

THE SEXTANT

Monmouth University, Department of History and Anthropology

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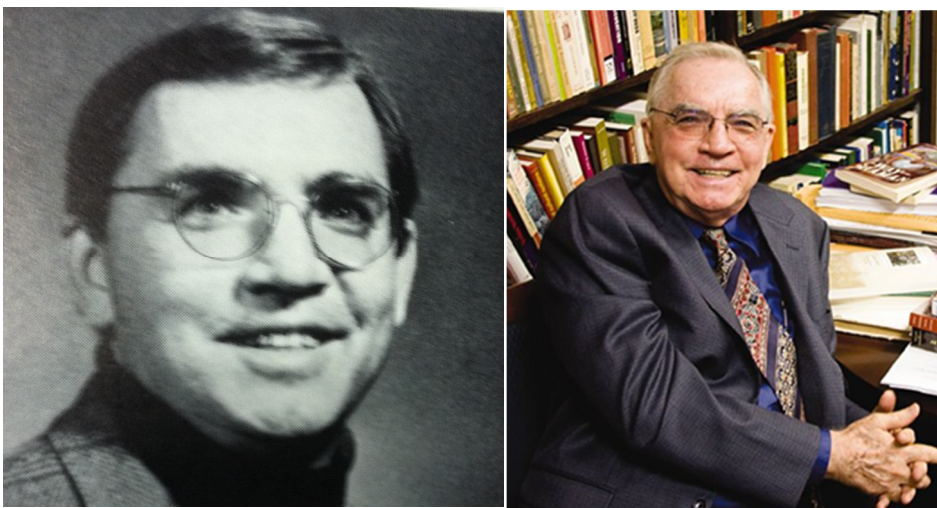
Farewell, Dr. Bill Mitchell

On Friday, May 2nd, the University feted Dr. Bill Mitchell, who retires this semester after arriving at MU in 1968.

Dr. Mitchell, Professor of Anthropology and the Freed Foundation Professor in the Social Sciences, has taught courses on Cultural Anthropology, Civilizations of the Andes, and World/Global History, among others. During his career at Monmouth, he has been selected Distinguished Teacher, was founding head of the Honors Program, and served as Dean of the School of Humanities and Social Sciences and as Dean of the Honors School. A recipient of many grants and awards (NSF, NEH, Fulbright Hayes, among others), Professor Mitchell has also taught as a Visiting Professor at the Universidad Católica in Lima, Peru. He is a Fellow of the New York Academy of Sciences, as well as a member and former chair of its Anthropology Advisory Committee.

Dr. Mitchell has researched and published widely on many aspects of South American culture and history, including the region's political economy, issues of peace and war, ecological and agro-pastoral systems, sociocultural evolution, displaced people, migration, social and religious change, and historical religious pictographs. His impressive list of accomplishments is far too lengthy to reproduce here, but his book *Voices from the Global Margin: Confronting Poverty and Inventing New Lives in the Andes* won the 2007 Lasa Peru Flora Tristan Award of the Latin American Studies Association for the best book on Peru in any language or discipline.

Dr. Mitchell's former students and colleagues alike will remember him fondly, (continued on page 7)



Left: Dr. Mitchell as pictured in the 1983-1984 yearbook.
Right: Dr. Mitchell, Fall 2009.

In This Issue

- Faculty/Students Visit India, p. 2
- Student Teaching, p. 3
- Museum of Jewish Heritage Visit, p. 4
- Careers Panel, p.5
- Personality Profiles, p. 6-7
- Archaeology Conference, p. 8
- Hurricane Sandy Oral History Program, p. 8
- Honors Society Inductions, p. 9
- Undergrad Research Conference, p. 9
- Graduate Theses Defended, p. 9
- Faculty Publications, p. 10-11
- National Archives Intern, p. 12
- MoSex, p. 12
- Credits, p. 12

India Trip a “Life Changing Experience”

By: David Annun, Undergraduate Student, Anthro/Poli Sci

After being in the air for twenty-plus hours, with a layover in Brussels and another in Mumbai, we weren't sure where we were or what day it was. We just stood there, with all the energy we had left, waiting for one of the monitors to tell us which belt would have our luggage. I noticed a sign hanging from the ceiling that read, “Welcome to Kolkata, India: The City of Joy.” Ah ok, I thought, ...still don't know what day it is.

