criticism on Gertrude Stein’s life and work; durational performance artist Julie Tolentino’s ongoing installation Cry of Love: Honey; and the gender politics of an annual lesbian separatist music festival—DeLeon proposes a reverse discourse of self-indulgence as a kind of care of the self, and selves, that performative-ly imagines and enacts more vibrant ways of being in the world, and with others.

Kimberly Stanley is a native Clevelander. She received her Ph.D. in both History and American Studies from Indiana University-Bloomington, specializing in African American African Diaspora History and cultural studies, and her M.A. from the University of New Mexico. Her research focuses on the intersections between race, class, gender, and sexuality and citizenship and how these intersections are given meaning and disseminated to the public. Her teaching, similar to her research, privileges the experiences of people of color and women. She has extensive teaching experience having taught both sections of the United States survey, Latino History, and topic courses in United States cultural history. Stanley is a single mother and she enjoys hiking, lifting weights, walking her dogs, and an occasional cocktail with friends.

Continued on next page.
While at the RCHA, she will be working to complete her manuscript based on her dissertation, “Pulling Down the House and Tearing Up the Yard: Constructing, Policing and Containing Black Masculinity, 1920-1960,” which is a cultural history of how the black press discursively constructed black middle-class masculinity. Stanley demonstrates that cultural producers—journalists and publishers—disseminated idealized representations of black masculinity to their reading public in order to shore-up and maintain a cohesive black middle class which they hoped would serve in advancing the cause of racial equality. The core question at the center of her research is “How did cultural producers continue to re-imagine the ‘New Negro’ as a means of affecting racial equality?” Positioning themselves as civil rights agents, cultural producers re-imagined and redefined representations and representatives of black manhood. Stanley argues that journalists envisioned their readership as a community that subscribed to the same codes of respectability and took it upon themselves to encourage, police, and even model acceptable forms of respectability through their publications. These representations served as models for a heteronormative yet distinctly black citizenship.

Rethinking Reform through the 7th Annual Interpreting American History Series
Caitlin Wiesner

For the seventh consecutive year, the Interpreting American History (IAH) series (organized by and for the History graduate students) is bringing visiting scholars to the department to present their work to graduate students in a workshop setting. This year’s theme, “Legacies of Liberalism: Rethinking Reform in the 19th and 20th Century United States,” invites students to confront accepted narratives of social, legal, economic and artistic change in the United States during the nineteenth and twentieth centuries. The Interpreting American History Committee has invited three scholars whose innovative work will help us to paint a clearer picture of those who mobilized for (or against) sweeping reform, the exclusions these reforms required, and how these exclusions echo into contemporary political debates. “Legacies of Liberalism” addresses a diverse array of reforms, including those that remade the legal status of slavery, the economic standing of the working class during the New Deal, and the artistic merit of African Americans in New York City’s art scene.

The series kicked off on November 2nd with a timely lecture by Daniel W. Crofts, professor emeritus of history at The College of New Jersey. His talk, entitled “The Paradoxical Emancipator: Abraham Lincoln and the Other Thirteenth Amendment,” excavated the little-known, last-ditch attempt of the “Great Emancipator” to preserve the Union by supporting an abortive Thirteenth Amendment that would have prevented Congress from interfering with slavery where it already existed. With Crofts’ assistance, attendees reconsidered the narratives of progress that pervade the history of abolitionism. Graduate students, undergraduate, and faculty collectively reexamined the legacy of an historical figure that continues looms large in contemporary politics.

“Legacies of Liberalism” will continue through the Spring Semester with two more invited scholars. On February 22, Susan E. Cahan, Associate Dean of the Arts at Yale College, will recall the struggle of African American activists to integrate the New York City’s elite art museums nearly a decade after the height of the Civil Rights Movement. Robyn Muncy, Professor of History at the University of Maryland- College Park, will join us on March 29th to present her most recent research, entitled “The Surprising Career of the Term ‘Working Class’ in U.S. Political Culture, 1932-1984.”

The 7th Annual Interpreting American History Series is generously supported by the Center for Global Advancement and International Affairs, the Graduate Student Association, the History Department, the American Studies Department, the Office of the Dean of the School of Arts and Sciences, and the Center for Race & Ethnicity.

