

History Department Undergraduate Newsletter



Greetings from Mark Wasserman Chair, Department of History

Welcome to our annual newsletter with news of triumphs and sorrows from the past year. As every year, our department has seen notable changes. A number of our esteemed colleagues will end their teaching careers in 2013-14. Michael Adas, one of the most prominent global and comparative historians of our time, will teach his last class at Rutgers. Michael is the author of *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance*; *Prophets of Rebellion: Millenarian Protest Movements against the European Social Order*; *The Burma Delta: Economic Development and Social Change on an Asian Rice Frontier, 1852-1941*; *Dominance by Design: Technological Imperatives and America's Civilizing Mission*; and *Turbulent Passage*. His classes on comparative history have been pillars of our graduate program for decades. William Gillette is leaving the classroom after more than forty years. Bill was the winner of two Fulbright Fellowships and wrote three award-winning books: *The Right to Vote: Politics and the Passage of the Fifteenth Amendment*, *Retreat from Reconstruction, 1869-1879*, and *Jersey Blue: Civil War Politics in New Jersey, 1854-1865*. James Reed, whose book *From Private Vice to Public Virtue* (1978), a history of birth control in the United States, is a classic study, retired in December 2013. Jim's teaching is legendary and he profoundly affected his students. From 1985 to 1994, he served as Dean of Rutgers College. And Bonnie Smith, a distinguished scholar and teacher of global and French History ends her classroom career in May 2014. Bonnie is the author of *The Gender of History: Men, Women, and Historical Practice*; *Europe in the Contemporary World*; *Changing Lives: Women in European History since 1700*; *Crossroads and Cultures*; and *Women's Studies: The Basics*. She has mentored more than two dozen Ph.D. students. We are celebrating our colleagues' wonderful careers as teachers and scholars.

Our year took a notably sad turn with the passing of our deeply admired colleague Susan Schrepfer on March 3. Susan had courageously battled pancreatic cancer for six years. An extraordinarily dedicated teacher, she taught to the end. She was a pioneer in environmental history, writing two books: *The Fight to Save the Redwoods: A History of Environmental Reform* (University of Wisconsin Press, 1983) and *Nature's Altars: Mountains, Gender, and American Environmentalism* (University of Kansas Press, 2005).

Several of our faculty members have traveled far and wide to do research this year. Barbara Cooper spent part of her leave in Niger and France. Jochen Hellbeck spent the year in Kyrgyzstan in Central Asia. Tuna Artun examined archives in Turkey and Iran. Other colleagues have served the University in various important capacities: Matt Matsuda is Dean of the Rutgers Honors College and Dean of the College Avenue Campus; Toby Jones is the Director of the Center for Middle Eastern Studies; James Masschaele is Acting Executive Vice Dean of the School of Arts and Sciences; Seth Koven is Co-Director of British Studies; Jackson Lears is editor of the *Raritan Review*; and Stephen Reinert is Director of Modern Greek Studies.

Lastly, I am happy to report that in fall 2014 we will be joined by Walter Rucker and Bayo Holsey, historians of the African Diaspora, who come to us from the University of North Carolina and Duke University respectively.

Congratulations Seniors!



In 2011, the History Department began a new tradition, the History Convocation. This memorable ceremony complements the university-wide graduation in High Point Solutions Stadium, and provides a chance for graduating seniors to gather and be individually recognized for their accomplishments by their family and friends. We look forward to continuing this happy event for many years to come.



The Writing Tutor

This year the History Department continued the popular History Writing Tutor Program in order to assist undergraduate students with all aspects of writing papers for their history courses. One of our writing tutors, recent Rutgers Ph.D. **Christopher Hayes**, helps students brainstorm ideas for papers and presentations, polish rough ideas into cohesive historical arguments, organize outlines and papers, and refine rough drafts. This spring, we were fortunate to be able to add a second writing tutor, **Professor Carolyn Brown** to the program.

New Online and Hybrid Classes

In Fall 2014, **Professor Stephen Reinert** will introduce the online version of his semester long course 510:255 "Dracula: Facts & Fictions." First taught in 2003 as an undergraduate History Seminar, Professor Reinert developed a regular lecture course on this theme for winter session offerings 2011-2013. The new online version will engage students in the close study of the life and political career of the historical Vlad III Tepeș (ca. 1430-1476), followed by explorations into the ways the image of Dracula has been interpreted over time in folklore, literature, film, and popular media.