As soon as we left the airport, we were greeted by Dr. Rekha Datta of Monmouth's Political Science Department. This was the woman who gave eleven students and two professors an incredible opportunity to travel halfway across the world and experience one of the most beautiful countries first-hand. Our final trek was from the airport to our hotel. However, when we loaded our luggage into the bus and got on board, none of us knew that this would be the most overwhelming bus ride of our lives. At one point, we raced between two other buses with only about three inches to spare on both sides. There were horns coming from every angle, people on bicycles weaving between cars and auto-rickshaws packed beyond capacity, and pedestrians running across three lane highways. Despite all this, we somehow made it to our hotel with no casualties.

That same day we had plans to visit the Loreto School. This was a school that provided equal opportunity to children who came from abusive or impoverished backgrounds. When we arrived at the school, we were brought to a room where the children were having recess. After being in the room for no more than thirty seconds, we were all eagerly welcomed by these children. They taught us some of their favorite games and we also taught them games like 7-up, which they had never played before.

Each morning, we visited the children and very quickly fell in love. These were some of the happiest, most caring kids, despite the many unfortunate circumstances they came from. When it was time to leave Kolkata, it was certainly hard to say goodbye. However, it is comforting to know that we were able to create a lasting relationship with these children.

In Kolkata, we also had many other plans each day after visiting the children in the mornings. We met with a handful of organizations and colleges to discuss the politics, culture, and various issues of Indian society. It was interesting to hear about these issues from people that experience them more directly than myself. We had talked with an environmental NGO that was developing solutions for environmental awareness and rural development. We also had a very intellectually stimulating discussion at the Centre for Studies in Social Sciences of Calcutta. This was perhaps my favorite meeting because the pro-

fessors were extremely knowledgeable and offered a wealth of information on so many topics.

There was also plenty of time to enjoy the city itself. One day we decided to take a three hour walking tour with a very friendly photographer named Manjit. He took us through his “Cultural Kaleidoscope” tour which explored the wonderfully diverse ethnic neighborhoods of Kolkata. We were able to taste street chai which everyone immediately became hooked to, witness a dancing monkey show, and get a real sense of the diversity of Indian culture.

After our stay in the “City of Joy,” our next destination was Shantiniketan. This was a small town just about four hours north of Kolkata. We spent the day at Rabindranath Tagore's famous school, Visva-Bharati University. Though there are department buildings, many of the classrooms are outside in the shade of the banyan trees. Since Tagore believed in a closer connection to the natural world, his university is founded on the principle of learning through nature. The day we visited was a holiday, so we were unable to see what it would have been like with the students walking around; however, we still got a good picture of the school.

The next day we were off to Delhi, India's capital city. We arrived during the evening so there were no plans that day but we did have a busy day the next day. We drove to Agra, which was also about four hours outside of the city, to see some historical monuments left behind by the Moghuls in the 16th century. First stop was the Baby Taj, which is the tomb of I'timād-ud-Daulah. Many refer to this as the “rough draft” of the Taj Mahal since it very much inspired its design. Then we made it to the Taj Mahal, which was undoubtedly one of the highlights of the trip. It was crowded, but still so beautiful. After seeing it in person, I not only fell in love with the Taj itself, but even the intricacy and mysterious qualities of Islamic architecture in general. We were able to go inside but it seemed quite small for such a large monument. Our final stop in Agra was the Agra fort. This was not just a simple fort, it was the size of a small city. So (continued on page 3)



Dr. Veit with students at the Loreto Day School.

India Trip, continued:

naturally we were not able to see the entire thing but it was also a stunning monument.

Overall, I would say this was one of the most life-changing experiences for me. It introduced me to a part of the world I have always been fascinated with, and showed me how 1/7th of the world's population lives. As an undergraduate in anthropology, this trip gave me a taste of what participant observation is all about. It's about immersing yourself in a different way of life and learning things about yourself and others. It's about opening up to the opportunities life presents and making them worthwhile. I had a tremendous time with the people I met on this trip and hope to go back soon.



Arguably more than just "tourists," the group pauses for pictures at dinner and with their tour bus.

So You're Going to Be Student Teaching?

