

Department of History Newsletter

From the Department Chair, Alastair Bellany

As I imagine it does for all of us, academic year 2019-20 feels like two very different years split asunder in mid-March.

The department had an exciting (if occasionally exhausting) fall semester. Searches in African American and in Environmental History resulted in an exhilarating series of job talks, somehow all crammed in to the calendar either side of Thanksgiving, which resulted in four terrific new hires. Tiffany Gill, one of our own wonderfully talented PhDs, whose current work focuses on the politics of African American travel, will return to Rutgers from the University of Delaware as an Associate Professor; while Nicole Burrowes, who has a PhD from the CUNY Graduate Center and who works on race, class and rebellion in the early 20th-century Anglo-Caribbean, will be joining us from the University of Texas at Austin as an Assistant Professor. Elaine LaFay, who studies climate and health in the 19th-century US Gulf South and completed her PhD at Penn, joins us as an Assistant Professor of Environmental History. Also joining us as an Assistant Professor is Jack Bouchard, who comes to Rutgers from a PhD at Pittsburgh and a postdoc at the Folger Institute, and whose work focuses on food and the environment in the late medieval and early modern Atlantic world.

During the fall, we also processed seven promotion cases, and I'm delighted to report that all have gone through successfully. Julia Stephens has been promoted to Associate Professor with tenure; Rachel Devlin and Judith Surkis have been promoted to Full Professor; Nancy Sinkoff and Paola Tartakoff (whose lines we share with Jewish Studies) have also been promoted to Full Professor; and James Delbourgo and Erica Dunbar have been promoted to the rank of Distinguished Professor. At the beginning of the spring semester, the department also approved the promotion of our public history coordinator and instructor Kristin O'Brassill-Kulfan to the rank of Assistant Teaching Professor, a promotion confirmed by the Chancellor in June.

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From the Department Chair, Cont'd.

The year also saw departures from the ranks. Don Roden retired at the end of the fall. A historian of modern Japan, Don has left his mark on the department and the university in many ways, and especially in recent years through his inspirational work with the inmates of the Mountainview Youth Correctional Facility. Don's work there began as a model of educational outreach to the incarcerated, and this provided the foundation for what has grown over the years into a much broader program helping to integrate New Jersey's former prisoners into higher education. The program has been a stunning success, and Don's Mountainview students produced a moving video tribute to honor him upon his retirement--you can view the film online at:

https://www.youtube.com/watch?v=cj4Ga_Dqxds.

Don's longtime co-conspirator in the classroom, Rudy Bell, retired at the end of the spring semester after over fifty years at Rutgers. The department held a retirement conference for Rudy at the end of February, which included papers by former PhD students and colleagues which traversed the broad intellectual, geographical and chronological range of Rudy's own scholarship. The reception and dinner that followed included a series of toasts and speeches, replete with remarkable stories from a remarkable career. Rudy has been a towering figure on campus, a former chair of the department, and a leader of the AAUP; it is hard to imagine what Rutgers will be like without him.

And then, three weeks after the Rudy Bell retirement conference, and mere hours after our recruitment event for newly admitted graduate students, the pandemic shut us down. As I write, at the beginning of July, New Jersey is slowly reopening, and Rutgers' research labs are resuming work. But as you all know, we remain a long way from the end of this crisis, and the challenges facing us as a department, a university, a state and a nation are manifold. I was humbled by the professionalism and speed with which the department pivoted in mid-March to put all our teaching into remote form, and I remain inspired by the grit of our undergraduate and graduate students who stuck with us and with their studies through some very dark days. We were able to provide essential academic continuity for our students as the state buckled under the pandemic, and as all of us wrestled with the diverse array of challenges this crisis has posed.

All our special events and traditional end-of-year rites of passage—the honors conference, senior celebration, graduation—were canceled; but much of our work, including the RCHA seminar on “Life and Death”, continued through the end of the semester online. We are facing the prospect of a mostly online fall 2020 at Rutgers, and will use the lead-up time wisely to make sure our teaching and research remain as vibrant and as inventive as they possibly can. Johanna Schoen and Jamie Pietruska both found themselves teaching eerily pertinent courses this spring, and both of them offer some reflections on teaching during the pandemic later in this newsletter.

The administrative pressures of the crisis have been heavy. Not surprisingly, crisis management, contingency planning, and budget crunching and cutting, have all led to an exponential increase in paperwork and (video-conferenced) meetings. The department (and I) have been incredibly fortunate in the vice-chairs for graduate and undergraduate education, Jennifer Mittelstadt and Leah DeVun, and the associate chair, Johanna Schoen, and I am grateful to all three of them and to those other colleagues, many of them former officers of the department, who stepped up to help us carry the increased administrative load in the spring and early summer. We remain fortunate too in having such dedicated, talented staff—Tiffany Berg, Candace Walcott-Shepherd, Dawn Ruskai, Anuja Rivera, Quiyana Butler and (our newest arrival) Amanda Gravenhise—who have kept the department rolling while hunkered down at home.

The challenges ahead are daunting. The sudden collapse in state revenues and the consequent withdrawal of state appropriations to the university necessitated deep and painful cuts to departmental reserve funds at the very end of the fiscal year, and we face the prospect of further cuts and freezes to come. In some ways, the department is well prepared to



Don at his retirement event



“Life and Death”

From the Department Chair, Cont'd.

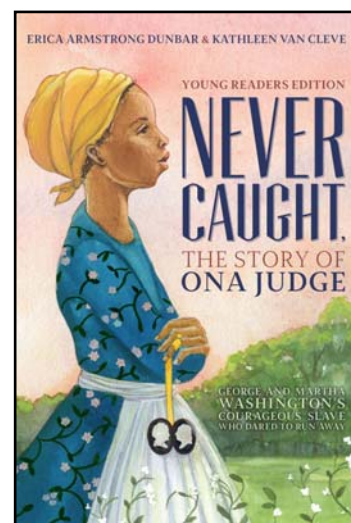
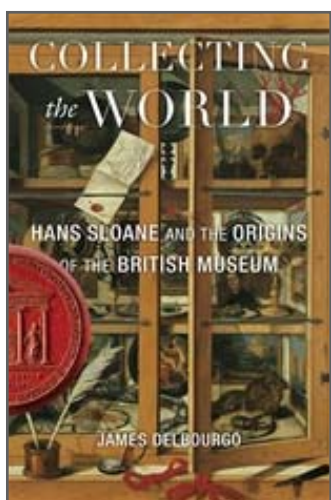
weather some of this. We completed a successful year of faculty recruitment before the freeze on hires went into effect, and we are thus in a relatively good place to sit out the hiring process for the next few years, with vibrant new faculty who work in fields essential to navigating the intersecting crises of our times. But we are faced with real and troubling fiscal pressures, particularly in our graduate program. The pandemic disrupted critical work for many of our PhD students—curtailing archival trips, canceling others, ending access to the library and interlibrary loan—and we need to find a way to extend financial support to help cover lost time. Without significant additional funds from above or from outside, this will be very difficult to do without making serious reductions to the size of our incoming cohorts for the next few years. At the same time, we have to figure out ways to help our students survive on what threatens to be a desolate job market.

And there is much other work to be done. We must continue to fight for a just recovery not only inside the university, where the most vulnerable workers have been the first to feel austerity's bite, but also in the state and the nation. We must lend our expertise and our compassion to the work of understanding and historicizing what has happened, and to the work of building a better future. As you all know, this requires not only tackling the fallout from a public health disaster, a catastrophic failure of national governance, and a deep economic crisis, but also engaging as citizens and historians in the work of instantiating the simple moral truth that Black Lives Matter into the politics of the everyday. In the wake of the protests that followed the murder of George Floyd, we must commit ourselves not only to state-ments, but also to the work of building racial and social, environmental and economic justice on campus and beyond. Partly this will be through our teaching and our scholarship, but we need to find new ways to act to mend the world. On July 1, Rutgers welcomed its first African American President, the distinguished historian Jonathan Holloway, and there is a sense that we're living in a moment not only of grave challenges but also of great opportunities. The work we do as historians must help us seize those opportunities.

And so, onwards we go; and there is, lest we forget, plenty of good news to report and celebrate in this newsletter. The achievements of our graduate students in this year's external fellowship competitions have been remarkable,

even for a department that has long produced a rich annual crop of fellowship winners. And our faculty continue to win national and international honors. James Delbourgo's *Collecting the World* won the biennial Hughes Prize, given by the British Society for the History of Science for the best book in the field written for both scholars and non-specialists. Erica Dunbar and her collaborator Kathleen Van Cleve won the New York Historical Society's Children's History Book Prize for *Never Caught: The Story of Ona Judge*, their adaptation of Erica's prize-winning *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge* (2017). And Nicole Burrowes (Woodrow Wilson Fellowship and ACLS), Marisa Fuentes (Library Company of Philadelphia/NEH and McNeil Center), Chie Ikeya (NEH), Samantha Kelly (Institute for Advanced Study), Jennifer Mittelstadt (Cullman Center, New York Public Library), and Tatiana Seijas (Clements Center, Southern Methodist University) will all spend next year on prestigious external fellowships.

Perhaps especially in these strange and stressful times, we are eager to hear the news from our alumni and friends, and, as always, we are grateful to those of you who have so generously supported the department over the past years. I look forward to the day when we can welcome you back to Van Dyck Hall. For now, I send you and your families my very best wishes.



Some of the Conference Presenters included...

Ted Crackel, Emeritus, George Washington Papers, University of Virginia: "How I Almost Became a Quantitative Historian"

Martha Howell, Columbia University: "Like a Cock: Merchant Masculinity in Early Modern Northern Europe"

Lex Renda, University of Wisconsin, Milwaukee: "The Bell Curve: How Statistics Shaped an Historian's Career"

Martina Saltamacchia, University of Nebraska, Omaha: "May Our Business Get Better and Better by the Day": A 14th-Century Milanese Merchant in Venice"

How to Do it at Rutgers: Celebrating Rudy Bell

On February 21, 2020, the Rutgers Center for Historical Analysis hosted "How to Do It at Rutgers", a conference in honor of Rudy Bell, Distinguished Professor of History, on the occasion of his retirement from Rutgers after more than 50 years of service to the department and university.

Scholars from across the country, including many of Rudy's former graduate students, plus former undergraduate students and colleagues, gathered to pay tribute to Rudy's scholarship and mentorship, with papers touching on numerous aspects of European and US history.

Rudy's colleagues, family and friends then gathered for drinks, dinner and toasts in the Rutgers Faculty Dining Room.



Clockwise from Top Left: Rudy Bell; collage of grandchildren; colleagues giving remarks at dinner; and former undergraduate students giving their remarks.

