

ALUMNI NEWS

QUEENS COLLEGE • DEPARTMENT OF HISTORY



A Tribute to Arnold Franco



Elena Frangakis-Syrett

It is my sad but necessary duty to start this year's Alumni News with a tribute to a special friend and benefactor to the History Department, the late Arnold C. Franco '43, whose dedication to the students of this department and to us as its faculty was boundless and, invariably, always there. We felt inspired and appreciated by his support and faith in us. We also felt inspired by his never-failing love for life, the courage that he displayed all his life, his dedication to what he believed was right, and his boundless enthusiasm. He had a long life of challenges and achievements, and we feel honored that he was so close to us and for so long. Arnold had to temporarily interrupt his studies at QC due to WWII, in which he served with more than distinction and which led him as recently as September 2015 to endow a project in our department to find

out more about his peers, men and women who also had to interrupt their studies to participate in the war effort, and some of whom never returned. It was this high civic-mindedness that so much distinguished Arnold's life.

His memory continues, especially in the annual luncheon held since 1996 to award the Arnold Franco Essay Prize, which he endowed, to the most deserving undergraduate or graduate student of the department—or at times two winners, as was the case with last year's Essay Prize, awarded in March 2016. When it is given again in Spring 2017, it will be the first time that Mr. Franco will not be there to personally congratulate the winners, but the department will certainly continue his legacy.

As you have undoubtedly gathered by now, this issue has a different format somewhat, since it is a combination of last year's newsletter and this year's fall Alumni News and it has been written by me although I was acting chair only for a year. Professor **Joel Allen** has returned from his well-deserved sabbatical and resumed his duties as chair, and he will be writing this summer's newsletter. One of the ways the present issue is different is that it is larger than usual to accommodate the very many activities and news of our alumni, our current students, and their mentors and educators, the faculty!

We have had a very good year as a department. I can tell you with pride and enthusiasm that History as a discipline is increasingly seen as a gateway to careers, to understanding the world, to understanding oneself. Students and faculty continue to strive to excel, as evidenced in the activities we undertook, the internships our students participated in, the prizes they won, the books the faculty have published, the special programs that our faculty lead or have become part of within the college, and —last but not least—the paths our recent alumni have taken and the excelling careers our earlier alumni have achieved and in many ways still continue to do so. This cannot be more evident than in the list of alumni historians for whom the term "illustrious" is so appropriate. We are proud to list them in this newsletter and celebrate their achievements, and the listing is available online (www.qc.cuny.edu/Academics/Degrees/DSS/History/Pages/AlumniHistorians.aspx). Celebrating our graduating seniors takes place in May, and it is the capstone of the department's academic life. This year was no exception, as you will see below.

In seeking to understand history in its broadest terms and to reaching the largest possible audience within the college's campus community, as well as outside, including you our alumni, the department, together with colleagues across the curriculum, organized lectures and other activities that formed some of the intellectual highlights of the year, for the college's students as well as for our department.

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The Department organized two lectures in the spring 2016 semester. On March 14, Cornell University Professor **Eric Tagliacozzo**, specialist on the spice trade, lectured to over 170 students from QC and **Townsend Harris School**, which co-sponsored the lecture. We were thrilled with the success all the more because it is your support that allows us to schedule such events! In the words of freshman **Patriece Ausili**, *"The lecture was eye-opening: To realize that spices we take for granted now and that sit on our tables and in our cabinets at home used to be luxury goods that sailors had to travel across the globe to get. For me, the spice trade amplified world connections and shaped the modern world as we see it today."* And I followed on March 30 with a lecture on an (imaginary) day in the life of a long-distance silk trade merchant and the ports and cities he travelled through and his thoughts, desires, and fears; it was a first for me giving, in essence, a piece of historical fiction (even though based on archives), with footnotes too!

Together with Jewish Studies and the Alumni Office, and aiming to reach people outside the campus, too, we organized an evening lecture on November 1, 2016. Our very own Professor **Elisheva Carlebach**, who has taught so many of you, returned to the campus from Columbia University, where she holds a prestigious chair in Jewish Studies. She spoke on "Images of Jews in the Early Age of Print," and it was a true *tour de force*, an awesome lecture attended by our alumni as well as students and faculty. It will be fully covered, including response essays from our students—an innovation on the part of the department—in our summer newsletter. None of these lectures would have been possible without your support, for which we are deeply grateful; we appreciate the confidence you show in us every day of the year.

The department has been actively promoting internships to directly benefit the students who participate in them. For three years now Professor **Deirdre Cooper-Owens** has been spearheading visits from **Omar Eaton-Martinez**, Director of Internships at the Smithsonian Museum in Washington, DC, to talk to our history majors on how to apply successfully for such internships. With equal vigor, thanks to our Internship Advisor, Professor **Francesca Bregoli**, our students are being alerted, encouraged, mentored, and informed of opportunities to take on internships in the department, on campus, in NYC, in Washington, DC, and beyond. And our majors are responding! Read about their experiences in their own words later in this issue.