By: Timothy O'Shea, Undergraduate Student, History/Ed

Student teaching is a requirement for any education major, and an excellent opportunity to assess the knowledge you believe you have in a subject. Student teaching should be planned out with your advisor the year before you plan to embark on your student teaching experience. As you will be a teacher in the classroom, be prepared to adhere to state standards in regards to hygiene, professionalism, and of course mastery of the subject you are expecting to teach. The best way to start your preparation is to begin to prepare for the Praxis II exams, which are required for student teaching, and start to plan out your resume. Applying for student teaching is the same process as applying for a job. The same expectations

will be had of you, and it is crucial now to start preparing for the experience. The more ideal of a candidate you are, the easier it will be for you to be placed in a district. Start recording all of your field experiences and keep the reflections you are required to compose, as they will become a tremendous help in your classroom experience.

Student teaching is one of the greatest things you will commit to. You will have a full semester's experience in the classroom, and it will help you build up a toolkit for success for the many years to follow you after graduation. As a teacher, you are expected to direct the future. Think back to your years in school, and you will be able to recall most, if not all, of your teachers. The impact they had on you is the impact you will have on your students. There is no greater privilege in life than making a difference, and as comedian Thomas Mali said, teachers may not make the same as other professions, but what we do make is a difference, and that is something not everyone can say with honesty.

The Museum of Jewish Heritage – A Living Memorial to the Holocaust

By: Tommy Foye, Undergraduate Student, Comm/Public Relations; and Carlie Till, Undergraduate Student, English/Ed

On November 20th, 2013, Professor Susan Douglass took her first year seminar, "Remember Us-Children of the Holocaust," on a field trip to the Museum of Jewish Heritage – A Living Memorial to the Holocaust, located in New York City. Our class went on a guided tour of the permanent collection entitled "Meeting Hate with Humanity," and our docents brought each exhibit to life for us.

The tour begins with a short oral background on Jewish culture, as we stood before the six huge pillars in the entrance hall. The pillars represent the six million Jews that were killed during the Holocaust as well as the six points of the Star of David. This sight was very emotional because we were told to try and

picture each pillar as one million people. Another significant part of this exhibit was the drawing, "Rat Catcher, 1898," which depicted Jews in a derogatory manner. It was an example of Anti-Semitic propaganda that was seen in Europe before Hitler came to power.

The second floor, entitled, "The War Against the Jews," was both disturbing and upsetting. The first thing we saw was a copy of Mein Kampf, the book that Hitler wrote when he was in prison. This book was a blueprint of everything he hoped to accomplish in Germany once he came into power. We were overwhelmed by the photographs and documentaries that brought to life the horrific conditions in the ghettos, and the concentration and death camps in Europe during WWII.

The third floor of the museum, entitled "Jewish Renewal," was inspiring. This floor portrayed the rebuilding of Jewish life from the ashes of the Holocaust in Europe and other parts of the world. It included copies of numerous religious texts used in religious services to illustrate the renewal of a religion that Hitler sought to wipe off the face of the earth.

The special exhibits we visited were amazing. The first one we visited, "Hava Nagila," was an exhibit about the history of a song that is associated with joy in the Jewish community worldwide. The music for this song has its roots in Eastern Europe. It has become a popular song in Israel as well as in the United States. As you walk through the exhibit, different lights go on and music plays.

The second special exhibit we visited, "Against All Odds," portrayed the challenges European Jewry faced as they sought to escape Hitler's agenda of genocide by immigrating to the United States. One artifact in this exhibit that impressed us was a "Ship Ticket for Albert May on the SS President Roosevelt, September 17, 1935." This was a ticket to board the ship that was used by Adolf Loren to bring members of the May family to the United States. This exhibit also illustrated the mountain of paperwork needed to be completed before being able to enter the U.S.

Before we left the museum, we had the distinct privilege of speaking to a child Holocaust survivor, Bronia Brandman, who survived Auschwitz, a death march, and many other obstacles. She told us, "it took [her] fifty years to speak about the war; it took twenty-five years to smile again" and "[she] still hasn't cried, as if it isn't over yet." The only member of her family to survive was her eldest brother. It was incredible to hear about her survival. It depended so much on timing, luck, and the kindness of others. She is the only person of the Holocaust whose number was put on the list for the gas chambers and then taken off because she begged Dr. Mengele, the infamous Nazi doctor at Auschwitz, to remove her number from the list slated for the gas chambers. She had caught him at the perfect time because he was distracted by Allied planes that were flying over Auschwitz during her plea. While on a death march from Auschwitz to (continued on page 5)



Professor Douglass and students pose with Holocaust survivor Bronia Brandman.