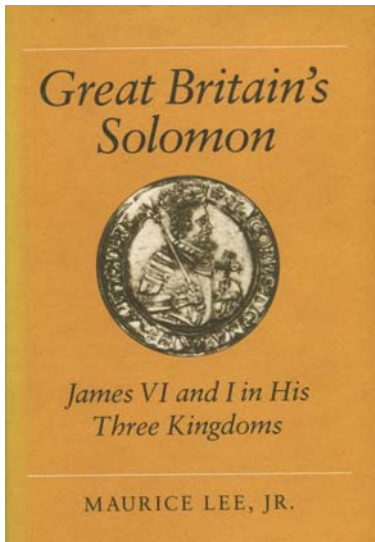
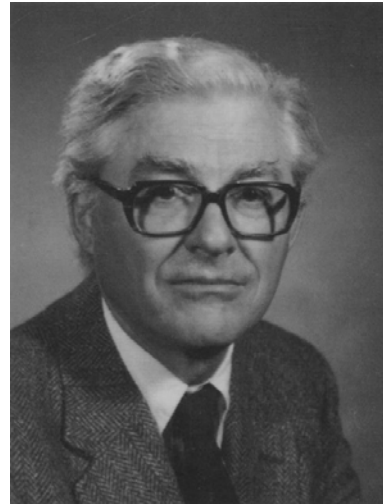


Maurice Dupont Lee, Jr. (1925-2020)

As we were finalizing this issue of the newsletter, we learned the sad news that Maurice D. Lee, Jr., Margaret Judson Professor of History Emeritus at Rutgers, died on July 12, 2020 following a fall. He was a couple of months shy of his 95th birthday.

Mo Lee was a prolific and distinguished historian of early modern British—in particular, Scottish—history. His pathbreaking series of monographs on

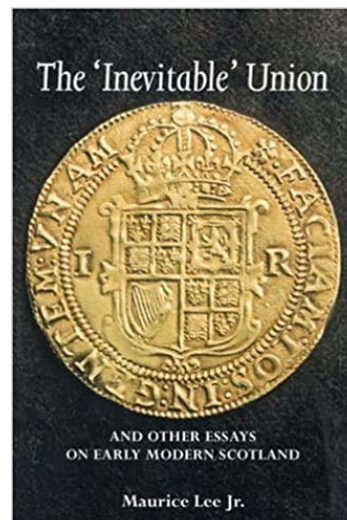
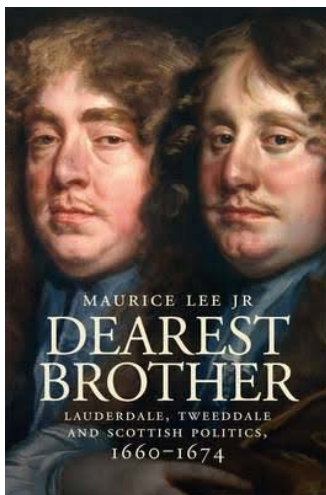
Scottish politics from the reign of Mary, Queen of Scots in the 1560s to the Covenanters' revolt against Charles I in 1637, laid the critical foundations for a more properly "British" approach to the origins and nature of what used to be called the *English Civil Wars*. Mo published widely too on early modern diplomatic history—including an important book on Anglo-French relations in the early seventeenth-century—as well as on English and Scottish history after the Restoration of the monarchy in 1660.



He was educated at Princeton as both an undergraduate and graduate student, and, after teaching for some years at Princeton and then the University of Illinois, Mo

joined the Douglass College History department at Rutgers in 1966/67, and went on to chair the department and to play a leading and lasting role in the development of Douglass College and its institutions. He was appointed to the Judson professorship—named in honor of his distinguished predecessor in Tudor-Stuart history at Douglass—in 1987. He received an honorary doctorate from St. Andrews in 1994, and two years later retired from Rutgers. Mo continued to teach classes for the department in Reformation and English Con-

stitutional history for some years after his retirement, and he continued to research and publish for many years thereafter.



Teaching Disasters During a Pandemic: Jamie Pietruska



Prof. Jamie Pietruska's research focuses on technoscience, knowledge production, and culture in the 19th- and early 20th-century United States, and she teaches undergraduate courses on accidents and disasters, technology and nature, the social history of data, and histories of the future.

My undergraduate course on “Accidents & Disasters in the US & the World” has a presentist feel to begin with, but teaching it during the onset of a global pandemic was a bit surreal. As January turned into February and COVID-19 cases were reported in the United States, I did my best to respond to students who came up to talk before every class, anxious about the spread of the virus and the fate of the spring semester. I told everyone to prepare, not panic, although I was probably doing both as I stockpiled the pantry at home. The students and I were reminded that uncertainty and risk are much easier to deal with from an intellectual distance. After the university suspended in-person classes in March, one student emailed me with the subject line “Interesting yet dangerous situation”—which sums up my experience teaching about disasters during one.

As we shifted to remote instruction after spring break, many students commented in their Canvas discussion groups how clearly the pandemic illustrated the major themes of the course: disasters are not “natural” but the combination of hazard and social context; disasters illuminate structural inequities of race, class, gender, and region; disasters are best understood not as sudden and singular events but as slow processes that interact with other processes and systems (like climate change and health care); and how “disaster capitalism,” as our Rutgers colleague Naomi Klein has emphasized, has privatized disaster response and enriched corporations at the expense of infrastructure and public resources. Students expressed dismay and outrage at how “nothing ever changes,” how—as early data emerged from New York City on the disproportionate numbers of Black and Latinx COVID-19 patients—racial and class inequities have not improved, and how the chaotic and inadequate federal response left people to fend for themselves.

The pandemic also revealed the failings of a “business-as-usual” disaster response in higher ed. After spring break, I emailed each student to ask if they were okay and if they needed my help accessing course materials or other university resources. I was humbled and astonished by their responses and subsequent messages. As the semester went on, many students expressed surprise and relief at our reduced workload, lack of deadlines, and cancelled final exam, as they reported increased workloads and inflexible requirements and deadlines in their other courses. Some of the most surprising and heartbreaking emails came from students who thanked me for being the only person from Rutgers who asked them how they were doing. I wondered then—and still do—about what it would take to dismantle the corporatized university and create a culture in which #AcademicKindness is the rule rather than the exception.

My students’ messages also gave me a glimpse of what the pandemic looked like from the perspective of an EMT and a fire captain, how students cared for sick family members while suffering from COVID-19 themselves, and how they dealt with deaths in their own families.

I learned how students juggled jobs as essential workers, household and caregiving responsibilities, and schoolwork; how they responded to sudden financial precarity as family members lost jobs; and how they managed the stress of flying home and navigating quarantine orders in other countries. The emotional weight of the pandemic in students’ lives came into sharper relief with each email. And so too did their extraordinary resilience.

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Teaching Disasters, Cont'd.

As Rebecca Solnit observes in her *A Paradise Built in Hell: The Extraordinary Communities that Arise in Disaster*, “the constellations of solidarity, altruism, and improvisation are within most of us and reappear at these times. People know what to do in a disaster” (10). I was so moved and inspired by my students who somehow knew what to do under impossible and traumatic circumstances.

One of the last in-person meetings we had before spring break focused on the history of emotions and the 1906 San Francisco Earthquake and Fire. Having just discussed disaster capitalism and the duplicity of San Francisco boosters as the city was rebuilt, we turned to Solnit’s counterintuitive concept of the “joys of disaster”:

the sense of community, kindness, and purpose that often arise during disaster recovery. The students worked at tables in our active learning classroom on different primary sources and discussed the emotional responses of different survivors. As they shared their ideas in an especially profound full-class discussion, students were struck by what they found in accounts of the aftermath: selflessness, kindness to strangers, and recognition of



Ruins after San Francisco earthquake, 1906
Library of Congress.

beauty even amid death and destruction, in what Solnit calls a “paradise of rising to the occasion” (9). Several students lamented that these sensibilities have been lost in their get-ahead world, where striving, individual achievement, and conspicuous consumption too often determine social status and self-worth.

Since Solnit had resonated so powerfully with the class, I invoked her work often in my recorded online lectures, reading passages that I hoped would offer a glimmer of hope as the death toll climbed exponentially and horrific emergency room reports surfaced in New Jersey and New York. I ended my last lecture with words from Solnit’s epilogue: “In the 1906 earthquake, a mansion burned down but its stone portals remained standing. A photograph shows that suddenly, rather than framing the entrance to a private interior, they framed the whole city beyond the hill where the ruins stood. Disaster sometimes knocks down institutions and structures and suspends private life, leaving a broader view of what lies beyond. The task before us is to recognize the possibilities visible through that gateway and to bring them into the realm of the everyday” (312-13). Our semester concluded with students’ visions of a post-pandemic world remade according to principles of racial justice, economic justice, and environmental and climate justice—and their determination to bring those possibilities into the realm of the everyday.

Teaching Medical Humanities During a Plague: Johanna Schoen



Prof. Johanna Schoen is a medical historian whose research currently focuses on the history of Neonatal Intensive Care Units and who teaches the history of medicine and medical ethics, among other things.

This past semester, I taught a new class on the History of Medical Ethics to 56 students from the health sciences/public health/nursing. After we were forced to move our classes online when Rutgers shut down the middle of March, I turned my class into a class about epidemics/pandemics and the ethical questions we are facing in the middle of a public health crisis. I asked my students to keep a Plague Journal in order to record their experiences as the weeks went on. One of my students chronicled the accelerating health crisis of her father who, diagnosed with COVID-19, was eventually admitted to the hospital, intubated, and then died. In her final paper, which the student wrote in the format of a letter to her father, she reflected on her feelings of gratitude when the ICU physician called to let the family now her father was dying and permitted them to come and say goodbye. “There were so many things I wanted to tell you and show you,” she wrote, “but when I walked into the room, all I really wanted to do was hold you. We knew how extremely lucky we were to be able to visit you that day. I was listening to the ‘It’s like a War’ podcast from the New York Times site and heard Dr Fabiano Di Marco say that ‘[patients] cannot receive the relatives in hospital. So the patients are alone. And they die alone.’ We were so fortunate to be given that gift and see you unlike most patients in the United States and Italy.”

We talked a lot about death and dying during the second part of the semester – and about the hopes that everyone has for medical therapies and the latest technology that might keep death at bay. We began with the 1918 Influenza epidemic, watching a documentary and read letters from soldiers and students who wrote about their experiences a century ago. From there we moved to the HIV/AIDS epidemic in the 1980s and 90s. We watched *And the Band Played On* to talk about the impact that the federal government’s refusal to acknowledge the HIV/AIDS epidemic in the 1980s had. And we compared this to the 2011 movie *Contagion* which depicts a deadly virus that spreads throughout the world, quickly claiming millions of victims.

As we turned our attention to COVID-19, we discussed the failed government response in the early days of the pandemic, the distribution of medical supplies in times of scarcity and the ethical guidelines that might govern the distribution, the disproportionate impact of COVID-19 on African American communities in the context of a long history of health disparities, and how the experience of COVID-19 changes our experience of death and dying. We also discussed how the role of interventions such as resuscitation and medical technologies such as respirators have complicated both dying and the meaning of death. What length will we go to to prolong life? What are the costs of medical interventions at the end of life and what benefits do they offer? How realistic are our expectations towards the power of medical interventions and technologies? How much, we pondered, is a life worth?