It has indeed been a year of dynamism, of loss, but also of hope that the future for the History Department will continue to be strong, and your support helps to make it so. As I take my leave from the Alumni News and return to the ranks(!) I would like to thank all my colleagues in the department for making this past year such a special one for me, too.

With warm wishes,
Elena Frangakis-Syrett

Faculty News

Professor **Harriet Davis-Kram** regularly takes her classes to visit Ellis Island. Maybe reading this will bring back wonderful memories for some of you. Here is how Harriet describes her most recent visit:



A museum that occupies the space where millions of immigrants arrived on our shores, during the period between 1892 and 1954, is housed on Ellis Island, in the shadow of the Statue of Liberty. This statue is a beautiful symbol of the hope that is America. But Ellis Island is so much more. It is a piece of our history, whether or not one's forebears actually entered through the island or some other point of entry or in more recent times, whether they entered by plane, ship, or train. For the millions of New Yorkers and tourists from all over the world who visited the museum, it has been an adventure into the pasts of their people and their countrymen and even their own.

Students who visit Ellis usually spend most of the limited time that I allot to each gallery listening to immigrant stories that are available on telephone receivers in the galleries in the voices of the immigrants themselves; others slip back to a gallery we've already visited to reread a caption explaining a picture, or to reread the list of symbols that immigration officers had chalked on the backs of immigrants' clothes—many of these might have rendered the wearer unwelcome and therefore subject to expulsion from Ellis and the United States. On occasion, I've heard stories from QC students about their own immigration experience. One conversation that I remember most clearly was with a Polish woman who had spent a lot of time reading about Polish Jewish history. I apologized for prying when I asked if she was Jewish. She replied, "We've lived together for over a thousand years. I think we're all probably a little Jewish." I smiled and wanted to give her a hug. Ellis is one of the few

places I've taken students where several students don't join the group for the return trip, but choose to stay a while to return to galleries we've visited or take their time to explore areas of the museum that I hadn't visited with them.

As it is customary, we host a contribution from our most recent faculty member, Professor Kara Murphy Schlichting, to recount her first year at Queens College. We welcome her with open arms and note her enthusiasm for all that the department has to offer and for our students, but also in the Academy.

Kara Murphy Schlichting

Having graduated from Rutgers, the State University in New Jersey in 2014, I spent just under a year living in Washington, DC and teaching at Towson University. At Towson I taught courses on the history of 1960s America, the City in American History, Comparative Environmental History, and American History since 1865. I consider myself primarily an urban and environmental historian, and my work focuses on the waterfronts, neighborhoods, and real estates of Greater New York. Cities in the past are places I study and also places where I want to live and work. Not only do I enjoy cities, but New York City is my favorite. As a Rutgers graduate student, I lived in various apartments in the East Village and Stuyvesant Town in Manhattan. Moving to Brooklyn in July 2015 was both the start of new chapter and a return home. In my first years in New York, I could not imagine living in an outer borough, but I am happy to say my subsequent years of research and this past year at Queens College have proven that there is so much more to New York City than Manhattan. Joining the History Department at Queens College has allowed me to more closely align my research and my teaching to focus on New York City, and specifically the borough of Queens.

I've taught the first half of the U.S. survey course and the History of New York City. I feel profoundly lucky to teach New York City history here, and my students and I made the most of our location. We took a field trip through the Lower East Side around Columbus Park to explore immigrant New York and the history of slums and ethnic enclaves, bridging the gap between the physical fabric of the city and the monographs and primary sources we read in class. My students often drew parallels between their experiences in New York and what we were studying. For example one student, a cab driver, offered particular insight into the New Deal-era highway system of Brooklyn and Queens (and the traffic that has plagued Robert Moses's highway projects from the start). Students responded enthusiastically to my invitation to share photos of their experiences in the city with the class each Wednesday, presenting images that ranged from their views from home of

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the Manhattan skyline to images they snapped of downtown Flushing restaurants. Each week the student who presented his or her photo spoke briefly, connecting their image to a theme in class readings and discussion. Throughout, the students debated the ways in which “New York City” is our location but also, at times, something they see as outside of their lives or belonging exclusively to Manhattan. This was an important reminder of the myriad of ways that a city can be experienced, and a lesson I plan to use to highlight the diversity of the urban experience in the past (and present) in the coming semesters.