Students listen attentively as panelists share their advice.

Careers Panel

A Careers Panel co-sponsored by the Department of History and Anthropology and Career Services on April 23 provided Department majors and other interested parties the opportunity to hear how local individuals are successfully using their History and Anthropology degrees. We hope to make this an annual event. Many thanks to the following participants:

Thomas Andrykovitz, Esq.: Law Clerk to the Honorable Cathy L. Waldor, U.S.M.J., United States District Court, New Jersey

Rachael Goldberg: Collections Manager, Liberty Hall Museum, Inc.

Glenn W. LeBoeuf: Financial Advisor/Senior Vice President, Freedom Capital Management

Samantha Luft: Interim Director/Consultant, William Trent House Museum

Dr. Eric Menell: Social Studies Teacher, Middlesex County Vocational and Technical Schools

Katherine Ambry Linhein Muller: Volunteer Coordinator, Allaire Village, Inc.

Museum Trip, continued:

another camp in Germany, Bronia was about to be shot for falling behind when a fellow prisoner (a nurse) who had befriended her picked her up and carried her ahead with the others.

The following statements by students in our class, who went on this field trip, illustrates how significant a day this was for all of us. Lexi George said, "It was such a privilege to go to the Jewish Heritage Museum in New York City. I learned so much just from being there, and was especially honored to meet Bronia Brandman, a survivor." Another student in the class, Lauren Palladino, said that "the museum really opened my eyes and made me realize how fortunate I am for the life I have. Seeing all of the pictures of the victims of the Holocaust was devastating and I could never imagine being in that position. I am so glad I had this opportunity to hear a survivor speak."

Visiting this museum was a great experience for our class. After having studied how the Holocaust affected the lives of Jewish children who were not far removed in age from us, we viewed these exhibits through different eyes. If you are interested in visiting this museum we suggest you look at the museum website (www.mjhnyc.org) to get an overview of their collections, educational programs, and information for the Lipper internship.

Personality Profiles

Student Profile: Michael Kelvy

Senior Michael Kelvy is a History/Education Major with a Specialization in English as a Second Language. He also carries an Irish Studies Minor. In his spare time, he hosts a show called "Irish Coffee" on Monmouth University's radio station, WMCX88.9FM. The show is on hiatus for the summer, however, as Michael studies abroad in Italy. Buon viaggio, Michael!



Michael Kelvy live in the studio, March 2014.

Alumni Profile: Jake Frederick

Editor's Note: In this issue, our Alumni Profile is an open letter penned by an alum teaching in China.

Dear Monmouth Community

I am a recent graduate from Monmouth University. I have tried writing this several times but always felt like I hadn't had enough experience in my current position to be honest and true. That being said I have now been in China for 6 and a half months teaching in a private school and a public school, kids aged 2+ even up to adults. For anyone interested in teaching abroad I highly recommend it for many reasons.

Firstly I have enjoyed learning about a new culture as well as having been severed from my life in America almost entirely. I have opted to stay away from VPN's which means no Facebook. I have only been in contact with close friends and family which has been a trip in and of itself. Basically it amounts to being on the other side of the world with only yourself to rely on. A good test for anyone looking to test themselves.

Secondly I have learned so much about travel and how easy it is. It seems to me that many Americans don't travel and upon realizing how simple it is the rest of the world is open to me. My current plan is to go to Australia for work after this and then meet my father in Italy. He would have never gone without my pushing him to do so. Meeting him there on my way home was the perfect excuse to force his hand! Becoming more worldly offers so much more than just travel, I am learning Mandarin which will open up more opportunities and am considering going back to University. I think on it and the concept of going to school somewhere in China becomes such a viable and advantageous possibility. In summation the world has become so small while paradoxically remaining big; in traveling one hears about new adventures every day all around the world while realizing how possible it is to get there!

Thirdly, my actual position here, Foreign Language Expert, a flashy Chinese overstatement for a western college graduate, has been ridiculous. If you want to teach in China, understand it is not for the impatient! I don't necessarily love kids, I don't hate them either but teaching a bunch of rich brats becomes a challenge!!!! That being said one, well at least me, falls in love with them and becomes a big brother type teacher who can't help but want the best for them. Chinese kids typically don't have siblings and with the one child policy lots of these kids are doted over which makes them bratty. So its in my belief that being a big brother type who "beats em up" a little is good for them.