A new online course "Looking at 21st Century Issues in Historical Perspective" will make its debut in Fall 2014. Co-taught by **Rudy Bell** and **Laura Weigert** from the Art History department, the course continues to explore the underlying themes of Bell's first online effort, "History and the News": 1) how historical perspective deepens our understanding of contemporary issues; 2) how contemporary challenges deepen our understanding of the past. The new course adds a third theme especially suitable to online teaching: how "looking" closely — with the care and expertise of an art historian — may enrich our ability to analyze the past and participate to solutions to global issues today.

Each week, the instructors take on a 21st century challenge and pair it with a historical event, using interviews with experts, usually Rutgers faculty, in the areas under investigation. They then combine these "talking heads" videos with relevant visual materials to produce two 30 minute segments which are preceded by a 20 minute introductory conversation between Prof. Weigert and Prof. Bell. The class includes a TA-led discussion component which takes place entirely online. The depth and intensity of such discussion can be quite an educational experience.

Topics and experts include Johanna Schoen on fetal imagery with Susan Sidlauskas on 19th c. family portraits; Jane Adas on the Israeli/Palestinian conflict with James Masschaele on 1066 and the Bayeux tapestry; Angus Gillespie on 9/11 Memorial with Katherine Woodhouse-Beyer on Native American burial ceremonies; and Chie Ikeya on South Asian sweatshops with Peter Golden on the Silk Road.

Also in the fall 2014, **Johanna Schoen** will, for the second time, offer her hybrid class on the History of Medicine in Film [512:230]. Students watch films online and participate in a chat room discussion. The class meets once a week for 80 minutes to discuss the films and their implications for our knowledge of the history of medicine.

This fall, Sarolta Takács will offer, for the first time, two hybrid courses on Ancient Rome [510:202] and The History of the Byzantine Empire [510:205]. Students will read print and online materials, employ web resources, become familiar with Sakai and audio-visuals as modes of learning, participate in online discussions, complete written work, and take examinations. Special attention will be given to primary sources, historiography, inscriptions, numismatics, art, and architecture, with a view on how historians employ these sources and how they shape our understanding of the Roman and Byzantine empire. The classes each meet once a week for lecture and discussion.

Retirement of James Reed

By: Paul Clemens

We have sadly said goodbye to James W. Reed, who after forty years of teaching at Rutgers has retired. Jim grew up in New Orleans, did graduate work at Harvard, and in 1975, arrived at Rutgers. His undergraduates will remember him for courses on social history and the history of technology; for such marvelous mini-courses on "Sex in America" and "Sport in History;" and for his decade of service as dean of Rutgers College. More recently, he has taught our popular evening section of the United States history survey, where he was always ready to break into song to illustrate a point. Jim's scholarly career began with a study of Margaret Sanger and the birth control movement, and more recently he has been studying the history of biomedical sex research in America and the career of John Money. Jim's graduate students worked on such topics as the history of American Catholicism, child psychiatry, the free love movement, and the sad fate of the (New Jersey) radium watch dial painters. He will also be remembered as a fierce competitor in the only (to date) faculty-undergraduate football game (won, of course, by the faculty), and for his generosity in taking colleagues sailing and fishing.



The Rutgers Center for Historical Analysis (RCHA)

The RCHA is an interdisciplinary research center that has provided a setting for the discussion of contemporary issues and historical perspective since 1988. The center's theme for 2012-2015 is "Networks of Exchange: Mobilities of Knowledge in a Globalized World," and is directed by history professors James Delbourgo and Toby Jones. This three-year seminar explores the relationship between varieties of knowledge and practice and the formation of networks that transcend single cultures, nations, or regions. For more information about the RCHA and this year's theme please visit: <https://www.sas.rutgers.edu/cms/rcha/>.

Undergraduate Director Johanna Schoen

As I am completing my first year as Vice Chair of Undergraduate Education, I want to thank my colleagues and our students for the enthusiasm and support for all matters undergraduate. We have developed a number of new initiatives over the past months, expanded our online teaching, developed a new sophomore seminar for our history majors, and are embarking on a serious expansion of our public history offerings. All of these developments are geared at offering an undergraduate program that exposes students to things that make studying history exciting and offer a broad introduction into the work and careers of historians. Together with our internship program, a new class on public history — taught in the fall and spring of 2014-15 — will let students explore the world of public memorials and monuments, traditional museum exhibits and online archives. Want to know why history is exciting? Read about and enroll in a class on Dracula, learn what historians do in the History Workshop, consider historical careers in the public history class and internships. This is the place to read about it and the Rutgers History Department is the place to do it!