I had the opportunity get to know my colleagues who went out of their way to welcome me and field my questions as I learned the ropes about everything from lunch on campus to the master’s program to course offerings. I very much appreciate their warm welcome. Working with faculty and students as part of the QC World War II alumni research project also gave me a chance to get to know Queens College students beyond the classroom. I am happy to report that I have found both my students and the interns I supervise to be sincere, willing to engage, and hardworking. My students in the first half of the U.S. course were even, once in a great while, willing to laugh at my bad history jokes.

Special thanks to Professor Frank Warren, our longtime chair and leader of this department, who shares his encounter with a former student and the love that both have for this institution.

Frank Warren

In July this past summer, word came of the death of Arnold Franco, Class of 1943. For many years Arnold has been central to the life of the History Department and the college. Over two decades ago he established a prize for the best essay on historical revisionism. He was the sponsor of the students who researched the soldiers whose names can be found on the World War II Memorial. He was, of course, the benefactor for the memorial. And more recently he was sponsoring further research by our students on the Queens College students who fought in World War II. But Arnold was more than a sponsor. He was friend—to our faculty and to our students. He took a genuine interest in our students; every year attending the luncheons awarding the Arnold Franco Writing Prize. He met the winners, and in a number of cases, he remained in touch with them over the years.

All of the faculty enjoyed his company, his erudition, his humor, his interest in their work. For me, it was his kindness and his decency that stand out. From providing a job for a Queens College professor fired in the McCarthy period to quietly paying for a strapped student’s tuition several years ago, these acts of kindness defined Arnold’s character.

I have previously written in the alumni newsletter about my pride in all our Queens College students. I have a special pride in those of my students who have gone on to a career in education—whether at the secondary or college level. One of those students, Ronald Feinman, has had a very successful year. Ronald has recently published a book on presidential assassinations (both unsuccessful and successful attempts) entitled *Assassinations, Threats and the American Presidency*. As a result he has been interviewed on C-Span and NPR. He also runs a successful political blog (The Progressive Professor).

I would like to dedicate this column to another student of mine, Neil Maffei, from my very first class (1962) at QC. Around 2002 I had just started a heart rehabilitation program at St. Francis Hospital’s DeMatteis Center after having two stents put in. One afternoon, a voice behind me said “Professor Warren.” I turned, didn’t recognize the face, but he introduced himself as Neil Maffei. This started our conversations—mostly about education, Queens College, and baseball (unfortunately Neil was a Yankee fan; as a Mets fan, I told him I had failed in providing him a proper education). Neil, like many of our students, had gone on from Queens College to become a high school history teacher. He is retired now, but retains his interest in education. The reason I want to dedicate this column to him is twofold: his feelings for Queens College and his appreciation of the Alumni Newsletter. On the latter, he told me he always looked forward to receiving it. He especially likes the columns by the students. It gives him a feeling of connection with his own experience—which leads me to his feelings for the college. On numerous occasions Neil has told me what the college meant to him. For him, it was special; it opened up intellectual horizons in areas (not just history, but literature, art, music) that were new to him. And he has expressed his hope that the college is still special for this generation of students.

When I was an undergraduate at Rutgers University, a public university, I had a professor who would tell the class that the

education we were engaged in at Rutgers was the important kind of education—more important than the “college down the road” (meaning Princeton). All education—private and public—is important, but long ago I made a commitment to public education, and I still believe in its vital importance. In the on-going political climate that has denigrated public education and especially public school teachers, it is of the utmost importance that we defend it against its denigrators, and assert that what we are doing is central to a democratic nation. The QC History Department and the college continue to do their part. For me, as for Neil, they are special places doing the most important work.

Professor Myles McDonnell also is listed among our illustrious alumni historians and has the rare combination of being an alum and now a professor to give us his “take” on the department, then and now. Whether you have been taught by him or studied with him, please read on!

Myles McDonnell

It’s a nice question whether Queens College changed more while I was an undergraduate from 1965–1970 (I stayed as long as I could to avoid the draft) or during the over forty years between the time I graduated and returned as a professor. When I arrived in 1965 there was a dress code that prohibited women from wearing pants. When I left I saw nude students sitting in trees. The physical campus has happily both changed and remained the same. The History Department’s own Social Sciences Building has been renovated; the high eastern end of the campus, which was once a open field good for touch football and views of the dark cloud of smog sitting over Manhattan island, has received architectural definition with Rosenthal Library, a clock tower, and fountains, but behind these, to the north, the airplane hangar that is FitzGerald Gymnasium still seemingly floats in the distance.

The greatest change that has occurred over the long years is in the people you meet in the classroom and on the campus. When I was an undergraduate, most of Queens College students were Jewish. When I first got here my Jewish friends from high school kidded me that now I’d learn what it’s like to be part of a minority. But I never did. Not once did I feel excluded while a student at Queens College. But in the late sixties there were few undergraduates who spoke English with a foreign accent, few blacks or Latinos. The exceptions were notable, in the eloquence of Filipe Luciano, and the extraordinary presence of the young black veterans of Vietnam who comprised the original members of the Seek Program. Today the population of Queens College, like that of the city, is diverse and rich in both students and faculty, and that is a very good thing.