Finally, if anyone is looking to teach English in a foreign country no amount of research will prepare them for wherever they go! Make sure you research but understand it probably won't be enough. Had I known for instance that the walls of home in China are made of concrete and don't hold heat, I would've gone somewhere warmer. Inside my home becomes colder than it gets outside. I mean this literally and honestly. It gets below 20 degrees Fahrenheit at night. Also make sure you look at many organizations and how they treat their teachers. I work for EF (Education First) (English First), which is extremely prestigious in the business but works us very hard. I have heard (other companies) treat their teachers nicer but don't award the same resume boost, again only really in the field. In the end moving to China for a year has been a totally life changing experience and also not that big of a deal. I highly recommend it to anyone who is looking for adventure and experience who wants to see the world!

Jake Frederick, '12

February 20, 2014

Farewell, Dr. Bill Mitchell– continued from p. 1

to include Dr. Karen Schmelzkopf, who noted that she will miss his “dancing at his wonderful Peruvian food parties every year!” Dr. Chris DeRosa shared, “Bill has been a cherished friend and colleague to me this last decade. My wife, Katie Parkin, and I have many times talked about all the ways Bill’s career models what we would wish for ourselves: a teacher-scholar who never stops being curious about the new, and a member of the university community who uses his seniority tirelessly to defend the values we hold dear.”

For that, and for all he has done for MU, we thank Dr. Mitchell, and wish him all the best in the future!



Just look at these smiles! A great time was had by all at Dr. Mitchell's retirement party in Wilson Hall. Some revelers stayed until midnight, which seems only fitting given the decades of hard work that needed to be celebrated.

*Have a suggestion for a Faculty, Student, or Alumni "Personality Profile?" We'd love to hear from you!
Email mziobro@monmouth.edu for more info!*

Students Get Their MAAC On

By: Andrew Collucci, Graduate Student, Anthropology

On the weekend of March 14-16, archaeologists from the Middle Atlantic states gathered at the annual Middle Atlantic Archaeology Conference (MAAC) to discuss recent investigations and developments in the field. Topics ranged from new excavations, investigations of old sites, and new methodologies used to discover new areas of interest. While normally held at Virginia Beach, Virginia, or Ocean City, Maryland, this year the conference was held at Langhorne, Pennsylvania, a location much closer to Monmouth University.

Just as they have done in the past few years, graduate and undergraduate students of Monmouth University's Department of History and Anthropology traveled to the conference with members of the Department to present papers, observe other presentations, and meet some of the biggest names in Middle

Atlantic Archaeology. Monmouth University students presented several papers to large audiences with resounding success. More important to the reputation of Monmouth, however, was the reception on the last night of the conference. At this small after-conference banquet, many of Monmouth's students were able to meet students and professors from Universities all over the region and pique interest in Monmouth's growing Master's programs in History and Anthropology.

Overall, the MAAC was a wonderful experience for professor and student alike. Monmouth's reputation in the region was strengthened as students were able to network with new social and professional connections. As a student who has traveled to the MAAC for three years now, I was particularly impressed with this year's conference and am already excited for next year's MAAC in Ocean City, Maryland, where I know Monmouth will stand out again by presenting great student papers and creating lasting social connections.

Oral History Program Serves Community

By: Melissa Sedlacik, Graduate Student, Anthropology

Since December [2013], I have worked with the Van Alen (stet) Institute (VAI) and Rebuild by Design, a competition created by President Obama's Hurricane Sandy Task Force to help promote resiliency in areas impacted by Hurricane Sandy. One aspect of the competition was a series of public events called, "Scale it Up!" As part of this series, VAI was selected to represent Asbury Park and worked with local stakeholders to organize the "Rebuild One City" event.

The event took past this past March 22nd, and consisted of two parts: a participatory parade and a party. During the party, attendees could enjoy local bands, complementary boardwalk-styled foods, and visit stations to learn more about coastal planting, flood zones, and proposed design plans for Asbury Park. The History and Anthropology Department was also represented at a station via the Hurricane Sandy Oral History Project (HSOHP).

My involvement with the event included the compilation of

testimonial excerpts from the HSOHP that spoke to the main theme of the day: resiliency and hopefulness. Attendees were given the opportunity to listen to audio or read the quotes as they were presented on one of the screens throughout the event. The station was even able to generate an interest among residents who wanted to add their story to the collection.