We ended the semester by returning to a question that had been with us since the early days of the semester: How do patients maintain self-determination in the face of diseases that leave us increasingly dependent and often lead to cognitive impairment as well? What happens to decision making in case of cognitive impairment is an issue we explored by looking at Alzheimer’s during the last week of class. We watched the 2014 movie *Still Alice* about a linguistics professor who, when words begin to escape her and she starts becoming lost on her daily jogs, must come face-to-face with the devastating diagnosis of early-onset Alzheimer’s disease. And we read an article about Sandy Bem, a prominent psychologist, who, diagnosed with Alzheimer’s, resolved that before the disease stole her mind she would kill herself.

While the issues we discussed in class could not exactly be described as cheerful, I was hoping to provide my students with the tools to understand both the challenges of COVID and to learn how to recognize and approach ethical issues in medicine as they will encounter them in years to come. Many of my students used their final paper as an opportunity to reflect on their own experiences in ways that indicated to me they had taken the tools of historical thinking and were applying them to their own lives. They understood that medicine, and public health were political and not merely the result of scientific thinking. And many of them said that the class helped them to make sense of the world around them. Despite the disruption that COVID-19 posed for our teaching, I think this was the best teaching semester I have ever had. It is hard to offer more relevant material to students than the discussion of pandemics during a pandemic.

Three Graduate Students win Prestigious SSRC-Mellon International Dissertation Research Fellowships

Among the most remarkable achievements in a remarkable year of fellowship success for our graduate students, three students—Ariel Mond, Celso Mendoza, and Yulia Chernyavskaya—won highly prestigious SSRC Mellon fellowships for international dissertation research, an unprecedented number for a single year.

Ariel Mond: My dissertation is a history of political imprisonment in post-WWII France. Following a global upsurge in prisoner protests and hunger strikes in the 1970s, a new group of French prisoner rights activists and intellectuals—Michel Foucault among them—aimed to cast critical and political light on the carceral system itself. My project explores how this pivotal moment of prison activism in the early 1970s fits into a longer postwar history of French political imprisonment, penal reform, and prisoner and human rights. How and why did prisons and prisoner rights come to be salient rallying points for political and social action across this period? Addressing this question, I center my study around three key historical moments: penal reforms in the immediate aftermath of World War II (1945); decolonization and “Third Worldism” during and after the Algerian War of Independence (1954-1962); and the emergence of prisoner rights activism and global human rights movements after 1968. Throughout these decades, I chart the process by which prisoner rights came to be articulated as human rights. I analyze how and why a widened global framework for political activism coincided with a more capacious understanding of the political prisoner. Anchoring my study around the category of the political prisoner, I consider how different historical actors—state reformers, political activists, global human rights organizations such as Amnesty International, and prisoners themselves—understood the politics of imprisonment through the frameworks of postwar democracy, decolonization, and international human rights. I argue that a study of political imprisonment in France from 1945 to the 1970s, then, is also a broader study of how state power, political action, and conceptions of human rights changed in crucial ways in the second half of the twentieth century. Starting in January 2021, the SSRC's International Dissertation Research Fellowship (IDRF) will support twelve months of archival research for this project in Paris and Aix-en-Provence, France; Algiers, Algeria; and Amsterdam, the Netherlands.



Yulia Chernyavskaya: My project explores the Soviet commitment to public adult education in the postwar period. It focuses on a large and official Soviet learning institution, the Soviet Society for the Dissemination of Knowledge (Znanie, [English: “Knowledge”]), as a source of intense meaning, tracing the lifespan of this institution and the people it touched. Through the history of Znanie, a voluntary mass organization that operated from 1947 to 1991, my project explores socialist humanism and its guiding ideals. Soviet humanism was based on a radical emancipatory idea of freedom, which saw dispersing power hierarchies as essential. In exploring how these ideas were elaborated and practiced by Znanie, my project brings to light Soviet investment into making all Soviet citizens into well-rounded individuals, committed to a Marxist-Leninist worldview. In terms of sheer effort, geographical scope, and allocated resources, Znanie was one of the largest organizations for the popularization of knowledge in the world, and its activities impacted millions of Soviet people. Znanie communicated to Soviet citizens an appreciation for books and world cultural heritage, and respect for scientists and engineers, museums and theatres – in brief, the Soviet humanistic ideal of a well-rounded individual. The search for this ideal shaped the experiences of millions of Soviet people, and parting with it in the

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Undergraduate Prizes and Awards

We are proud to announce the winners of the 2020 History Department and University Prizes and Awards for undergraduates.

Dr. Martin Siegel Prize in History (for the best paper in a History Seminar): **Giovanni Occhipinti**, thesis title: “The Political Question: Anarchists, Socialists, and the IWW in Paterson, New Jersey”

Harold L. Poor Memorial Fund Prize (for the best honors thesis):

1st Place – Jonas Tai, thesis title: “The Archaic Evolution and Classical Form of *Andrapodismos*”

2nd Place – Dante Intindola, thesis title: “Rowing on the Passaic River: Boat Clubs and the Rise of Industry in Gilded Age Newark, New Jersey 1865-1901”

Joseph B. Bradley Memorial Award in Roman Law: **Jonas Tai**, thesis title: “The Archaic Evolution and Classical Form of *Andrapodismos*.”

Margaret Atwood Judson Award (for the best honors thesis written by a woman): **Monica Dias**, thesis title: “Twisted-Thinking Intellectuals”

Ceil Parker Lawson Memorial Prize (given to the graduating senior with the highest GPA): **Eric Fecso**

Helen Prager Miller Award in History (for graduating seniors in Douglass Residential College): **Alexis Olsen**

Maurice Dupont Lee, Jr., Fellowship in History (given to a History or Art History major in the Douglass Residential College to support their graduate education): **Catherine Lydon**

Edward Romano Memorial Award in History and Public Service (given to a history major who combines a passion for historical learning with a commitment to activism and public service): **Carson Cummins**

History Honors Thesis

Students and Advisors

Nicholas Brennan: Sterilizing Students: How Caswell Training School Embraced Eugenics (Prof. Johanna Schoen)

Monica Dias: "Twisted-Thinking Intellectuals": Anti-Intellectualism in the United States and in the Post-War American Media Landscape (Prof. Rachel Devlin)

Dante Intindola: Rowing on the Passaic River: Boat Clubs and the Rise of Industry in Gilded Age Newark, New Jersey 1865-1901 (Prof. Kristin O'Brassill-Kulfan)

Arthur Rohman: Sir Thomas Roe: A Courtly Man (Profs. Alastair Bellany & Julie Stephens)

Zephyr Sheblom: The Fighting Spirit Made Flesh: The Shifting Attitudes Towards Black Military Service in the Civil War (Prof. Louis Masur)

Mateusz Solarz: Women in the Era of Solidarność and Democratization in Poland: The Continuity and Reimagining of Matka Polka (Prof. Belinda Davis)

Jonas Tai: The Archaic Evolution and Classical Form of *Andrapodismos* (Prof. Thomas Figueira)

Phi Alpha Theta

2020 Inductees

Brianna Attamante
Joseph Campisano
Natalie Chase
Kate Dobbs
Ashley Graham
Jessica Han
Adam Hostetter
Ala Jitan
Anny Lu
Jean-William Mackler
Eleanor Meli
Gabriel Perez
Christopher Roberts
Evan Royds
Melaina Valente
Austin Wang

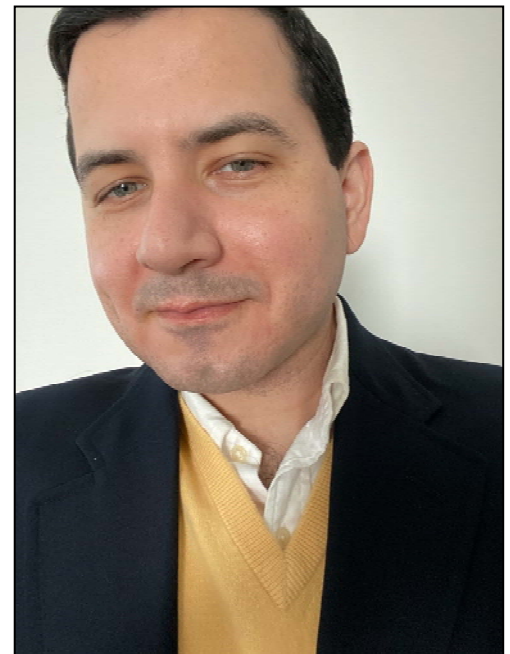
SSRC Recipients, Cont'd.



three levels – Znanie as a Soviet, socialist, and global institution. Znanie, my project contends, is crucial to understanding Soviet cultural life during late socialism.

Celso Mendoza: What does it feel like to be conquered? What does it mean to be dominated by an alien power who sees you and your community as mere resources to be exploited for the benefit of a distant metropole? In my dissertation "1564, The Year the Conquest of Mexico Was Complete: The Stories of the Annals of Juan Bautista" I will answer these questions. I will do so by studying a colonial Mexican manuscript, The Annals of Juan Bautista, which provides examples of one conquered people grappling with the reality of their subjugation. A set of Nahuatl annals actually written by four Aztec painters, it focuses mainly on the year 1564. It was then that Phillip II of Spain ordered the defeated Aztecs of Mexico City to pay a burdensome tribute in silver currency. Though Hernando Cortés had toppled the Aztec Empire in 1521, the Aztec people had not been consistently paying tribute in cash. Up to that point they had provided mostly labor and services to Spaniards. The new tribute was wildly unpopular and resisted (at times violently). The Annals of Juan Bautista chronicles this, recording speeches of discontent and protest from a wide swath of Aztec society. The resistance failed, prompting their grim realization that their conquest was complete and that Spanish colonization would be permanent; in one poignant moment an Aztec leader tells a mob angered by the new tribute, "have you lost your senses? Are we not a conquered people?" I will translate the manuscript in its entirety and analyze it, using Spanish and Nahuatl archival sources for context and additional information on the figures and events written about in the text. The SSRC will support my research by providing me with funds to visit Mexico and Spain for my dissertation research. In Mexico City I will examine the original manuscript, held in the Lorenzo Boturini library. I will also comb the Mexican national archives looking for documents from 1564. In Spain, at the national library in Madrid, I will look at a colonial Aztec codex from around the same time and place that also discusses indigenous perspectives on colonial exploitation, the Codex Osuna. I will compare this text to The Annals of Juan Bautista given their similar subject matter and origins.

1990s brought a sense of nostalgia and loss. My project aims to recover the story of Znanie, and in so doing better understand the Soviet ideal of personhood and how it mattered for being Soviet in the post-war USSR – a story Western scholars often ignore or dismiss as propaganda. Using archival research and oral history field work, I will explore Znanie on



Graduate Student Accomplishments

Dissertation Proposal Defenses:

Henry Crouse, “The Killbuck Family in American History”.

Ian Gavigan, “Left Behind: The Socialist Party of America from the Gilded Age to Postwar Liberalism”.

Alison Hight, “Particularity, Uniformity, and the State in Four-Nations and Imperial Britain, 1835-1912”.

Celso Mendoza, “1564, The Year the Conquest of Mexico Was Complete: The Stories of the *Annals of Juan Bautista*”.