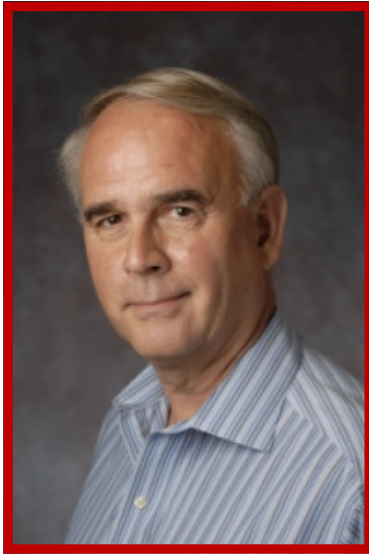
Welcome Matt to the History Department!

Matt Leonaggeo, Business Assistant, is a graduate of Lehigh University. His background is in Economics and Accounting. He worked as an undergraduate for Lehigh University and as a research assistant abroad in Ireland where he helped structure an economic impact analysis on Ireland's environment. Matt is excited to join the department and is looking forward to working with everyone.

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On the Dracula Trail...

By: Steven Reinert
Professor of History
Ph.D., UCLA
At Rutgers since 1985



When I joined the History Department back in the early middle ages, I assumed that my teaching in upcoming years would reflect the field and emphases of my illustrious predecessors — Angeliki Laiou and Peter Charanis, both of whom were Byzantinists of world class status. To a significant degree, it has. Charanis established the teaching of Byzantine history at Rutgers back in the '40s, and Laiou continued to teach the semester-length survey as scripted by “the patriarch,” until she left for Harvard in 1981. I expanded that foundation into a 3-semester sequence, covering Late Antiquity, Early & Middle Byzantium, and finally Byzantium’s “Decline & Fall.” Likewise I’ve gotten much mileage from “The Crusades,” a course Laiou inaugurated. Back in the Summer of 2003, however, I decided to try my hand at something totally different. I launched an undergraduate History Seminar with the title “Dracula: Facts & Fictions,” which filled to capacity with twenty brave students, penning papers ranging from “The Dracula of Romanian & Slavic Legends” to “Dracula As A Discourse on Gender.” It was in that class that students enthusiastically informed me I should get to know Ann Rice, and indeed her *Interview With A Vampire* remains one of my favorite novels of this genre.

Since that memorable first bite, I nurtured the Dracula theme through 6 further seminar iterations, and I still have some 80 or so papers produced by my students, some of which are of very high quality, and nearly all of which are immensely entertaining. In the Winter Session of 2011, I transformed my collected notes and experience with Dracula into a regular lecture course, which I repeated the following two winter sessions. Exhausted by the “boot camp” atmosphere of winter-session teaching, I next transformed the Impaler into a regular semester length course (Spring 2014), and am now poised to bring Vlad III and his metamorphoses into cyberspace in online format this coming fall.

Why, a gentle reader might wonder, would

the illustrious Rutgers History Department allow its Byzantinist to wander astray on the Dracula Trail? The immediate explanation can be summarized in two words: “Dracula sells.” I would like to think, however, that the generations of undergraduate directors who indulged me in “The Bloodsucker” had higher visions of the value of these courses. Indeed, I do!

Throughout our departmental curriculum, there are a number of courses deliberately designed to attract students by playing the “popularity card,” but also crafted and deployed for the sound pedagogical value of introducing students to a range of serious subjects they might not otherwise encounter. With these classes, we hope to alert students to the fact that history is fun and encourage them to take more specialized courses in the department. I’ve always seen “Dracula: Facts & Fictions” as serving precisely this purpose. As I currently teach the class, half its content situates the mysterious “Vlad Țepeș” in his Byzantine, Balkan, central European Catholic, and Ottoman contexts. In uncovering prince Vlad’s genuine historical face, I provide students a springboard for deeper explorations of the history, cultures, and languages of the vast territorial arc from Nürnberg to western Anatolia. Particularly important is understanding Vlad’s principality, Wallachia (not Transylvania), in the late medieval and early modern period as a borderland between Christianity and Islam. In tracing Dracula’s vilification from the 1460s on, we explore early modern printed pamphlets as vehicles of political propaganda and an evolving genre of “oriental horror story”, in the decades after the Gutenberg Bible. I hope to convince students that cultural studies and the study of religion and spirituality *are* interesting. We ask why no contemporary ever accused Vlad of being a vampire and launch into investigations of medieval and early modern ideas of death, the soul, and revenants with plenty of supporting texts and travelers’ tales. Lurching into modernity, we excavate the genesis and development of perceptions of Dracula based on the recovery of authentic historical tradition — a limited circle —, and the wild imaginations of a novelist such as Bram Stoker (whose research we can document), stage play adapters, and early film directors like Friedrich Murnau and Todd Browning — who collectively fashion Dracula as an icon of popular culture.