An estimated 200 people came out, making Rebuild One City a huge success. Since my own research and MA thesis deal with the recovery and rebuilding efforts following Hurricane Sandy, with an emphasis on increasing resiliency along the Jersey Shore, this success resonated on a personal level as well. Not only was I able to represent the Department through the HSOHP, but I was also able engage residents with the research I was doing within their community, and extend my network to include individuals with similar professional and personal interests.

Editor's Note: See more about the event at <https://www.facebook.com/events/457294767732322/> ; and more about the Department's Hurricane Sandy Oral History Program at <http://library.monmouth.edu/main/content/oral-histories-about-super-storm-sandy>.



Melissa Sedlacik (center, scarf) poses with the rest of the Rebuild One City event planning committee.

Honors Society Inductions

The Phi Alpha Theta (History) and Lambda Alpha (Anthropology) National Honors Societies inducted new members in a ceremony held Friday, March 28th at 5:00 p.m. in Wilson Hall Auditorium. A reception followed in the Magill Commons Club Dining Room and Lounge. Congratulations to the Department's most recent Honors Society inductees! (An asterisk * indicates a graduate student.)

Phi Alpha Theta

Amy Baltin
Robert Botti
Carlo Brancato *
Christopher Brower
Mariola Cieloch
Samantha Citarella
Ryan Eckert *
Theresa Firetto
Courtney Hageman
Michael Kelvy
Kevin Konapaka
Dominic Longo *
Jack Lupton
Jeffrey Martin

Angela Marvulli
Dylan Maynard
Lauren McDonald
Sean McDonald *
Katelyn Oakes
Timothy O'Shea
Allison Perz
Kelsey Rosvold
Patrick Ryan
Melisa Safchinsky
Thomas Schiermeyer
Margaret Smith
Aimee Tillyer
Michelle Turnbach *

Lambda Alpha

James Allan
Brian Callahan *
Tabitha Clifford
Matthew Craig
Meghan Hughes
Nicola Kelly *
Geri Knight-Iske *
Anthony Lipari *
Amanda Lopes
Meredith Maggi
Amanda Pasterchick
Alyssa Rodriguez
Lauren Santimauro
Dana Van Houten

Undergraduate Research Conference

Congratulations to the following students who presented their senior theses at our undergraduate research conference on Friday, May 2nd:

	Turrell Boardroom		Bey Hall 225
1:00	Opening Remarks (Associate Dean Michael Thomas, School of Humanities and Social Sciences)	1:00	(Opening Remarks in Turrell Boardroom)
1:15	Melisa M. Safchinsky, "The Power of the Queen: An Analysis of Medieval Queenship through the Lives of Eleanor of Castile and Isabella of France"	1:15	Madison M. Pinto, "A Cultural Look at Special Education"
1:30	Kelley A. Fera, "The Battle of Monmouth in the Revolutionary War: A Perspective from the Other Side"	1:30	Myles J. Peterson, "The Wrecks of the <i>Macedonia</i> , the <i>Ruslandand</i> , The <i>Adonis</i> , and the Long Branch Locomotives: A Look at Threats Facing Underwater Archeological Sites"
1:45	Andrew B. Jones, "Slavery's Crippling Effect on the Antebellum Southern Economy"	1:45	Britt E. Hendrickson, "How Bullying is Being Addressed in Schools Today"
2:00	Trevor M. Gibson, "The Fabricators: How Carnegie, Vanderbilt, and Rockefeller Transformed American Business"	2:00	Alyssa Belli, "The Effects of Educational Testing on Teaching and Learning"
2:15	Joseph D. Bamford, "A Tale of Three Leagues: Professional Baseball Players and Failed Challenges to Major League Supremacy"	2:15	Stephanie M. Codling, "Medicines of 19 th Century New Jersey: As Seen Through the Bottles"
2:30	Kurt T. Gregory, "The War in Europe: How the Germans Lost Momentum in 1943"	2:30	-- Break --
2:45	-- Break --	3:00	Kristin T. Soto, "Technological Classrooms"
3:00	Courtney M. Hageman, "Pika-Do or Pika-Don: The Intentions for the Atomic Bombs from Einstein's Letter to Hiroshima and Nagasaki"	3:15	Amanda L. Pasterchick, "Fracking the Green: Analyzing Marketing Strategies Behind Oil and Gas Advertising"
3:15	Dylan S. Maynard, "Give and Take: The Historical Trajectory of India's Unique Corruption"	3:30	Jessica L. Samson, "The Transition from Hunter-Gatherer Societies to Agrarian Societies: Gender, Environment, and Evolution"
3:30	Jack H. Lupton, "Who is the Guy on that T-Shirt? A Personal Search for 'Che' Guevara"	3:45	Joelle C. Cangelosi, "What is the Culture of Technology in the Classroom for Autistic Students?"
3:45	Jerome Dean, "Agent Orange: Chemical Warfare's Impact on Vietnam and American Society"	4:00	(more papers in Turrell Board Room)
4:00	Katelyn Oakes, "A Case of Conspiracies: A Study of the Popularity of Paranoid Perspectives of American History"	4:30	(Closing remarks and presentation of Departmental Honors in Turrell Board Room)
4:15	Adam Z. Black, "Post-Traumatic Stress Disorder in 19 th and 20 th Century America: From a Taboo 'Disease' to a Socially-Acceptable 'Disorder.'"		
4:30	Closing Remarks and Presentation of Departmental Honors (Dr. Frederick McKittrick, Dept of History and Anthropology Chair)		