To learn more about the Interpreting American History series, visit http://history.rutgers.edu/graduate/doctoral-program/lecture-series or email us at interpretingamericanhistory@history.rutgers.edu
Proposal defenses and working titles


Christopher Blakley, “Inhuman Empire: Enslaved People and Nonhuman Animals in the British Atlantic World"


Hannah Frydman, Reading Between the Lines: Sex, Desire, and the Economies of Daily Life in Parisian Classifieds, 1881-1939"


Marika Plater, “Escaping New York: Working-Class Landscapes of Leisure in and around Manhattan, 1830-1920”

Peter Sorensen, “History in the 16th Century Nahuatl Songs”

Ryan Tate, “The Saudia Arabia of Coal: The Energy Crisis and the American West”

Amy Zanoni, “‘Poor Health: Retrenchment and Resistance in Chicago’s Public Hospital”

Major Field Examinations:

Brian Brown (Latin American), Daniel Manuel (Women’s & Gender)

Minor Field Examinations :

Marlene Gaynair (African American), Brennan Sutter and Danielle Willard-Kyle (Women’s & Gender)

Recent Accomplishments

Fellowships, Grants, and Other Awards

Christopher Blakley, The Neal Ira Rosenthal History Travel Fellowship
Dale Booth, The Neal Ira Rosenthal History Travel Fellowship
Julia Bowes, The Neal Ira Rosenthal History Travel Fellowship
Brian Brown, Horace and Marie Marucci Travel Grant
Rachel Bunker, Samuel Flagg Bemis Dissertation Research Award from the Society for Historians of American Foreign Relations (SHAFR)
Shikha Chakraborty, The Neal Ira Rosenthal History Travel Fellowship
Marlene Gaynair, The Neal Ira Rosenthal History Travel Fellowship
Julia Katz, The Neal Ira Rosenthal History Travel Fellowship
Aries Li, The Neal Ira Rosenthal History Travel Fellowship
Tara Malanga, Horace and Marie Marucci Travel Grant
Laura Michel, The Neal Ira Rosenthal History Travel Fellowship
Taylor Moore, The Neal Ira Rosenthal History Travel Fellowship
Dustin Neighly, Schallek Fellowship from the Medieval Academy of America

Marika Platter, The Neal Ira Rosenthal History Travel Fellowship
Paul Sampson, The Neal Ira Rosenthal History Travel Fellowship
Lauren Swift, The Neal Ira Rosenthal History Travel Fellowship
Ryan Tate, The Neal Ira Rosenthal History Travel Fellowship
Lance Thurner, National Humanities Without Walls consortium pre-doctoral fellowship.

Amy Zanoni, The Neal Ira Rosenthal History Travel Fellowship

Alumnae/Alumni News

Sara Black (c/o 2016)- a former advisee of Bonnie Smith: Tenure-Track position, Assistant Professor of European History of Science and Medicine at Christopher Newport University.
Dina Fainberg (c/o 2012)-a former advisee of Jochen Hellbeck and David Fogleson: has accepted a position as Lecturer in Modern History at City, University of London.
Melissa Horne (c/o 2016)-a former advisee of Mia Bay: Alumni Officer, Students and Young Alumni at the University of Waterloo.
Kate Iny (c/o 2016)- a former advisee of Bonnie Smith and Seth Koven: has been awarded the Nupur Chaudhuri First Article Prize by the Coordinating Council for Women in History (CCWH), for her essay, “Queering the Martial Races: Masculinity, Sex and Circumcision in the Twentieth-Century British Indian Army”, published in Gender and History 27:2 (2015).
Kenneth Moss (c/o 2016)-a former advisee of Mark Wasserman: has accepted a one-year Visiting Assistant Professorship in Latin American History for Spring and Fall 2017 at Spring Hill College in Mobile, Alabama.
Adam Wolkoff (c/o 2015)-a former advisee of Ann Fabian: has received a 2016 Cromwell Research Fellowship in American Legal History from the American Society for Legal History.

Ph.D. Degrees Conferred

Scott Bruton,’The American Dream in Indian Country: Housing, Property, and Assimilation on the Navajo Reservation and Beyond’, under the direction of Jackson Lears


Alissa Klots, "The Kitchen Maid That Will Rule The State: Domestic Service and The Soviet Revolutionary Project, 1917-1941", under the direction of Jochen Hellbeck

Jennifer (Pettit) Mcdonough, "A Better Home for Everybody: Homemaking and Liberal Individualism in 1920s America", under the direction of Jackson Lears

Kenneth Moss, "Suppressing the Fourth Estate: The Relationship between the Mexican Government and the Media, 1900-1940", under the direction of Mark Wasserman

Ben Resnick-Day, "Debating the 'Inevitable': Cherokees, Sene- cas, and the Rhetoric of Removal, 1827-1847", under the direction of Peter Silver
Support the History Department!

Rutgers School of Arts and Sciences has an exciting opportunity to fund graduate programs in the humanities and to build an endowment that will support those programs in perpetuity. The prestigious Andrew W. Mellon Foundation will give the School of Arts and Sciences $2 million for an endowment if we raise $3 million in graduate support by June 30, 2017. If you’d like your gift to help us meet the Mellon Challenge, please click here http://www.support.rutgers.edu/history. If you have any questions, please contact Allison Sachs Klein, in the School of Arts & Sciences-New Brunswick Development Office, at 848-932-6457. Thank you!

Enclosed is my generous gift of $________ toward:
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(Number 039543)

Graduate Funds:

☐ Clark Gershenson McClintock Fund
(Number 039079)

☐ Warren Susman Fund
(Number 041435)