The transformation from “historical fact” to “fictions and myth” is a process historians routinely investigate. I love to end the course by bringing the story to 2005, and introducing students to the most sophisticated of recent Dracula novels, Elizabeth Kostova’s *The Historian*, a title apt for a history course.

I dream of continuing my New Brunswick based class as a summer study abroad course starting in Budapest, and unfolding throughout Romania. To follow the trail of Dracula, in other words, on Vlad III’s very own territory! To make it work we need scholarship funds for our students. Sympathetic patrons and donors ... we would embrace your generosity! And I’d be thrilled if you come along and join us!



The Rutgers Public History Internship Program, 1992-2014

Plans for the Public History Internship Program began in 1991 in conversations between Rudy Bell, then Chair of the Rutgers History Department, and Professor Maxine Lurie. Although, some undergraduates had previously served as interns, there had been no concerted effort to encourage students to apply for internships or to recruit potential sites. Under Professor Lurie's direction, five interns served in the Spring of 1992. Twenty-one students worked as interns in 1992-93, the first full academic year of the program. Since then, 872 students have worked at 188 different sites. Each intern is required to work a minimum of 112 hours for the three-credit course.

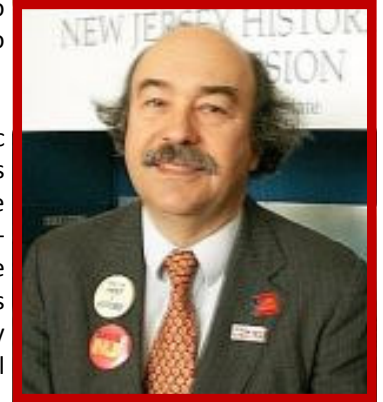
Since 1993, grants from the New Jersey Historical Commission have allowed Rutgers to hire an assistant coordinator for the program who provides additional individualized guidance for each intern. I was the first one. Twenty years ago, in 1994, Dr. Lurie took a position at Seton Hall and I was promoted from assistant coordinator to coordinator. Currently, Christopher Hayes serves as the assistant coordinator.

In Fall 1999, the General History Internship was added as a separate course for students who do not work at New Jersey history-related not-for-profit agencies. In 2001, the internship began to be offered in the First Summer Semester, in addition to the Fall and Spring.

Interns have worked at historical societies, museums, government offices, historic parks, public libraries, and other types of organizations, including at Rutgers where several different internships are available. New sites are added every year, some developed by students. To be eligible for the Public History Internship Program, the site must be non-profit, it must provide adequate supervision for the intern, and the work must be history-related. The site must be in New Jersey, with the exception of a few nearby archives that have strong New Jersey history-related collections, such as the National Archives in New York. Interns may not work for foreign governments and they may not be paid for their internships, although they may be compensated for extra hours and travel expenses.

There is little doubt that the internships have been a valuable experience for the students and beneficial to the host institutions. For additional information, see:

<http://history.rutgers.edu/undergraduate/internships>



By: Gary Saretzky
Internship Coordinator

The Itkin Lecture Series

Thanks to a gift to the Department of History from Harold J. Itkin, we hosted — during the fall semester — the first two public lectures in a new series: the Rutgers Lectures on Contention in American Politics. American political life has been scarred by a steady sequence of crises, episodes of rule-breaking, paralysis, nullification, riot, and violence within and without the halls of high politics, including two devastating internal wars, the Revolution and the Civil War. The speakers in this series are asked to use their own work to explore the place of contention and breakdown in American political history during the 18th or 19th centuries. The aim of the series is to consider why American political life so regularly went off the rails and to examine what happened when it did. In an era transfixed by government shutdowns, ballot recounts, politically motivated default, and the dream of grand bargains, the series attempts to make America's recurrent political uproars a little more understandable by giving contention and breakdown their historic due, and tracing how the "contending interests and local jealousies" that worried James Madison by turns built and destroyed American public life.