Achievements of Our Faculty

It is befitting that as the concluding piece in this Alumni Newsletter we record and celebrate the ongoing and prodigious scholarship of our faculty: Besides numerous articles in national and international journals, in 2015–2016 no less than seven books were published. **Amy Chazkel** was co-editor of *The Rio de Janeiro Reader: History, Culture, Politics*; **Grace Davie** wrote *Poverty Knowledge in South Africa: A Social History of Human Science, 1855–2005*; **Satadru Sen** (with Benoy Kumar Sarkar) wrote *Restoring the Nation to the World*; **Sergei Antonov’s** *Bankrupts and Usurers of Imperial Russia: Debt, Property, and the Law in the Age of Dostoevsky and Tolstoy* was published; **Kristin Celello** was co-editor of *Domestic Tension National Anxieties: Global Perspectives on Marriage, Crisis and Nation*; and **Warren Woodfin** was co-editor of *Clothing the Sacred: Medieval Texts as Fabric, Form, and Metaphor*.

And we have more to celebrate as a department this year: Two of our very own, Professor **Aaron Freundschuch** (French and Urban History) and Professor **Kristina Richardson** (Middle East and Disability Studies) were promoted to the rank of Associate Professor, making the department proud of them and the marks they have already made in the historiography of their chosen fields! In teaching, the department’s faculty got two **Presidential Awards for Excellence in Teaching**: Professor **Aaron Freundschuch** and Professor **Lawrence Capello**; congratulations to both! Professor **Elissa Bemporad** got a National Endowment for the Humanities Award; Professor **Kristina Richardson** came back from Germany after completing a Marie Curie Fellowship; and Professor **Sarah Covington** returned from a Visiting Professorship in Galway University in Ireland. Kudos to all!



Faculty photo with the late Arnold Franco and Dean Michael Wolfe

Student News

Internship experiences

Sara Dorfman

In the summer of 2015, I was proud to represent Queens College as an archives intern at the National Museum of American History. Through this internship, I gained first-hand experience processing the archival collection that would become the Bill Browning and Jerame Davis papers, as well as the incredibly rare opportunity to interview the two men who donated the collection to the museum. Additionally, my supervisor asked if I would write about my conversation with them, which was then published on the Smithsonian Collections Blog.

Currently, I am the lead intern on the Arnold Franco-World War II project run by the History Department. Those involved with the project have been reviewing archived transcripts in the Registrar’s Office to search and record Queens College alumni who served in World War II.

As my time at Queens College comes to a close, I look forward to being able to use the above experiences—as well as the education I received as a History major—to start my life as a young professional through pursuing my master’s degree in Public History.

Marina Bardash Nebro



Maria Bardash Nebro

I first learned about Rubin Museum of Art internship opportunities at their first annual College Museum Career Fair. Along with general, semester-long internships in a variety of departments, the Rubin Museum of Art offers an amazing apprenticeship program for college students who are interested in pursuing museum education. For the academic year, I was a paid Apprentice Museum Educator, working alongside the

Manager and Assistant Manager of School and Family Programs.

I served as a teaching artist for school workshops, in which I taught mini-lessons about the art of the Rubin Museum and instructed students with art-making techniques. I also worked as the point person for Family Sunday drop-in workshops, in which families with children as young as two years old can stop by for free art-making and family tours. I was trained to lead K-12 museum tours as well as Exhibition Highlight tours for a general audience. Perhaps one of my favorite experiences was creating lesson plans for workshops at the Museum’s Education Center as well as for an after school residency program for Manhattan’s PS 11.

I left work every day with a smile, looking forward to the next time I stepped through those doors. Not only did I gain a wide range of professional experiences, but the apprenticeship also offered me an amazing educational experience that complemented my academic studies in history and art history.

Mohammad Khan

The internship at the Queens College Godwin-Ternbach Museum which I participated in this past spring semester was very

insightful in understanding how a museum operates, maintains, and curates artifacts and the day-to-day operations of the museum. The experience of interning as an undergraduate was something that made me realize how complex the job of the museum staff can be. It is kind of difficult to explain. For example, when I was working with one of the chief curators in the museum I realized how careful I had to be in touching the artifacts when I had to look at them for a project. If you wanted to look at a vase from the Middle Ages, you could not touch it with bare hands or physically pick it up; you needed to put gloves on and carefully turn it. Believe me when I say these artifacts are delicate, and just touching them too hard could leave a mark. To put it simply, my internship at the museum involved one day of researching through the catalogue of artifacts looking for a project and the next day actually helping the curator physically find the artifact and observe and feel it. I shall never forget my experiences at the Godwin-Ternbach Museum.