Timur Mukhamatulin, “Twisting Femininity: Gymnastics in the Soviet Union, 1917-1991”.

Jerrad Pacatte, “Fit for Town or Country: African American Women, Labor and the Constant Fight for Freedom in New England, 1740-1850”.

Katie Sinclair, “‘Regimes of High Fantasy’: Experiments in Sovereignty on the French Subantarctic Islands since 1893”.

Henry Snow, “The Ends of the Ocean: Power and Change at the Atlantic Dockside, 1740-1840”.

Brooke Thomas, “‘It Is Simply This, Education Involves Social Responsibility’: Black Clubwomen and the Shift from Respectability Politics to Policy Politics, 1936-1966”.

Emmet von Stackelberg, “Seeing through Silver: A Material History of Moving Pictures before WWII”.

Lisette Varon Carvajal, “A World with no Doctors: Gender and Race in the History of Popular Medicine in Colombia 1700-1850”.

Brenna Yellin, “Solving the Resettlers Problem: Creating Heimat in the German Democratic Republic”.

Major and Minor Field Examinations

Major Field Examinations:

Daniel Bottino (Early Modern European), **Doris Brossard** (Women’s and Gender), **Yulia Chernyavskaya** (Modern European), **Whitney Fields** (African American), **Harold Gabel** (Modern European), **Ian Gavigan** (American), **Hannah Groch-Begley** (Modern European) **Joseph Kaplan** (African American), **Ariel Mond** (Modern European), **Stephen Powell** (Medieval), **Carie Rael** (African American), **Brooke Thomas** (African American)

Minor Field Examinations:

Daniel Bottino (Early American), **Doris Brossard** (American), **Whitney Fields** (American), **Ian Gavigan** (Global Urban), **Hannah Groch-Begley** (Women’s and Gender), **Joseph Kaplan** (American), **Carie Rael** (Women’s and Gender), **Adam Stone** (Modern European), **Brooke Thomas** (Women’s and Gender)

Public History Certificate Recipients

The following undergraduate students earned certificates in public history:

Elias Attal

Brianna Attamante

Adelina Begu

Christopher Chan

Noel Dempsey

Olivia Di Trollo

Dante Intindola

Ala Jitan

Mitchell Kevett

Brooke Lockwood

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Graduate Student Publications

"Holy Indian Women: The Indigenous Nuns of the Siete Príncipes Convent, Oaxaca, Mexico, 1782-1870," *Magistra: A Journal of Women's Spirituality in History*, 25:2 (Winter 2019), 51-65:
Jessica Criales

"Black Patriotism and Black Death in the Aftermath of the American Revolution", *Black Perspectives: African American Intellectual History Society*, <https://www.aaihs.org/black-patriotism-and-black-death-in-the-aftermath-of-the-american-revolution/>:
Adam McNeil

Ph.D. Degrees Conferred

Christopher Blakley "Inhuman Empire: Slavery and Nonhuman Animals in the British Atlantic World", under the direction of James Delbourgo

Christina Chiknas "The Saturnalian State: Carnival and the Survival of the Volk, 1890-1939", under the direction of Paul Hanebrink

Jessica Criales "Women of Our Nation: Gender, Race, and Christian Indian Identity in the United States and Mexico, 1753-1867", under the direction of Camilla Townsend

Hannah Frydman "Classified Commerce: Gender, Labor, and Print Capitalism in Paris, 1881-1940", under the direction of Judith Surkis

Ashleigh Lawrence-Sanders "Confronting the Rebel Yell: How African Americans Created and Contested Civil War Memory, 1865-1965", under the direction of Mia Bay

Tara Malanga "'Earth is No One's Home': Nahuatl Perceptions of Illness, Death, and Dying in the Early Colonial Period, 1520-1650", under the direction of Camilla Townsend

Charles Riggs "The Inward Moment: Paul Tillich, Psychoanalysis, and Liberal Christianity in American Thought, 1945-1965", under the direction of Jackson Lears

Kyle Williams "Between Public Good and Private Profit: A History of Corporate Social Responsibility in the Twentieth Century", under the direction of Jackson Lears

Master's Degrees Conferred in the Global and Comparative History Program

Michaela Fore, You Lan, Jake Newcomb, Nigel Tan, Ashley York

Fellowships, Grants & Other Awards

Long-Term Awards

University Year-Long Fellowships:

SAS Mellon Completion Fellowship: **Catherine Babikian** and **Megan Wierda**

Louis Bevier Completion Fellowship: **Alexander Petrussek**

Warren and Beatrice Susman Dissertation Fellowship: **Julia Buck** and **Caitlin Wiesner**

Center for the Critical Analysis of Contemporary Culture Fellowship:

Emmet von Stackelberg

External Year-Long Fellowships:

The McNeil Center for Early American Studies (U Penn) Dissertation Fellowship: **Meagan Wierda**

Fulbright Research Award for Research in the UK: **Alison Hight**

PEO Scholar Award Fellowship: **Pamela Walker**

(continued on page 13)

Graduate Student Awards, Cont'd.

SSRC Mellon International Dissertation Research Fellowship (IDRF):

Yulia Chernyavskaya, Celso Mendoza and Ariel Mond

Mellon Pre-doctoral Fellowship in Women's History, New York Historical Society: **Tracey Johnson and Bren Sutter**

Pre-doctoral Fellowship for Excellence Through Diversity, University of Pennsylvania: **Moya Bedward**

Short-Term Awards & Grants

Departmental Short-Term Awards & Grants:

The Neal Ira Rosenthal History Travel Fellowship (Fall 2019): **Shaun Armstead, Alison Hight, Celso Mendoza, Taylor Moore, Carie Rael, Anna Richey, Paul Sampson, and Brooke Thomas**

John Whiteclay Chambers II Oral History Graduate Student Fellowship: **Carie Rael**

External Short-Term Awards & Grants:

Foreign Language and Areas Studies Grant (FLAS) from the Center for Russian and Eastern European Studies (CREES) at the University of Pittsburgh:

Jesse Siegel

FLAS Summer Language Institute Scholarship from the SLI program at Pittsburgh to study Russian at SLI: **Adam Stone**

FLAS Fellowship from University of Pittsburgh European Studies Center:

Harold Gabel

FLAS grant to study Arabic at Indiana University: **Ariel Mond**

FLAS award to study Nahuatl at the University of Utah: **Josh Anthony**

American Antiquarian Society Fellowship: **Jerrad Pacatte**

New England Regional Consortium Fellowship: **Jerrad Pacatte and Henry Snow**

Du Bois-Wells Graduate Student Paper Prize: **Leo Valdes**

North American Society for Sport History Travel Grant: **Timur Mukhamatulin**

Society for Nautical Research Grant: **Henry Snow**

Mellon Pre-doctoral Public Humanities Fellows Center for Women's History,

New York Historical Society: **Pam Walker and Caitlin Wiesner**

Scowcroft O'Donnell Research Grant George HW Bush Presidential Library:

Jeff Berryhill

Rutgers University Jewish Studies and the Allen and Joan Bildner Center for the Study of Jewish Life Jewish Studies Research Award (funded by the Alexander and Ruth Seaman Endowed Scholarship Fund): **Moya Bedward**

Named as one of NEPA Business Journal's Top 20 under 40 of 2019:

Glynis Johns

Stuart L. Bernath Dissertation Research Grant for the Society for Historians of American Foreign Relations (SHAFR): **Aries Li**

Elmer L. Andersen Research Scholarship, Andersen Library, University of Minnesota: **Doris Brossard**

Audrey and William H. Helfand Fellow in the History of Medicine and Public Health, New York Academy of Medicine Library: **Paul Sampson**

Usha Mahajan Memorial Prize, SEASSI and the Association for Asian Studies: **Eri Kitada**

Franklin D. Roosevelt Presidential Library Grant-in-Aid: **Ian Gavigan**

Jobs and Post-Doctoral Fellowships

Full-time position as Academic Class Adviser and Associate Faculty at NYU's Gallatin School of Individualized Study, New York University: **Rachel Bunker**

Tenure-track position as an Assistant Professor in History at Kenyon College: **Hilary Buxton**

Planning Project Coordinator Position for the Eiteljorg Museum in Indianapolis, Indiana, for their Religion in the American West project; as well as, Visiting Assistant Professor of History at Lake Forest College, 2020-2021: **Jessica Criales**

Postdoctoral Research Associate in Gender Studies at the Pembroke Center for Teaching and Research on Women at Brown for Fall 2020 AND she will start (in Fall 2021) as an Assistant Professor of French Studies at the University of Washington: **Hannah Frydman**

Duane H. King Post-Doctoral Fellow at the Helmerich Center for American Research at Gilcrease Museum and the University of Tulsa: **Travis Jeffres**

University of California's President's Postdoctoral Fellowship in the History Department at UC Santa Barbara: **Taylor Moore**

Tenure-track position as an Assistant Professor at the University of Scranton: **Paul Sampson**

Full-time position as Climate and Energy Analyst at the Global Energy Monitor: **Ryan Tate**

Postdoctoral fellowship at the Martin Springer Institute at Northern Arizona University: **Danielle Willard-Kyle**

Postdoctoral fellowship at the Center for Presidential History at Southern Methodist University for two years, 2020-2022: **Amy Zanoni**

Undergraduate Alumnae/Alumni News

Matthew Cheser (2007): Since I graduated from Rutgers, I attended graduate school at The University of Maryland in history, earned a master's degree and I am currently working as a historian for the federal government. I did not know that working as a historian for the Federal Government was even possible as a student at Rutgers, and I wanted to reach out and offer to speak with any graduate students or history focused undergraduates that may be interested in that route.

You learn a lot about federal hiring and federal historians attending grad school on the beltway, but in my experience that information does not necessarily travel far outside of DC. I don't mean to suggest that finding a history-related position in government, or any government position, is an easy thing to do, but I am willing to share my experiences and insights on the process. Feel free to direct students to me if they express interest in working for the federal government. I feel federal history, and the federal government in general, would benefit from more Rutgers graduates.

Edith Hannigan (2009). In spring 2019 I had an article published in the *Idaho Law Review*, vol. 55, issue 1. I studied how three jurisdictions in California used community capacity to address land use and housing issues after destructive wildfires. The article is online here: <https://www.uidaho.edu/law/law-review/articles>. Working at the California Department of Forestry and Fire Protection in Sacramento, I use skills in research and writing honed at RU's history department to develop land use policies and practices to improve communities' resiliency to wildfires.