Grad Theses Defended

Melissa Sedlaciak, "Dealing with Disaster: An Anthropological View of Vulnerability and Resiliency in the Wake of Hurricane Sandy." Readers: Drs. Ed Gonzalez Tennant and Heidi Bludau.

Ryan Eckert, "A Game of Failure: The 1994-95 Major League Baseball Strike." Readers: Drs. Chris DeRosa and Ken Campbell.

2013 Faculty Publications

Julius Adekunle

Williams, Hettie. V. and Julius Adekunle, eds. 2013. *Converging identities: Blackness in the contemporary African diaspora*. Durham, NC: Carolina Academic Press.

Kenneth L. Campbell

Campbell, Kenneth L. 2013. *Ireland's history: Prehistory to the present*. London: Bloomsbury Academic.

Edward Gonzalez-Tennant

Gonzalez-Tennant, Edward. 2013. New heritage and dark tourism: A mixed methods approach to social justice in Rosewood, Florida. *Heritage and Society* 6(1): 62-88.

Walter Greason

Greason, Walter. 2013. *Suburban erasure: How the suburbs ended the Civil Rights Movement in New Jersey*. Madison, NJ: Fairleigh Dickinson University Press.

Brian Greenberg

Greenberg, Brian. 2013. Labor unions to focus on cementing partnerships. *Asbury Park Press*, September 22, 2013.

Greenberg, Brian. 2013. Volatile alliances: Middle-class reformers and working-class activists in nineteenth-century Boston. Review of *Uneasy allies: Working for labor reform in nineteenth-century Boston*, by D. A. Zonderman. *Reviews in American History* 41(2): 271-276.

Greenberg, Brian. 2013. Review of *Condensed capitalism: Campbell soup and the pursuit of cheap production in the twentieth century*, by David A. Sidorick. *Enterprise and Society* 14(2): 412-414.

Greenberg, Brian. 2013. Review of *Clarence Darrow: American iconoclast*, by Andrew E. Kersten. *H-SHGAPE*. <https://networks.h-net.org/reviews>.

Adam R. Heinrich

Heinrich, Adam R. 2013. Cherubs or putti? Gravemarkers demonstrating conspicuous consumption and the rococo fashion in the eighteenth century. *International Journal of Historical Archaeology* (December): 10.1007/s10761-013-0246-x.

Katherine Parkin

Parkin, Katherine. 2013. Review of *Creating consumers: Home economists in twentieth-century America*, by Carolyn M. Goldstein. *American Historical Review* 118(4): 1200-1201.

Parkin, Katherine. 2013. Review of *A mess of greens: Southern gender and southern food*, by Elizabeth Engelhardt. *Journal of American History* 99(2): 604-605.

Maryanne Rhett

Rhett, Maryanne. 2013. Leagues, evil doers, and tales of survival: Graphic novels and the world history classroom. In *Graphic novels and comics in the classroom: Essays on the educational power of sequential art*, eds. C. K. Syma and R. G. Weiner, 111-119. Jefferson, NC: McFarland.

Rhett, Maryanne. 2013. The mask or the veil: Unraveling the cultural discourse in France and popular culture. *The Middle Ground Journal*, 7(Fall).