Recent and Future Graduates

Turning to more recent alumni, we interviewed two recently minted graduates, Frank Gattie and Anthony Modafferi, both class of 2016; two students who graduated somewhat earlier and are now history MA students, Hisham Quhshi and Dimitru Grigorean; and a current transfer student, Kerriann Gobin, double majoring in history and comparative literature, who will graduate soon. They told us of their experiences at QC, and out of it. We are proud of all of them and of all of you, too!

Kerriann Gobin

Throughout my elementary, middle school, and high school years, history has always been my best subject. At my previous university, I attempted to pursue a degree in pharmaceutical science. While I was successful in attaining my Pharmaceutical Technician license, I was not content with my success in the field of pharmacy, and I could no longer see myself as a pharmacist. With encouragement from my family and friends, I decided to follow my passion and pursue a degree in history. While my decision to change my major proved difficult, the choice of which institution to attend was easy. I believe that choosing to attend Queens College was the best choice I have ever made. My second-best choice was choosing to major in history. The professors of the history department at Queens College are successful at presenting a challenging yet rewarding curriculum. They inspire students to make their own mark in the world. As a history student, I am given the necessary tools to build my confidence. For this reason, I aspire to be a professor myself one day and do the same.

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Top, left: Late Arnold Franco talking about the “history” of the Essay Prize and of of his long relationship with the department; right: Arnold with Essay Prize winners Tara Vassilakopoulos and Hisham Quhshi (both currently History MA students) and Professor Elena Frangakis-Syrett.
Bottom, left: Professor Elena Frangakis-Syrett with prize-winning students at our May 2016 honors and awards luncheon; right: President Matos with colleagues Professors Peter Connolly-Smith and Tom Ort

Frank Gattie ‘16



Frank Gattie

As a student in the History Department, I was able to focus my love of history, passion for social justice, and talent for writing into a clear direction after college. I was especially interested in the historical struggles of the working class in America, and Professor Carol Giardina’s labor history class showed me what workers can accomplish when they come together and stand up against management. The class inspired me to write about my own struggles as a worker, and I won first place in CUNY’s Labor Arts contest for non-fiction writing. Since graduating, I have gone on to work as an organizer with the Fight for \$15 campaign and the Street Vendor Project. I would like to dedicate my life to helping workers win unions, and I want to thank all my wonderful professors in the History Department for helping me develop the skills I will use throughout my career.

Anthony Modafferi ‘16



Anthony Modafferi

Most students use college as a stepping-stone to launch them into their careers; I was fortunate enough to land a career opportunity while still completing my undergrad studies. Working as an Assistant Project Manager for a major developer in one of our nation’s busiest cities, I began to turn heads when my new co-workers found out that I was a history major, taking classes at nights and on the weekends so that I could continue to strive toward my degree. Going to Queens College made it easy to transition into my career because many of my higher-level courses were discussion-based lectures that were held in rooms that resembled conference rooms. The skills learned in my Colloquium course taught by Professor Ort became invaluable, because I am constantly in meetings, both in my main office or at my job site. The professors within the department were always there for me either to lean on for present-day advice or to ask questions about ancient time periods. I am truly grateful for all of the important lessons learned that I have taken with me from my time at Queens College.

Hisham Omar Quhshi

My experience as a history student at Queens College has been nothing but wonderful. All the professors I had the great privilege of learning from were helpful and encouraging. When I decided to go back to school and obtain a second bachelor’s degree it

was because I felt my first degree did not reflect who I was and the interests I had. I was a business major and, truly, it was not something I was very much into, as my grades reflected. In 2012 I decided to go back to school, study something I enjoyed, and prove to myself that I could be an excellent student. When I began, I was very worried that I would not be able to succeed at the level I wanted to, mainly because I had been out of school for quite some time. I was lucky to have been given the opportunity to study history at QC and to be able to learn from some marvelous professors. The department faculty helped make me feel like I could succeed academically and delivered the material in such an engaging way that it was easy for me to excel. Everywhere I go people ask me, “Why history?” or “What are you going to do with a history degree?” I respond by telling them that I have learned more from studying history at QC than I have ever learned in any other academic capacity. My writing improved significantly, my knowledge of the world expanded exponentially, and I developed a confidence that is helping me in my career now and, surely, in all of my future endeavors. I cannot thank the History Department and QC enough!