The first speaker, Sean Wilentz of Princeton, uncovered tortuous political maneuvers by John C. Calhoun in his lecture "The Bombshell of 1844". Calhoun played expertly, and with destabilizing consequences for the national political system as a whole, on Southern sectional feeling. His actions helped to bring about the ascent of James K. Polk and positioned the United States on a path that ensured recurrent, increasingly vicious sectional crises from the Mexican-American War through the onset of the Civil War. Wilentz was followed by Brendan McConville of Boston University who spoke on "The Second American Terror and the Coming of Constitutional Crisis". McConville laid out the chaotic, profoundly nonconsensual nature of early national political life during and after the Revolution. His talk paid particular attention to what it took to enlist non-elite actors' support for new regimes (like the previously imaginary state of Vermont), and the responsive new constitutional forms, like unicameral assemblies, that resulted. Thanks to Harold Itkin's generous gift, the series' organizers hope — over the coming semesters — to host more distinguished visitors in thought-provoking and well attended lectures.



By: Peter Silver
Professor of History
Ph.D., Yale
At Rutgers Since 2008

The History Workshop

By: Ann Fabian

In fall 2014, the history department will introduce two sections of a new undergraduate course—a “History Workshop”—designed to teach majors the craft of writing history. Instead of mastering the “facts,” students will have a chance to complete a series of short assignments that will give everyone a taste of what historians actually do—discover sources, ask questions about them, and put good ideas into stories, narratives, and compelling presentations. Professor Bayo Holsey who studies African Diaspora and Professor Judith Surkis, who studies France and its colonies, will be teaching one section of the fall course. The other section will be taught by Professor Jennifer Mittelstadt who studies 20th century US History and Professor Temma Kaplan, who studies comparative history of women, gender, and sexuality. All four have constructed their courses around big questions concerning the movements of people, things, and ideas that built the modern world, and around rich archival records at Rutgers and elsewhere. Mittelstadt and Kaplan will give students an opportunity to explore the history of social movements. Surkis and Holsey are interested in the ways 21st-century technologies have changed how history is done and look forward to leading students into the strange new world of the past.

In Memoriam: Professor Susan Schrepfer

By: Ziva Galili and Jennifer Jones

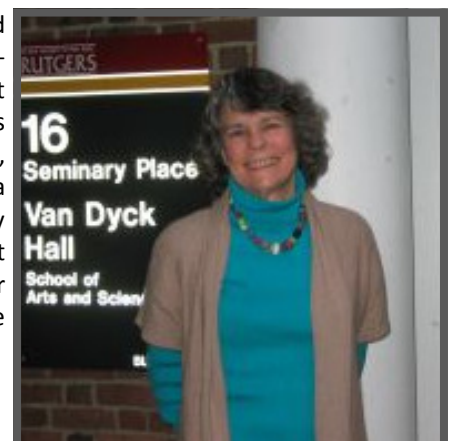
The History Department recently lost a much admired and loved member of its faculty. Professor Susan Schrepfer died on March 3, 2014, after a long and courageous battle with cancer. Thus ended four decades of dedicated, inspired work on behalf of students and teachers in New Jersey.

Susan Schrepfer joined the History Department of University College in 1974, at a time when Rutgers-New Brunswick was still home to separate colleges. Her commitment to working with students did not end when the four collegiate history departments united in the Rutgers History Department. She continued to teach evening classes and to serve as the advisor for all University College students. In 1988, she took over the important task of planning, building, and directing the Rutgers Institute for High School Teachers, a unique and tremendously successful effort to form an intellectual and teaching partnership between humanities and social science teachers at Rutgers and New Jersey public schools. The Institute’s courses and workshops have engaged scores of high school teachers from around New Jersey in discussions and study with many of the most inspiring teachers at Rutgers and scholars from the Rutgers Center for Historical Analysis.