Richard Veit

Veit, Richard. 2014. *Historical archaeology of the Delaware Valley, 1600-1850*. Knoxville, TN: University of Tennessee Press.

Gall, Michael and Richard Veit. 2014. "He will be a bourgeois American and spend his fortune in making gardens" An archaeological examination of Joseph Bonaparte's Point Breeze estate. In *Historical archaeology of the Delaware Valley, 1600-1850*, eds. Richard Veit and David Orr, 297-322. Knoxville, TN: University of Tennessee Press.

Baughner, Sherene and Richard Veit. 2013. John Zurich, stone cutter, and his imprint on the religious landscape of colonial New York. In *Tales of Gotham, historical archaeology, ethnohistory and microhistory of New York City*, eds. Meta Janowitz and Diane Dalla, 225-248. New York: Springer.

Hettie V. Williams

Williams, Hettie V. and Julius Adekunle, eds. 2013. *Converging identities: Blackness in the contemporary African diaspora*. Durham, NC: Carolina Academic Press.

Williams, Hettie V. 2013. Race riots. In *Multicultural America*, eds. Carlos E. Cortes and J. Geoffrey Golson. Thousand Oaks, CA: SAGE Publications.

Williams, Hettie V. 2013. Black like who? The identity of an American president. In *Converging identities: Blackness in the modern African diaspora*, eds. Julius Adekunle and Hettie V. Williams, 115-141. Durham, NC: Carolina Academic Press.

Melissa Ziobro

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2014 Faculty Publications Preview*

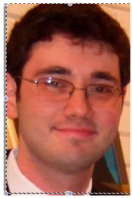
Brian Greenberg

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*A complete list of 2014 faculty publications will appear in the Spring 2015 *Sextant*.



Intern Receives Certificate

By: Adam M. Shery, Graduate Student, History

From January through April of 2014, I worked as an intern on Description Team 6 at the National Archives and Records Administration (NARA) in College Park, Maryland. My work as an intern at NARA included researching, inventorying, describing, and cataloging textual records. These records included governmental correspondences and United States Navy deck logs. The latter category of documents is heavily consulted

by veterans seeking information about their military service. For our work, my fellow team members and I received a Certificate of Appreciation, due to our description of the highest number of entries among description teams. Archival science, in my view, is among the most fundamentally important extensions of the historical profession. Building on my previous archival positions, interning at NARA increased my knowledge of, and appreciation for, archival science. Furthermore, it meant a great deal to me that I was helping to preserve the holdings of the National Archives for current and future researchers.

Editor's Note: Are you curious about experiential education? Contact Dr. Heidi Bludau at hbludau@monmouth.edu or 732-571-4479.

The Museum of Sex— A Museum out of the Ordinary

By: Carolyn Cimusz, Undergraduate Student, History/Ed

If you are looking for a museum trip this summer but have already been to the usual spots in New York City—the Metropolitan Museum of Art, Natural History Museum, etc.—consider taking a trip to one of the most unusual spots New York City has to offer: The Museum of Sex.

The Museum of Sex, or “MoSex (their appropriately titled abbreviation),” is located on 5th Avenue. MoSex currently is promoting their latest exhibit, “Universe of Desire,” which is the first exhibit that visitors explore. “Universe of Desire” proves that the museum thrives on the fact that sex is a taboo topic in our society and attempts to elicit reactions from visitors by displaying rather graphic examples of various sexual interests online.

The next exhibit details the pornographic career of Linda Lovelace and asks visitors to decide for themselves whether Lovelace was a willing participant or a helpless victim in her films.

Moving on, visitors are presented with a scientific view of sex, which is analyzed through the sexual activity of animals. Lastly, in its final exhibit, the museum takes a more historical approach toward sexuality by displaying objects such as a medieval device used to prevent masturbation in young males and photographs of a couple from the 1900s in various sexual positions.

The museum is still fairly new. It opened in 2002, and appears to still be establishing its perspective. In the mean time, however, the main position of the museum is a playful attitude toward sex and certainly provokes enough thought and discussion to create a dialogue about various sexual topics, ranging from the biology of homosexuality to the acceptance of sexting.

Editor's Note: A visit to MoSex was required for students of Dr. Katherine Parkin's class, History of Sexuality in America.



The entrance to the Museum of Sex.

Sextant Credits

Chair, Department of History and Anthropology:
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Student Writers:

David Annun
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Carlie Till

Editor/Writer/Layout:
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