Dumitru David Grigorean



Dumitru Grigorean

As a child I found learning challenging, captivating, and fascinating. History and geography were my favorite subjects. I loved studying maps and memorizing the capitals of different countries; learning about the Roman Empire, Napoleon, and the effects of World War II on my own native Romania—a part of the Eastern bloc. When I was a senior in a New York City high school I knew I wanted to teach history. I received my BA in history and secondary education at QC. I thoroughly enjoyed my history courses. They were academically challenging, varied in content, and confirmed my belief that the study of history is meaningful, engaging, and exciting. To a great extent this is due to the scholarship, professionalism, and excellence of the professors who taught those courses. Today I teach history at a New York City high school. My education at Queens College was an excellent preparation for the daunting task of making education significant in the lives of my students. I am proud to continue my education for an MA in history at Queens College. The same academic excellence, scholarship, and professionalism are continued on the graduate level.

Alumni Historians

The entire Alumni Historians list is the work of our very own Distinguished Professor of History, Joshua Freeman. It is included here with pride and humility in the thought that students that our faculty predecessors taught were inspired to reach so far!! We celebrate their achievements both as current faculty and students, as well as alumni and as professors emeriti. The list is a wonder to behold. Special thanks to Josh for compiling it.

Elliot Barkan, Professor Emeritus of History and Ethnic Studies at California State University–San Bernardino, received his MA and PhD from Harvard. His publications include *From All Points: America's Immigrant West, 1870s–1952*; *And Still They Come: Immigrants and American Society, 1920–1990s*; and *Asian and Pacific Islander Migration to the United States*.

Rudolph M. Bell, Distinguished Professor of History at Rutgers University, received his PhD in 1969 from the CUNY Graduate Center after graduating from QC in 1963. His publications include *The Voices of Gemma Galgani: The Life and Afterlife of a Modern Saint*, with Cristina Mazzone; *How to Do It: Guides to Good Living for Renaissance Italians*; and *Holy Anorexia*.

Barton J. Bernstein is one of the leading historians of the Truman Administration and the early Cold War and a pioneer in New Left historiography. After graduating from Queens College in 1957, he received his PhD from Harvard. Since 1965 he has been at Stanford, where he is now professor emeritus. His publications include the influential essay "The New Deal: The Conservative Achievements of Liberal Reform" in *Towards a New Past: Dissenting Essays in American History* (editor); and *Politics and Policies of the Truman Administration*.

Jane Pacht Brickman is Professor of History at the United States Merchant Marine Academy. After receiving a BA and MA in history from Queens College she received her PhD from the CUNY Graduate Center. From 1994 until 2011, she served as dean of the Department of Humanities at the Academy. She has published articles and reviews in *Naval Institute Proceedings*; *The American Neptune*; *Science*; *Women's Studies Encyclopedia*; *Journal of the History of Medicine and Allied Sciences*; and *Journal of Public Health Policy*.

Berenice Carroll received her PhD in History from Brown University. She is Professor Emerita of Political Science at Purdue University, where she was instrumental in establishing the women's studies program. Her publications include *Design for Total War, Arms, and Economics in the Third Reich*; *Liberating Women's History: Theoretical and Critical Essays*; and, as co-editor, *The Political and Social Thought of Women: An Anthology*. She has served as president of the National Women's Studies Association and on the editorial board of the National Women's Studies Association Journal.

Peter N. Carroll has taught U.S. history at University of Illinois and University of Minnesota, and currently teaches at Stanford. He is the author and editor of seventeen books, including *The Odyssey of the Abraham Lincoln Brigade: Americans in the Spanish Civil War*; *The Good Fight Continues: World War II Letters from the Abraham Lincoln Brigade*; and *Facing Fascism: New York and the Spanish Civil War*. He is chair of the Board of Governors of the Abraham Lincoln Brigade Archives (ALBA) and co-curator of two museum exhibitions: Shouts from the Wall: Posters of the Spanish Civil War (with Cary Nelson) and They Still Draw Pictures: Children's Art in Wartime From the Spanish Civil War to Kosovo (with Anthony L. Geist). He is the author of a poetry volume, *Riverborne: A Mississippi Requiem*.

Ronald L. Feinman received his BA and MA from Queens College and his PhD from the CUNY Graduate Center. He teaches at Broward Community College and Florida Atlantic University. His publications include *Twilight Of Progressivism: The Western Republican Senators and The New Deal*.

Richard Greenwald is dean of the School of Humanities and Social Sciences at Brooklyn College. He was previously executive dean of the Brooklyn campus of St. Joseph's College. His most recent book is *Labor Rising: The Past and Future of American Workers*. His other publications include *The Triangle Fire, the Protocols of Peace and Industrial Democracy in Progressive Era New York* and *Sweatshop USA: The American Sweatshop in Historical and Global Perspective*. He is the editor of *Exploring America's Past: A Reader in Social, Political and Cultural History, 1865–Present*. His current book projects include *The Death of 9–5: Permanent Freelancers, Empty Offices and the New Way America Works*, and *Woven Together for Social Justice: The History of the American Needle Trades Union*.