Susan Schrepfer’s scholarship focused on the environmental history of North America, expanding over the years to include questions of gender and the interactions between environment and technology. Her first book, *The Fight to Save the Redwoods: A History of Environmental Reform, 1917-1978* (University of Wisconsin Press, 1983), established her as an authority on the environmental history of the West. A two-year program she co-directed at the Rutgers Center for Historical Analysis, entitled “Industrial Environments: Creativity and Consequences,” was designed to link and rethink the relations between histories of the environment and of technology, culminating in a volume co-edited with Philip Scranton, *Industrializing Organisms: Introducing Evolutionary History* (Routledge Press, 2003). Professor Schrepfer’s last book, *Nature’s Altars: Mountains, Gender, and American Environmentalism* (University Press of Kansas, 2005), grew out of her exploration of the fascinating relationship between mountaineering and American culture over almost a century and a half. Employing the perspective of gender, Susan Schrepfer demonstrated how men and women who risked their lives hiking and climbing the nation’s highest and wildest places, experienced their exploits differently, saw different visions, and acted on different impulses when they invested their lives in efforts to preserve these wilderness places.

Susan Schrepfer was passionate about undergraduate teaching and shared her enthusiasm for the history of the American frontier, the environmental history of North America, and the history of women in the American West with hundreds of students during her long career at Rutgers. Students consistently praised her for stimulating lively discussions that forced students to be active participants in the learning process. Professor Schrepfer was particularly well-known for her engaging senior seminars on a variety of topics, including, most recently, the history of Japanese internment. Although Professor Schrepfer was a demanding seminar professor with high standards, she was known for being extremely generous in helping students with their research and writing. Perhaps the best testament to Professor Schrepfer’s inspiring teaching is the fact that in the past six years, three of her students, David Freestone, Catherine Madonia, and Hannah Hugger, have received the History Department’s annual Siegel award for most outstanding seminar paper.

Susan Schrepfer will be missed by her colleagues and students.



Undergraduate Awards and Prizes

The History Department is proud to recognize its undergraduates for their outstanding work.

The **Martin Siegel Prize** is awarded annually to a student whose work in the History Seminar is judged to be best that year. This prize was established in honor of Dr. Martin Siegel, a history major at Rutgers College in the late 1940s. In 2013, the winner was Hannah Hugger for her paper "True Womanhood: True Americanism in Charles M. Skinner's *Myths and Legends of Our Own Land*." The 2014 winner was Joseph Zazzara for his paper "Evolution: Urban Radicalization and the Workers' Red Guard in 1917."

The **Ruth Pease Sansalone Prize** is awarded annually to a history student who has contributed to the larger community through work in the public history internship. William R. Sansalone (B.A. Rutgers, 1953) established the prize in 1958, and it became a history department award in 2008. In 2013, Rohini Bhaumik won the award for her internship with the Educational Testing Service archive. This year, the award went to Christopher Tomasso for his internship at the Red Mill Museum Village in Clinton, NJ.

Michele S. Hirshman Scholarships provide valuable support so that four to six students can study abroad each year.

Many of the department's awards are linked to the History Honors Program. One of these is the **James Reed Award**, which is given to the student with the best presentation at the Rutgers History honors conference. It is given in honor of Professor James W. Reed. In 2013, Scott Lurker won this award for his outstanding presentation.

In 2013, the department awarded the **Harold Poor Prize**, made possible by the support of Professor Emeritus Philip Greven, to John Karayannopoulos for his thesis "*In magnae rationis palatio: Reason and Philosophy in Jewish-Christian Polemical Dialogues of the Twelfth Century*."

In 2013, Matthew Kuchtyak won the **Ceil Parker Lawson Prize** for his thesis, "Inequality and the Economics Profession: Politics, Economics, and Academic Agendas in the Reagan Era." This endowed prize was created in 2003 by Rutgers Professors Steven Lawson and Nancy Hewitt in memory of Lawson's mother, Ceil Parker Lawson.

These awards are all made possible through generous donations from history alumni, faculty, and friends of the History department.



Phi Alpha Theta 2014-2015

Joshua Abelman
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Olivia Austin
Allison Bocchino
Katherine Brown
Raymond Burlew Jr.
Genevieve Campisano
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Craig Charles
John Cleary
Justin Colnaghi
Amanda Corigliano
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Pnina Zunger

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If you would like to make a gift to any of the following programs in the History Department, please complete the form below. You can also make a gift online at <http://www.support.rutgers.edu/history>. If you have any questions, please contact Paul Kuznekoff, in the School of Arts & Sciences-New Brunswick Development Office, at 848-932-6457. Thank you!

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