Faculty News

Yesenia Barragan: Despite the COVID crisis, my first year in the History Department at Rutgers has been wonderful between being back home in New Jersey (where I was born and raised) and my welcoming colleagues and awesome students. It's been quite a non-stop year for me between first time class prep, conferences (including the First Continental Conference on Afro-Latin American Studies at Harvard and an AHA panel I organized on "Histories of the Black Pacific" featuring our own Tatiana Seijas as chair), and manuscript preparation. I am especially proud to share that my book, *Frontiers of Freedom: Slavery and Gradual Emancipation on the Colombian Black Pacific*, is under contract with the Afro-Latin America Series of Cambridge University Press. I am looking forward to getting the interdisciplinary Slavery + Freedom Studies Working Group (which I've created with our Theological Seminary colleague Nathan Jérémie-Brink and History PhD student Adam McNeil) off the ground with the CCA, and teaching my new "History and Asylum Law" course that I've developed for our majors. I am also excited to be welcoming three incoming PhD students in Latin American History and the History of Atlantic Cultures and the African Diaspora, two of which will be working on Colombia. In the meantime, I am slowly chipping away at my new book project tentatively titled, *A Country of Our Own: African Americans and the Promise of Antebellum Latin America*, which explores the migration of enslaved and free African Americans to Latin America in the nineteenth century and the perception of the region in the African American political imagination. I plan to conduct research in Mexico and Colombia in the future for the project, but until things get better, I am staying busy reading through digitized African American and abolitionist newspapers. For now, I'm hunkering down with my husband Mark and energetic two-year-old Xavi in our house in North Brunswick. I am wishing everyone all the best health and fuerza to get through this horrible pandemic!

Alastair Bellany: News *not* from the chair. I'm still at work on a general history of the Britannic Isles from "the beginnings" until 1715, with two thirds of the chapters now in draft form, and that project has pushed my future research agenda into a variety of new areas. Over the winter, I finished a paper exploring the political logic and significance of the most spectacularly wrong of the many seventeenth-century interpretations of Stonehenge—the claim by Walter Charleton that the monument was a Viking inauguration site—but the paper's spring break debut in California was thwarted by the pandemic. I have also been doing a lot of preparatory reading for what I hope will be a significant paradigm shift into early modern environmental and climatic history, the first results of which were a mini-paper on climate and historical periodization presented to a Rutgers workshop on the environmental sciences and humanities, and a new class, "Histories of the Little Ice Age", which will debut online in Fall 2020. I continue to spend time with old familiars, however. An essay on the "Many Bodies of King James VI and I" will appear in print next year; and, oddly enough, the Duke of Buckingham played a (typically chaotic) part in the seventeenth-century Stonehenge story—he appears to have "accidentally" caused a stone to fall over, something, remarkably, not mentioned by his numerous critics in Parliament or the literary underground. In family news, the pandemic has brought both our children back home. My daughter had to leave her study abroad semester in Florence a couple of weeks before everything closed down on this side of the Atlantic; and my son completed his yearlong journalism fellowship at the *New York Times*, after the office closed, by forsaking Brooklyn to report on the pandemic and the food industry from his childhood bedroom. Perhaps the only thing more surreal during this crisis than knowing that the front page of the paper I was reading at the breakfast table was written upstairs, was the appearance in Bob Dylan's epic new meditation on the Kennedy assassination of a cryptic allusion, in a song about "murder most foul", to the "Court of King James". Until someone identifies definitively the old folk song by that name, I'm going to cheer myself up with the thought that someone unexpected has been reading my book.

Paul Clemens: As with most faculty, my academic life recently has revolved around transitioning to online teaching. There were daily challenges, but my courses evolved over the two months and were, I think, pretty much the equivalent as brick-and-mortar classes. My previous online teaching with Rudy (Bell) helped (I owe him a big debt). Additionally, the 24/7 IT staff at Canvas-Sakai (our online classroom platforms) helped; a willingness of my students to deal with my trial-and-error methods helped; and the contributions of three graduate students, one my TA Leo Valdes, and two who gave guest lectures, Adam Stone (virtual) and Doris Brossard (in class) helped as well. I have a fall leave. I had planned to work on 18th-century colonial labor systems, and will do some of this, despite the closing of the local archives I needed to visit. I am also imagining and researching a short book on the last decade at Rutgers, not so much an update on *Rutgers since 1945* as a contextualized look on the university's practical, medical, and ethical responses to the pandemic, hopefully co-authored with a colleague.

Faculty News, Cont'd.

Belinda Davis: This has been a crazy year, for sure. It is a great credit to our undergrads that they finished out their courses as well as they did, not least in light of the toll COVID-19 took on so many of their lives. Our grad students have been taking the hit especially in other ways: so many are unable to move forward with their research. Hopefully the University will make provisions for them to be able to make up for this lost time. Of course, COVID-19 has also created a large new population of poor people—and has deepened the impoverishment of millions more. Kristin O'Brassill-Kulfan and I have begun a documentary history project with the Philadelphia-based Poor People's Economic Human Rights Campaign (PPEHRC), in order that those who have long contended with poverty—and long fought against it politically—can share their accumulated wisdom with those who are new to the situation. This has already been proving very exciting (not least for me for the chance to work closely with and learn from Kristin, a consummate public historian!). It has also been fun to dip into U.S. history. Elsewhere here in Philadelphia, the streets have largely been empty—outside of protests against the murders of Breonna Taylor, George Floyd, and so many others. It is surreal to walk in center city and see by the placards that anyone out in the streets is a fellow protestor, either at a demonstration, going to one, or coming from one! To me as an historian of protest, this offers a fascinating incarnation of “occupying the streets”! The moment also portends an exciting moment of “articulation,” when the political work of many decades suddenly produces a new tipping point. While such points never offer permanent or complete resolution of any issue, they offer prospects for some really meaningful change. That is the thought that is keeping me sane right now.

James Delbourgo: I secured an advance contract with W. W. Norton & Company for a book on the history of collectors whose working title is *The Dark Side of Collecting*, while I also continue to work on what will be one of the first global histories of science, *The Knowing World*, a project which has emerged from teaching my overhauled version of Science and Society since 2015. I will discuss the project this summer in a keynote lecture for the Global Digital History of Science Festival by the British Society for the History of Science, an invitation I received for being awarded the Society's Hughes Prize for my work on Hans Sloane and the British Museum. I continue to write on a variety of subjects for various magazines, mostly in London, and to study Mandarin, which is a revelation. I can now say important things like 素有的英国人都喜欢奶茶和饼干. I recently survived a bike crash after which the chiropractor's art proved essential in relocating a dislocated elbow. Sadly, this is the first summer in many when I have not been able to work in London or visit family in London and Italy, and my swimming has been suspended for over 3 months since 10th March. That was my last day at Rutgers before the pandemic shut things down. I swam in the morning, then came in to meet with my new PhD student Javier González Cortés, an outstanding professional bioethicist and animal rights advocate from Bogotá, and who will now likely start the program in January 2021, something very much to look forward to.

At the time of writing, private and public swimming pools remain closed in New York City, and while the beaches are open in the city, the water itself has been closed by the mayor. The predicament of urban swimming is currently extremely odd, dependent on calculations regarding social distancing and modes of transportation. In California, for example, the government recently declared you could swim but not sit still on the beaches -- you had to keep moving. The reasoning in NYC appears the opposite: people can sit on the beaches but are instructed not to swim due to an absence of life-guards. Pools have by now reopened in many parts of Europe, including Italy. Olympic athletes like Federica Pellegrini were even allowed to use local pools alone during lockdown. Most unexpected on the aquatic front was the video of one swimmer who continued her training by lying with her legs held down on her kitchen counter by a friend, with her torso soaring through the air off the counter's edge. She proceeded to make strokes in mid-air as though in the water. This kind of dry swimming was satirised in the English Restoration comedy *The Virtuoso* (1676) by Thomas Shadwell, which mocks the buffoonish Sir Nicholas Gimcrack for teaching only the theory of swimming and not its practice. There are, however, photographs from the 1930s of swimming lessons that feature people lying belly down on chairs, learning their strokes by the sides of pools. It was strange to see dry swimming make its return. I have not attempted it and await the god-like decrees of local governors to allow for reunion with the watery element.

Tom Figueira has co-edited (with S.R. Jensen) *Athenian Hegemonic Finances* (Classical Press of Wales 2019), a collection from his Working Group on Athenian Hegemony, and (with C. Soares) *Ethnicity and Identity in Herodotus* (Routledge 2020), a collaboration with scholars of the Centro de Estudos Clássicos e Humanísticos of Portugal, for which he is Principal External Advisor. Both works include RU students, alums, and colleagues

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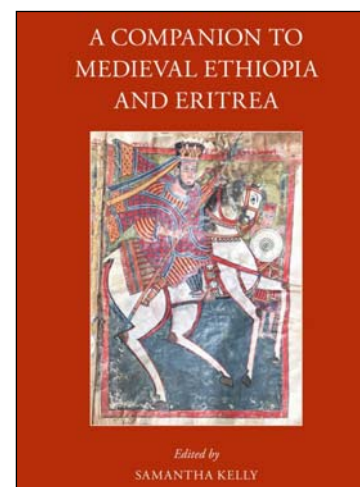
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Faculty News, Cont'd.

David Greenberg: I spent this year on leave as a fellow at the Leon Levy Biography Center, based at the CUNY Graduate Center. I'm working on a biography of Rep. John Lewis, to be published by Simon & Schuster. It has been stimulating to be in a group devoted to thinking about biography as a specific sub-discipline of history, with its own distinct challenges. My colleagues are working on biographies of such diverse figures as Oliver Sacks, Madeleine L'Engle, Jimmy Carter, Albert Murray and William Dorsey Swann, a former slave who became the world's first self-described "drag queen." The pandemic disrupted our in-person meetings but we convene via Zoom. The lockdown has also impeded my trips to archives, but I have been interviewing by phone lots of people from John Lewis's life, from members of SNCC to members of Congress. I'm looking forward to teaching again—in whatever format—in the fall.

Paul Israel: This last year was a particularly busy one for me and the Edison Papers. As I do every spring, I taught two online courses: The Edison Effect: Technological Innovation in American Culture (3 credit) and Topics in Innovation History (1 ½ credits). Students in the first class were online veterans by the time classes resumed after spring break, but students in the second class had to learn how to navigate not just my course but all their courses online and were often working under difficult conditions. Like everyone else who was teaching I modified assignments and worked to accommodate each student as best I could. Much of my time during the fall was taken up by two major grant applications to the National Endowment for the Humanities and the National Historical Publications and Records Commission. We have received a grant from NHPRC and are awaiting word from NEH. The rest of my time was involved with managing our book and image editions, both of which are being moved to new digital platforms. By the end of summer, we expect all volumes of our book edition to be available as open-access PDF and EPUB3 content on Project Muse and will launch a new version of our open-access digital image edition. The new image edition will include document-based exhibits that we are developing with the help of Public History interns.

Samantha Kelly: In February 2020 a collection of essays I edited, *Companion to Medieval Ethiopia and Eritrea*, came out with Brill Academic Publishers. It offers an overview of the state of the field in this period of Ethiopian studies, including history, archeology, philology, manuscript studies, art history, and liturgical studies, and encompassing the history of Muslim and local-religious as well as Christian Ethiopians. With sixteen contributors it was a major group effort, and I'm happy to see it between covers at last. Like everyone, my spring 2020 travels were canceled or postponed, including a stint as visiting professor at the École des Hautes Études en Sciences Sociales (Paris): we're working on rescheduling for spring 2021. Classes went forward, though: I especially enjoyed learning alongside the graduate students in my first foray leading "The Teaching of History," and watching the students adapt and succeed so brilliantly to our sudden online format. In September I'll start a fellowship at the Institute for Advanced Studies (Princeton) to work on my book on the Ethiopian monastic community in sixteenth-century Rome.