Herbert G. Gutman was one of the most influential U.S. historians of the post-World War II era. He taught a generation of historians to put working people at the center of the nation's historical narrative, and to ask wide-ranging questions about how workers (including slaves) lived their lives and shaped American society and culture. Born in New York City, he attended John Adams High School and graduated from Queens College. He received an MA in history from Columbia University and a PhD from the University of Wisconsin. His teaching career took him to Fairleigh Dickinson University, the State University of New York–Buffalo, Stanford University, the University of Rochester, and the City College of New York. In 1975, he joined the faculty of the CUNY Graduate Center, where he was Distinguished Professor until his death in 1985. His path-breaking essays on working-class history were collected in *Work, Culture, and Society in Industrializing America: Essays in American Working-Class and Social History* and *Power and Culture: Essays on the American Working Class*. He wrote two books about slavery, *Slavery and the Numbers Game* and *The Black Family in Slavery and Freedom, 1750–1925*. In 1981 he co-founded (with Steve Brier) the American Social History Project, which has produced numerous books (including *Who Built America?*), videos, websites, and educational programs disseminating the history of working Americans to students, labor activists, and the general public.

Judith Mara Gutman, a prominent independent scholar and author, received a master's degree from the Bank Street School of Education after graduating from Queens College in 1949. Her books include *The Colonial Venture: An Autobiography of the American Colonies from Their Beginnings to 1763*; *Lewis W. Hine and the American Social Conscience*; *The Making of American Society* (co-authored with Edwin Rozwenc); and *Through Indian Eyes*, a history of photography in India. She has taught at Hunter College and New School University and curated a number of major photographic exhibitions.

Lilian (Bombach) Handlin was Professor of History at the Hebrew University of Jerusalem. Her books include *George Bancroft, The Intellectual as Democrat* and, with Oscar Handlin, *Abraham Lincoln and the Union*; *From the Outer World*; and *A Restless People: Americans in Rebellion, 1770–1787*.

Lawrence Kaplan is Emeritus Professor of History at City College of New York. His books include *Politics and Religion during the English Revolution: The Scots and the Long Parliament, 1643–1645*; *Oliver Cromwell*; and *Between Ocean and City: The Transformation of Rockaway, New York* (with Carol P. Kaplan).

David M. Katzman (BA, Queens College, 1963; PhD, Michigan, 1969) is Professor Emeritus of American Studies at University of Kansas and co-editor of *American Studies*. His books include *Before the Ghetto: Black Detroit in the Nineteenth Century*; *Seven Days a Week: Women and Domestic Service in Industrializing America*; and (as co-author) one of the leading college history textbooks, *A People & A Nation: A History of the United States*.

Stuart Knee, Professor of History at the College of Charleston, received his PhD from New York University in 1974. His publications include *The Concept of Zionist Dissent in the American Mind, 1917–1941* and *Christian Science in the Age of Mary Baker Eddy*.

Myles McDonnell received his PhD in Ancient History from Columbia University. He has taught at the University of Pennsylvania, Dartmouth College, New York University, Columbia University, and Baruch College. His is the author of *Roman Manliness: Virtus and the Roman Republic* and has been the director of the Classical Summer School of the American Academy in Rome since 2004. He recalls that when he started as a freshman at Queens College in 1966 women couldn't wear pants, but by the time he left, there were nudists sitting in trees.

Eugene Moehring is Professor of History at the University of Nevada–Las Vegas. He received his BA (1968) and MA (1970) in history from Queens College and his PhD (1976) from the CUNY Graduate Center. In addition to numerous journal articles and book chapters, he has published five books: *Public Works and the Patterns of Urban Real Estate Growth in Manhattan, 1835–1894*; *Resort City in the Sunbelt: Las Vegas, 1930–2000*; *Urbanism and Empire in the Far West, 1840–1890*; *A Centennial History of Las Vegas* (with Michael Green); and *The University of Nevada, Las Vegas: A History*.

Howard Jenner received his LLB from Columbia University and his PhD from the University of California–Berkeley. He practiced law in New York before entering academia. He is Roe/ Straut Professor Emeritus in the Humanities (history) at Smith College, where he taught from 1968 to 2006. His publications include *The Right to be King: The Succession to the Crown of England, 1603–1714* and *By Colour of Law: Legal Culture and Constitutional Politics in England, 1660–1689*.

Armand I. Patrucco received his PhD from Columbia University. He was Professor of History at Rhode Island College, where he taught for 34 years, and author of *The Critics of the Italian Parliamentary System, 1860–1915*. At Rhode Island College he led one of the top national college chess clubs and convinced the college to be the first in the nation to offer chess scholarships.

Ronald W. Pruessen is Deputy Director of Munk School of Global Affairs at the University of Toronto. Formerly chair of the Department of History, his early work focused on the Cold War, including *John Foster Dulles: To the Threshold, 1888–1952*. His current work is concentrated on a study of the early stages of U.S. involvement in Vietnam and an edited collection of articles and conference papers dealing with John Foster Dulles's years as U.S. Secretary of State.

Norman Ravitch is Professor Emeritus at the University of California–Riverside. His books include *Sword and Mitre: Government and Episcopate in France and England in the Age of Aristocracy*; *Christian Man*; and *The Catholic Church and the French Nation, 1685–1985*.

Irwin Scheiner is Professor Emeritus of the University of California–Berkeley. His PhD is from the University of Michigan. Publications include *Christian Converts and Social Protest in Meiji Japan* and *Japanese Thought in the Tokugawa Period: Methods and Metaphors* (edited with Tetsuo Najita).

Harvard Sitkoff received his BA from Queens College in 1961 and a PhD from Columbia University. One of the outstanding historians of civil rights and African American history, he taught for many years at the University of New Hampshire. His numerous books include *A History of Our Time*; *A New Deal for Blacks: The Emergence of Civil Rights as a National Issue: The Depression Decade*; *King: Pilgrimage to the Mountaintop*; and *The Struggle for Black Equality, 1954–1992*.

Sheldon M. Stern (PhD, Harvard University, 1970), from 1977 through 1999 was a historian at the John F. Kennedy Library in Boston, Massachusetts, where he developed a special interest in teacher preparation and secondary-school history education. In 1992 he launched the American History Project for High School Students, a program to introduce students to the complexity of history and historical evidence. He has worked extensively with educational advocacy organizations including Core Knowledge, K–12, and the Thomas B. Fordham Institute. He is the author of *Averting the Final Failure: John F. Kennedy and the Secret Cuban Missile Crisis Meetings* and *The Week the World Stood Still: Inside the Secret Cuban Missile Crisis*.

William Stueck is Professor Emeritus and Distinguished Research Professor at the University of Georgia. After completing his MA at Queens College he received a PhD in History at Brown University. He is one of the leading historians of the Korean War and U.S.–Korean relations. His publications include *Rethinking the Korean War: A New Diplomatic and Strategic History* and *The Korean War: An International History*.

Rosalyn Terborg-Penn, Professor Emeritus at Morgan State University, received her PhD from Howard University. At Queens College she was a charter member of the campus NAACP chapter and helped lead a boycott of classes to protest a ban on allowing Malcolm X to speak. Her publications include *African-American Women in the Struggle for the Vote, 1850–1920*; *The Afro-American Woman: Struggles and Images* (edited with Sharon Harley); and *The Columbia Guide to African American History since 1939* (edited with Robert L. Harris).

Albion M. Urdank is a tenured Associate Professor of Modern British and European History at the University of California–Los Angeles. He received his PhD from Columbia University in 1983. His publications include *Religion and Society in a Cotswold Vale: Nailsworth, Gloucestershire, 1780 to 1865*.

Carl D. Weiner is William H. Laird Professor of History and the Liberal Arts, *emeritus*, at Carleton College, where he taught history from 1964 to 2004, after completing his MA at Columbia University and doing additional graduate work at the University of Wisconsin. He is currently working on The Esternay Project and Archive, an online archive of 19th-century letters, around the Poirrier family and their notarial clientele in the rural town of Esternay, France.

Alfred F. Young was one of the leading historians of the era of the American Revolution, transforming its study through close attention to the lives and political activities of artisans and other ordinary Americans. His concern with less known and less celebrated historical actors was nurtured at Queens College (where he received his BA in 1946) by economic historian Vera Shlakman and historian Henry David. After receiving his MA at Columbia University and PhD at Northwestern University, he taught for many years at Northern Illinois University. His publications include *The Democratic-Republicans of New York: The Origins, 1763–1797*; the highly influential and widely reprinted essay "George Roberts Twelves Hewes (1742–1840): A Boston Shoemaker and the Memory of the American Revolution"; *Masquerade: The Life and Times of Deborah Sampson, Continental Soldier*; *The Liberty Tree: Ordinary People and the American Revolution*; and *Revolutionary Founders: Rebels, Radicals, and Reformers in the Making of the Nation*.

Robert Zaller is Distinguished University Professor at Drexel University. He received his MA and PhD from Washington University and taught at the University of California–Santa Barbara; the University of Miami–Coral Gables; and, since 1987, at Drexel. His books include *The Parliament of 1621: A Study in Constitutional Conflict*; *The Cliffs of Solitude: A Reading of Robinson Jeffers*; *Europe in Transition, 1660–1815*; *The Discourse of Legitimacy in Early Modern England*; and *Robinson Jeffers and the American Sublime*. He is an elected fellow of the Royal Historical Society.