Kathy López: A major highlight for me last fall was a conference at Yale University "China, Latin America and Cuba: A View from the Past to the Future" that brought together specialists in history and international relations (co-sponsored by the Yale Macmillan Center Council on Latin American & Iberian Studies and Council on East Asian Studies). Although my June research trips to the Caribbean have been put on hold, I am using the time to access digital databases and to continue working with the archives of the Department of Latino and Caribbean Studies for a contribution to a volume on Latinos in New Jersey, edited by my colleagues Aldo Lauria-Santiago and Ulla Berg. I have also been joining webinars to broaden my understanding of the multifaceted issues relevant to the global pandemic. I am above all inspired by our undergraduate and graduate students at Rutgers and their determination to confront challenges and persevere in their pursuit of knowledge.

Faculty News, Cont'd.

Norman Markowitz: In November 2019, I traveled for the first time in my life to the People's Republic of China. I went to participate in a remarkable conference, the Fourth International Conference on Marxism and Socialism in the 21st Century, held on November 15–17, and sponsored by the World Socialism Research Center (CASS) and the School of Marxism of Wuhan University. The World Socialism Research Center studies the development of socialist thought, movements, and parties throughout the world. I gave a number of presentations, the most important one was published in the proceedings of the conference in both English and a Chinese translation.

In April, after the university's facilities were closed because of the pandemic, I spoke with journalist Peter Balanon-Rosen (of the NPR program Marketplace, and the producer of its podcast) for a podcast on the history of the movement for unemployment insurance in the 1930s, about how a policy that had been considered "impossible" in 1930 became through the creation of unemployed councils, mass protests, and of course, the New Deal government of Franklin Roosevelt, a reality nationally in 1935.



Above: With Graduate Student at Wuhan Conference



On May 21st, I suffered a very bad fall at home, was hospitalized for two days and am continuing to recover. The good news is that the doctors say that the brain bleed that I suffered has been resolved. On Sunday, June 14, I am participating with a number of other scholars in a video presentation on the IWW led 1913 Silk Strike, its place in New Jersey and U.S. Labor History, and its relevance to the crisis today. I have been asked to speak on the broad history of industrial capitalism, and conflicts between anarchist and socialist (later communist) resistance to the owners and managers of companies, and its relevance today.

Left: Women workers from the 1913 Patterson Strike, one holding a banner in Yiddish since many of the workers were of Italian and Jewish background

Jennifer Mittelstadt: I served my second year and final year as graduate vice chair for 2019-2020, and found it to be one of the most rewarding jobs I've done. There's no better way to appreciate the breadth and creativity of research in Rutgers History Department. Right now there are developing dissertations on medieval economic and environmental infrastructure in England, the African American Black Arts Movement and community education, and colonial prisons in the French empire. There are reading and dissertation groups on the Black Atlantic, empire and nation, feminist history, the global south, and Marxism. And we'll offer graduate courses next year in everything from the history of international law to the global history of capitalism, to the early modern "New World" of the Americas. Graduate students rewrote their Graduate History Association constitution to expand representation and meet evolving professional and organizational roles. As a group this year they won a stunning 14 major external fellowships, including three SSRC/IDRFs, a Fulbright, and even a National Science Foundation grant. The final months of the semester cut short research and travel across the department, with the arrival of COVID 19. I'm worried about how the students' research and writing will proceed under the pandemic and the ensuing economic crisis.

My tenure as grad chair is cut short as I've accepted a fellowship for 2020-2021 from the Dorothy and Lewis B. Cullman Center for Scholars and Writers at the New York Public Library. I'll join writers of fiction and poetry, translators, journalists and other scholars for a year of shared conversations and writing. I'll be working on my third monograph, *Private Wars: The Global Politics of the Grassroots Right*.

Kristin O'Brassill-Kulfan: The undergraduate Public History Program has gone virtual these past few months, just like (almost) the rest of the world. Our students, community partners, and intern host sites have adjusted impressively to the last minute movements of a very in-person, hands-on, community-based, experiential learning-focused discipline into completely digital modes of engagement. But they rose to the occasion, of course: students interning at archives, museums, and historic sites carried out their exhibit research, document and oral history transcription, and visitor engagement planning online, learning through countless video calls and emails from their supervisors in the field. Before the university closure, we did manage to squeeze in one site visit for the Public History: Theory, Method, Practice course to Buccleuch Mansion, newly reopened after several years closed for repairs, where students consulted with the volunteer curatorial staff about the interpretation of New Jersey history at this site. And in earlier days, in the fall semester, students in a co-taught course with Drs. Carla Yanni and Kristin O'Brassill-Kulfan called "Revising Rutgers: Architecture, History, & Preservation on Campus," explored New Jersey's architectural history and historic preservation practice, along with the chance to do original research on the historical buildings of the New Brunswick campus in revised nominations to the National Register of Historic Places.

Further outside the classroom, the Zimmerli Public History Project, "New Jersey Stories: New Perspectives on American Paintings in the Zimmerli Art Museum," jointly run through the Public History Program and Zimmerli Art Museum, continued through this Spring and Summer, with in-depth research into the history, material culture, and provenance of New Jersey-related artworks in the American Art Collection. We had hoped to launch an exhibit featuring the works these students researched this fall, but will now aim to do so when the museum has resumed semi-normal visitation activities. The Scarlet and Black Project Mobile App, featuring the pathbreaking research of the Scarlet and

Faculty News, Cont'd.

KOK Cont'd: Black Project team, who just launched Volume 2 of their incredible work, offers a virtual version of the Scarlet & Black Historical Walking Tours of the New Brunswick campus that have been offered through the Public History Program for the past several years. Created and curated by Public History students and collaborators, it can be downloaded for free from the Apple App Store and Google Play.

On an individual note, my first article after the publication of my book *Vagrants and Vagabonds: Poverty and Mobility in the Early American Republic* (NYU Press) last year has now been published in a Special Issue of the *Pennsylvania Magazine of History and Biography*, on Incarceration in Pennsylvania History: 'Severe punishment for their misfortunes and poverty': Philadelphia's Arch Street Prison, 1804-1837. On related themes, but in a quite different century, since January, I have also been co-directing "The Neilson Street Project: Documenting the Experiences of Unhoused Populations in New Brunswick, New Jersey," a partnership with coLAB Arts, conducting oral histories and developing public programming around issues related to homelessness and poverty in New Jersey. I am also co-leading a very new public humanities project as part of a larger emergency grant from the Luce Foundation to provide services and document the experiences of people left housing-insecure as a result of Covid-19, co-awarded to the RCHP Affordable Housing Corporation, New Brunswick Theological Seminary and Rutgers under the direction of Dr. Nathan Jeremie-Brink, Dr. Colin Jager, and Seth Kaper-Dale.

Gary A. Rendsburg: During summer 2019, I spent several weeks in Cambridge, England, participating in a conference on Hebrew language, presenting a lecture at Tyndale House, and reading Cairo Geniza documents in the Cambridge University Library. After our time in Cambridge, my wife and I spent an additional week exploring historical sites in the Northeast of England, including: Woolsthorpe Manor (home of Isaac Newton) (en route), Hadrian's Wall, Durham Cathedral, Alnwick Castle, and our favourite, the Holy Island of Lindisfarne.

During the academic year I delivered lectures at the Smithsonian Institution (on two occasions) and at the Museum of the Bible.



Above: Digital Imaging of the Robison Hebrew Manuscript Collection, Alexander Library.
From left to right: Christina Ewald (photographic assistant), Annabelle Sinoff (Honors College '20) (research assistant), Gary Rendsburg (History and Jewish Studies), Bruce White (photographer).

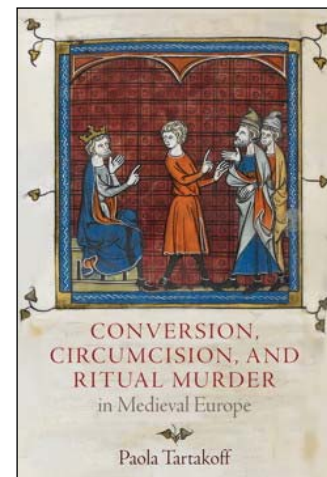
Finally, during January-February 2020, I supervised the digitalization of the Robison Hebrew Manuscript Collection (c. 50 manuscripts) held at Rare Books and Special Collections, Alexander Library. The complete digital record will be incorporated into the Ktiv database hosted by the National Library of Israel later this calendar year.

Paola Tartakoff began a three-year term as chair of the Department of Jewish Studies. She published her second monograph—*Conversion, Circumcision, and Ritual Murder in Medieval Europe*—with the University of Pennsylvania Press, as well as the following articles: "Martyrdom, Conversion, and Shared Cultural Repertoires in Late Medieval Europe" in the *Jewish Quarterly Review* and "Of Purity, Piety, and Plunder: Jewish Converts and Poverty in Medieval Europe," in *Bastards and Believers: Jewish Converts and Conversion from the Bible to the Present*, ed. Theodor Dunkelgrün and Pawel Maciejko (University of Pennsylvania Press, 2020). In addition, she joined the editorial board of *The Journal of Medieval Iberian Studies*, she designed and taught a new large lecture course titled "Antisemitism," and she participated in a working group on antisemitism at the Center for Jewish History in New York.



The following publications appeared: 1) "Sacred Space in Judaism after the Temple," 2) "The Epic Tradition in Ancient Israel – and What Happened to It," 3) "A Rare Torah in the Library of Congress," and 4) "A Hebrew 'Book within Book' at Fisher Library, University of Sydney."

This last article relates to a manuscript fragment of a rare *piyyut* (medieval Hebrew poem) which I discovered repurposed as a binding fragment in a book printed in Venice in 1601, housed at Fisher Library of the University of Sydney. I made this discovery while on sabbatical at the University of Sydney March-May 2019; and then the article was published in *Journal and Proceedings of the Royal Society of New South Wales*, devoted to a wide variety of topics related to the history of Australia..

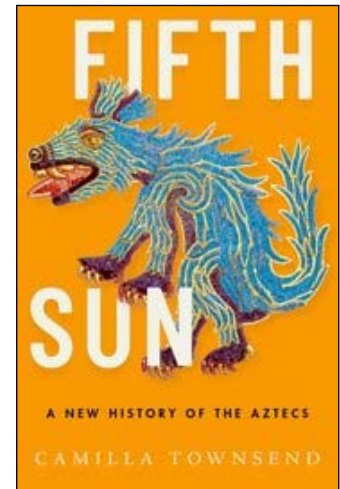


Faculty News, Cont'd.

Camilla Townsend: At the end of 2019, I published a book I have been working on for years: *Fifth Sun: A New History of the Aztecs*. It has garnered a great deal of praise, including a very positive review in *The Wall Street Journal*, but sadly, covid-19 caused the cancellation of a spring book tour. (Not that I wanted to travel!) I am now hard at work on a very different project—the publication of some Lenape stories that have been lying quietly in the collections of the Smithsonian for many years. Many Rutgers students, both graduate and undergraduate, have helped with the work, and Rutgers University Press will publish it, so there is quite a bit of energy behind the project.

Last fall, I had the pleasure of teaching a Signature Course called “Wars, Wayfarers and the Wall: A History of the US-Mexican Border.” As I hoped, Rutgers students rose to the challenge and outdid themselves in the project of learning to listen to each other. I couldn’t have been prouder of the class.

I wish everyone strength and good fortune in these troubled times.



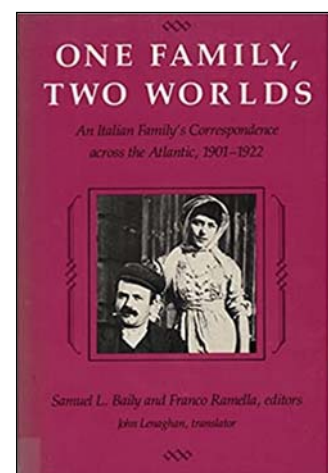
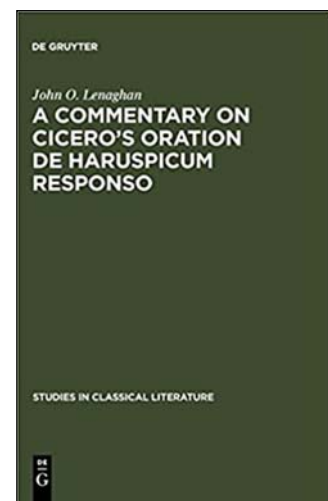
John O'Neill Lenaghan, 1931-2020

We are sad to report the news that Professor Emeritus John Lenaghan died on July 27, 2020 at the age of 88. Educated at the University of Iowa and at Princeton, John joined the faculty at Rutgers College in 1961, and taught at the university until his retirement in 1998. A specialist in classical Roman



history and Latin philology, John was the author of *A Commentary on Cicero's Oration 'De Haruspicum Responso'* (1969, re-issued 2011), and the translator of the letters in *One Family, Two Worlds: An Italian Immigrant Family's Correspondence Across the Atlantic, 1901-1922*, edited by Sam Baily and Franco Ramella (1988). John was a great teacher—the photo here captures him in pedagogical motion in Bishop House in the early 1970s—and in addition to teaching courses in Roman history, he was a longtime devotee of the European history

survey. He also served as the department's vice-chair for undergraduate education, and, in the late 1970s and early 1980s, as the director of the year abroad program in Florence.



Graduate Alumnae/Alumni News

John W. Barker (October 7, 1933 – October 24, 2019) received his M.A. from Rutgers in 1956 and his Ph.D in 1961. This submission is by his widow, Margaret Barker.

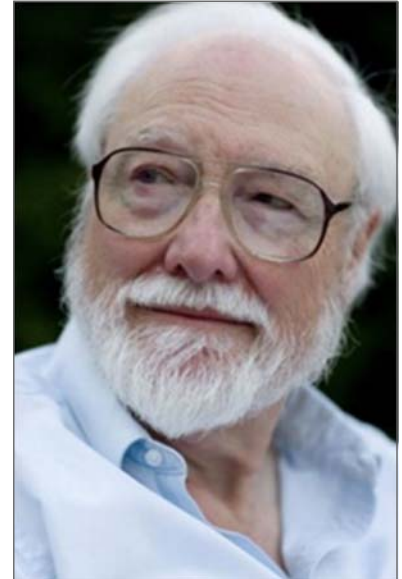
In addition to his many articles, music reviews, and other writings he had five books published. *Justinian and the Later Roman Empire* (University of Wisconsin Press, 1966) won the Johnson Foundation Award from the Council of Wisconsin Writers' for the most outstanding work published in Wisconsin in 1966, a rather remarkable achievement in that his book, on a rather arcane academic subject, won out over its main competition—two novels and an autobiography. The



John W. Barker, circa 1961

distinguished tome *Manuel II Palaeologus (1391-1425): A Study in Late Byzantine Statesmanship* was published by Rutgers University Press in 1969 and remains a seminal work in Byzantine studies. After retirement John wrote three books: *Wagner and Venice*, *Wagner and Venice Fictionalized*, and *The Pro Arte Quartet: A Century of Musical Adventure on Two Continents*, all published by the University of Rochester Press in 2008, 2012, and 2017, respectively.

It is interesting to note that in 2010 John wrote a booklet for Green-Wood Cemetery to commemorate the composer Louis Moreau Gottschalk on the occasion of the restoration of the monument at his gravesite. When John was buried at Green-Wood the cemetery had photographs taken, one of which, showing his wicker casket, is reproduced in Green-Wood's Spring & Summer 2020 Events, Programs, and Tours folder. Even in death John is still making contributions to history.



You can read John's Obituary here: https://history.rutgers.edu/images/Barker_John_Obit_Summer2020_newsletter.pdf

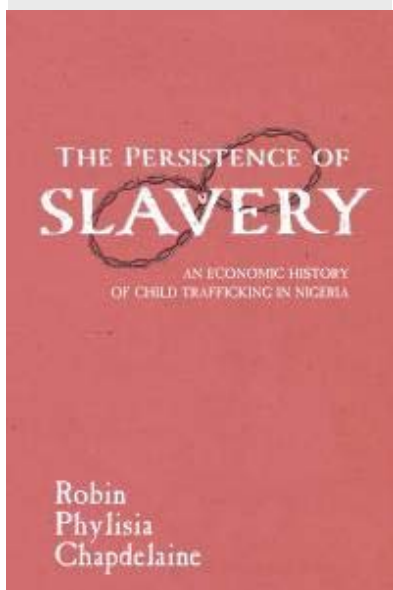
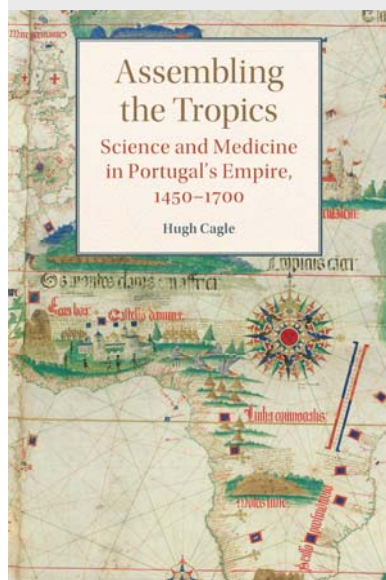
Lindsay Frederick Braun (PhD, 2008). I am currently working on two projects, one involving compilation and knowledge networks in southern Africa and the other dealing with survey and mapping along eastern Africa. Last summer, I spent a productive two months in London with generous fellowship support from both department and college at the University of Oregon. In November, I had the honor of delivering a talk in the 20th Kenneth Nebenzahl Jr. Lectures in the History of Cartography at the Newberry Library in Chicago, and double-duty at the African Studies Association annual meeting a couple weeks later. In 2020-2021 I will be a Senior Fellow at the Netherlands Institute for Advanced Study in the Humanities and Social Sciences working on my compilation project manuscript. True to form, the Dutch have five contingency plans for how to go ahead no matter the situation, so I may be in-residence from home! I also hold a short-term research fellowship from the American Geographical Society Library at the University of Wisconsin-Milwaukee to further that same project, but the current global health crisis has altered that timing. My plan is to complete a book manuscript within the next 24 months, if I can get my final research leg in South Africa completed. Lest anyone think it's all work and various stages of mourning for not being in my campus office with my books, I've been enjoying some of the time at home, and we're looking at a bumper crop of every vegetable under the sun, literally! The dogs are happy to have us home, in any case, though it may be spoiling them and we're all putting on a few pounds we don't want. We're lucky that our jobs are fairly secure, which puts us in a good position to help support our stretched community resources and assist our at-risk friends and neighbors.

Sarah Buck Kachaluba (2002). I continue to love my work as an academic librarian – which allows me to teach one-on-one rather than in the classroom by helping students learn how to do research and formulate arguments based on the sources they find. At times, I also help faculty with their research. Area Studies and even the Humanities have a strong social science orientation at UC San Diego, which makes my work constantly challenging; I am frequently navigating Latin American government websites and datasets.

I am also working slowly on two research projects: a digital project linking oral histories that I conducted in 2000 as part of my dissertation research with contemporary community experience, with a strong interest in political-economic realities and identity [to see an English-language overview of this project, scroll down on this page:

<https://library.ucsd.edu/pueblos-yucatecos/exhibits/show/pueblosyucatecos/pueblosyucatecosinicio>] and a novel based on the life of "Don Carlos" Ometochtli Chichimecatecutli – the illegitimate son of a pre-conquest Aztec emperor and a post-conquest ruler himself, who was ultimately burned at the stake for blasphemy. I wrote a paper based on the Inquisition trial my first semester at Rutgers in 1995. This year I also have the honor of serving as the president of my main professional organization, the Seminar on the Acquisition of Latin American Library Materials. In addition to organizing a conference around the theme of Latin American and LatinX food and beverage (labor and production and consumption) and Food security and justice, I am overseeing the work of two task forces: one to foment activism along the US-Mexican Border and the other to improve the organization's website. My foundation at Rutgers is embedded in all of this work.

Celebrating Alumnae/ Alumni Books



Graduate Alumnae/Alumni News, Cont'd.

Hugh Cagle. My first book, *Assembling the Tropics: Science and Medicine in Portugal's Empire, 1450-1700* came out with Cambridge University Press in the fall of 2018. That same fall of 2018, I was promoted to the rank of Associate Professor.

In the fall of 2019, *Assembling the Tropics*, won the AHA's Leo Gersho Award. The book has received positive reviews in some dozen history and science studies journals. I also now have a number of articles either out or in process. The most recent one appeared in the *Latin American Research Review* under the title "Objects and Agency: Science and Technology Studies, Latin American Studies, and Global Histories of Knowledge in the Early Modern World." My current research has become both more anthropological and more engaged in questions of technology, thanks in part to a seminar in Oxford that I attended at the generous invitation of Lissa Roberts, Editor for the journal *History of Science*.

Meanwhile, I've begun learning to balance research and teaching with more significant administrative labor. Since the fall of 2017, I have served as Director of the U of Utah's International Studies program. This has given me new opportunities to work with outstanding students and to strengthen internationally-focused education here. It also means that I also get to work with a wonderful community of globally-engaged faculty and staff committed to scholarship on cross-regional connections and interactions. I remain hugely grateful to everyone at Rutgers (including many folks who have now retired... the years on the tenure track passed with stunning speed!) for their encouragement and support over the years.

April de Stefano (2004). In Fall 2019, I transitioned to a new job as the Executive Director of the UCLA Academic Senate after almost a decade at the UCLA Graduate Division where my most recent position was Assistant Dean of Academic Services.

Bert Gordon (M.A., 1964; Ph.D., 1969) now Professor Emeritus, History, at Mills College; and author of *War Tourism: Second World War France from Defeat and Occupation to the Creation of Heritage* (Cornell University Press, 2018), presented a paper, "Watching the Battles and "Longing to See More": The Linkages between Tourism and War," in a session sponsored by the National History Center at the annual American Historical Association meeting, New York, January 6, 2020. He also taught a course, "The Germans in France During World War II: Defeat, Occupation, Liberation, and Memory," for the Osher Lifelong Learning Institute at the University of California Berkeley, January 22-February 25, 2020. Bert, who wrote his doctoral dissertation, "Catholic Social Thought in Austria, 1815-1848," under the direction of Professor Robert A. Kann, has been invited to write an article about Professor Kann for the *Austrian History Newsmagazine* at the Center for Austrian Studies, University of Minnesota. Anyone caring to share recollections of Professor Kann are invited to send them to Bert at: bmgordon@mills.edu.

Van Gosse (1992). This is a year a long project on antebellum black politics has finally come to fruition. In February (2020), the *Journal of the Early Republic* published my "Patchwork Nation: Racial Orders and Disorder in the United States, 1790-1860," a conceptual revision. In July, Penn Press will publish a volume edited with David Waldstreicher, *Revolutions and Reconstructions: Black Politics in the Long Nineteenth Century*, the product of a conference we organized at the CUNY Graduate Center and the McNeil Center. Finally, in January 2021, University of North Carolina Press will bring out my monograph, *The First Reconstruction: Black Politics in America, From the Revolution to the Civil War*. I have been working on it since 2004, so my hopes are large!

Stephanie E. Jones-Rogers's (Ph.D. 2012) book *They Were Her Property: White Women as Slave Owners in the American South* (Yale University Press, 2019) won the Organization of American Historians' 2020 Merle Curti Prize for the best book in American social history. Jones-Rogers also won the Los Angeles Times 2019 Book Prize in History. She is the first African-American and the third woman to win the History Prize since its inception in 1980.

Graduate Alumnae/Alumni News, Cont'd.

Melissa R. Klapper (2001). It has been a while since my last update, though I've enjoyed reading all of yours. I continue to be Professor of History at Rowan University and will begin my second term as Director of Women's & Gender Studies in the fall of 2020. My new book *Ballet Class: An American History* came out from Oxford University Press in March 2020, just in time for all my book launch events and promotional activities to be canceled due to the coronavirus pandemic. The book is a social history that explores the way ballet class became an integral part of American childhood across borders of gender, race, class, and sexuality in the 20th century. The book is written for a broad audience, so if you or anyone you know ever took ballet class (and let's face it, that is a lot of people!), please keep it in mind as a gift. I have also recently published articles in *American Jewish History* and the *Journal of the History of Childhood and Youth*, and based on my previous work on American Jewish women's activism at the turn of the 20th century, I have been giving a lot of talks about Jewish women in the suffrage movement. In the fall of 2020 I will be a fellow at the Katz Center for Advanced Judaic Studies at the University of Pennsylvania to work on my new project about American Jewish women who traveled abroad between the Civil War and World War II.

April Masten. I am sending greetings to my colleagues and professors from the 1990s, some of whom are much better at keeping in touch. I'm still at SUNY Stony Brook using the arts to teach history and trying to finish my book on the social history of challenge dancing in Antebellum America. I had a fabulous year at the National Humanities Center in North Carolina, where I met some incredible scholars and finished a rough draft, then I got sidetracked working on an article for the *Oxford Handbook of Dance and Competition* called "Man and Money Ready." I presented that material in Sydney, Australia last summer, a pleasure that now seems unthinkable. The big news around here, however, is that Vince's book (Vincent DiGirolamo, *Crying the News: A History of America's Newsboys*) came out with Oxford in the fall and has won three major book awards (Frederick Jackson Turner for first book; Philip Taft for Labor History; and Frank Luther Mott for Journalism and Mass Communication) this spring! Needless to say, we've been Celebrating-in-Place!

Jennifer Miller. I was promoted to the rank of Professor this spring. I also have a new book under contract: "Women and Gender in Modern Europe: An Inclusive History of the Long 20th Century." With more online teaching ahead, I am looking forward to being on sabbatical in 2021.

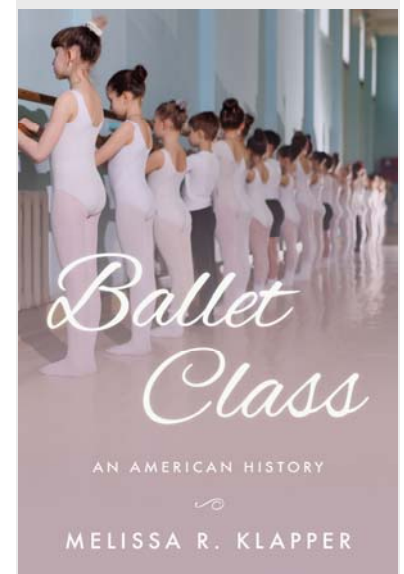
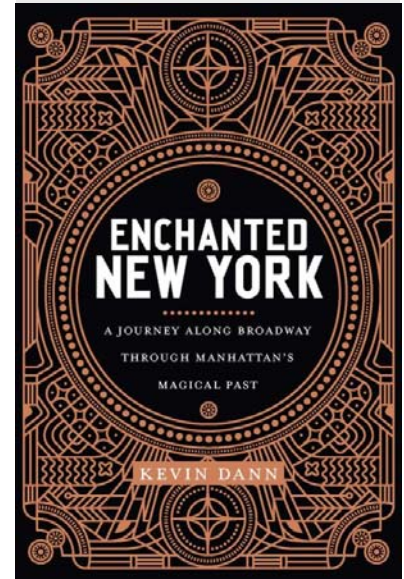
Jenn Minus. After retiring from the Army in 2013 and becoming a professional volunteer, I decided to go back to work in 2019 when the kids left for college. I am currently a Plans Analyst (event planner) in the headquarters of the United States Military Academy at West Point (my undergrad alma mater) and enjoy research opportunities for all our historical observances. Last year, this included dedicating a statue to President Grant and honoring the history of Buffalo Soldiers at West Point.

Melissa Reynolds. Honorable Mention from the Rare Book School for the best article, chapter, or essay that "exemplifies the Society's mission of advancing the study of texts, images, and artifacts as material objects through capacious, interdisciplinary scholarship." This is the inaugural year of the SoFCB Essay Prize, and it covered two years' worth of publications (2018 and 2019). The honor is for her article in the *Journal of British Studies* from last April, "'Here is a Good Boke to Lerne:' Practical Books, the Coming of the Press, and the Search for Knowledge, ca. 1400–1560."

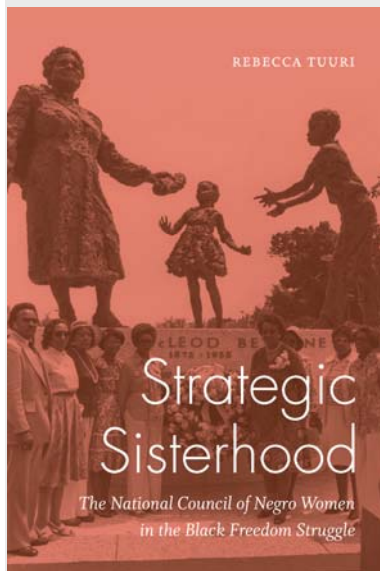
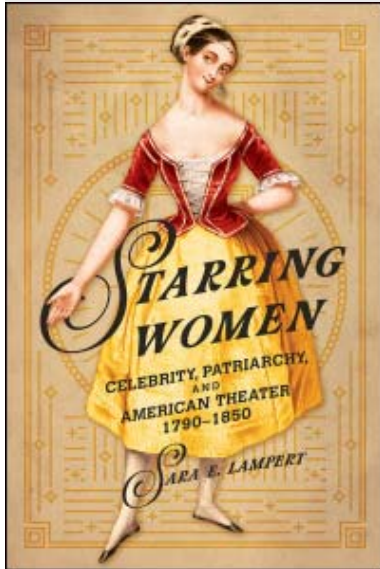
Rebecca Tuuri. My book *Strategic Sisterhood: the National Council of Negro Women in the Black Freedom Struggle* is the winner of the 2019 Julia Cherry Spruill prize for best book on Southern Women's History, sponsored by the Southern Association for Women Historians.

I graduated in 2012 with my PhD in U.S. History. I am indebted to the wonderful faculty and staff who worked with me at Rutgers New Brunswick and Newark (while I served as the Rutgers Newark Scholar Teacher). I am now an associate professor at the University of Southern Mississippi where I teach civil rights, African American, U.S., and women's and gender history.

Celebrating Alumnae/ Alumni Books



Celebrating Alumnae/ Alumni Books



Graduate Alumnae/Alumni News, Cont'd.

Robert Weiner. I have finally retired after 50+ years of teaching at Lafayette College, where I served as Jones Professor of History (the college's first teaching chair) and as Jewish Chaplain. Having been honored by seven Student Government Teaching Awards and a host of other similar citations, especially for interfaith and diversity education, I published a lecture series on 19th Century Europe with The Teaching Co. in 2005 and co-published a study on recent French Jewish History in 2012, with The University of Toronto Press. Sandy Greenberg Weiner, my wife of fifty six years, and I have three wonderful and healthy sons and four grandsons. Our eldest son, Mark, earned a PsID from Rutgers some years ago and his wife, Ruth, holds a Rutgers MSW; both have worked for Rutgers in one capacity or another and reside in Highland Park, several blocks from where Sandy and I lived, over fifty year ago. To this day, I still mourn the early passing of Rutgers Professor Harold L. Poor, who was also my undergraduate mentor at Temple University, and the incomparable Henry R. Winkler, my beloved thesis adviser. The kindness and sensitivity of both scholar/teachers remained a model for my entire career.

Carol Williams (1997). Because of threats to reproductive health care in the US and Canada, I worked primarily on histories of reproductive rights this past year. I published a three-part essay report with two former students Katelyn Mitchell and Carly Giles for a progressive think tank, *The Parkland Institute*, housed at the University of Alberta. The complete report, "Political Challenges and Digital Frontiers: Reproductive Health and Services in Southern Alberta," can be read here: https://www.parklandinstitute.ca/political_challenges_and_digital_frontiers.

I also published a chapter on the antagonisms between prolife and feminist reproductive health activism in *Compelled to Act: Histories of Women's Activism in Western Canada* co-ed. Sarah Carter and Nanci Langford (U Manitoba Press September 2020). My chapter is titled "Reproductive Self-Determination and the Persistence of "Family Values" in Alberta from the 1960s to the 1990s. Finally, despite difficulties with research collaborations under social distancing limitations, I continue working with Kainai (Blackfoot) scholars from the Blood Reservation. We hope to launch two public history projects in Spring 2021 at a local museum —one project with contemporary Kainai pianist and composer, Sonny Ray Day Rider <https://sonnyraydayrider.com/> considers an archive of Blackfoot music and interviews recorded on the Blood Reserve in 1968 by a non-indigenous ethnomusicologist, Dr. Robert Witmer (York U, Toronto). The second project on historical and contemporary Kainai beadwork is with Hali Heavy Shield (PhD candidate in Education) and senior undergraduate, Kalli Eagle Speaker who is not only a scholar but a skilled and talented beader.

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