Cherry Blossoms and so much more...

By Stephanie DeLaat, Undergraduate History/Education Major

The History and Anthropology Club had an exciting and entertaining Spring semester. First, the Club would like to thank everyone who contributed to the annual t-shirt fundraiser. This year’s design was made by History and Anthropology Club alum Kayla Kraft. The successful fundraiser made over $840, which went towards the Club’s events such as this semester’s trip to Washington D.C.

During the first meeting of the semester, the Club held a panel entitled “Futures in History: Life and Career Advice in History and Anthropology.” The panel consisted of faculty members: Dr. Heidi Bludau, Dr. Christopher DeRosa, Dr. Katherine Parkin, and Professor Melissa Ziobro. Monmouth County Park System Historic Preservation Specialist Kristen Norbut rounded the panel out, with me, Stephanie DeLaat, as moderator.

On February 28th, the Club had its semi-regular “Bring Your Own Artifact Day,” to which attendees brought a variety of artifacts ranging from different types of WWII helmets to many incredible propaganda posters from WWI.

For the first time ever, the Club partnered with the International and Study Abroad Clubs to host a weekend trip to Washington D.C. on April 6th-8th. The students toured many of the (continued on page 2)
Smithsonian Museums such as the Natural History, American History, and Air and Space Museums. Many also explored some of the monuments and memorials including the Lincoln and Washington monuments, and Vietnam and Korean War memorials. Despite some snow flurries, it was nice to see the beautiful cherry blossoms that were starting to bloom when walking around the monuments and memorials. Overall, it was a fun and educational weekend experience for all who attended!

On April 14th the Club, led by team captain Dr. Chris DeRosa, competed against the Monmouth Furnace Base Ball Club in a 19th century style base ball (sic) game on the Lower Great Lawn. The History and Anthropology Club team played their hearts out, but the Furnace team came out on top by just a few runs.

For the last regular meeting of the semester on April 18th, the Club had its classic atlatl (spear) toss. Outgoing president Richard Adamczyk was the only one that was able to strike Bessie the Bison.

To end the busy semester, the Club and Department co-funded a Reading Day workshop entitled “Introduction to Forensic Anthropology and Human Paleopathology.” Dr. Thomas Crist from Utica College gave insight and tips to students about the basics of forensic anthropology and human paleopathology.

With the year coming to an end, a big “thank you” should be given to our 2017-2018 outgoing leadership board: President Richard Adamczyk, Secretary Mario Bertinelli, and Parliamentarian Karville Biggs, who will all be graduating this semester. I’ll be stepping down as Vice President and Treasurer myself as I begin my yearlong student teaching this fall. Our 2018-2019 leadership board will include Jenna Paterno as President, Bill Elwell as Vice President, Matthew DelGuerico as Secretary, and Jamie Esposito as Treasurer and Social Media Coordinator.

Any future ideas for Club events can be emailed to faculty advisor Professor Ziobro at mziobro@monmouth.edu. Have a wonderful summer and we hope to see you all at the events in the Fall!

Congratulations to Dr. Christopher DeRosa, winner of the University’s annual Distinguished Teaching Award!
MA Theses Defended:

April 16: Daniel Zagury, “Russia and Japan, 1890-1917: A Study of Conflicting Imperial Designs.” Readers: Drs. Pearson and Dean
April 23: Carlo Brancato, “Coexistence: Muslims and the Norman Kingdom of Sicily.” Readers: Drs. Campbell and Veit (passed with distinction)
April 25: Terence Bodak, “Nationalism, Commemoration, and the Metamorphosis of the Easter Rising.” Readers: Drs. Campbell and Rhett (passed with distinction)
April 30: Samantha Gottlieb, “The Evolution of Fairytales and Folklore.” Readers: Dr. Veit and Professor Ziobro
May 2: Stephanie Codling, “Defending the Hook.” Readers: Drs. Veit and Heinrich
May 2: Kristen Norbut, “Loose Threads: Revisiting Eighteenth-Century Textile Production in the Mid-Atlantic.” Drs. Veit and Heinrich (passed with distinction)

MA Comprehensive Exams Passed By:

Christopher Brower (passed with distinction)
Michael Durilla
Samantha Fox-Cogar
Patrick Ryan
Brianna Rubino
Leigh Anne Woolley

Boston Bound!

By Tedi Pascarella, Graduate Student in History

During the fall semester, Dr. Maryanne Rhett mentioned in class that on March 24th and 25th, Northeastern University would be hosting its 10th Annual World History Graduate Student Conference. A few of us did not need much convincing to participate in the conference, the theme for 2018 being “Interrogating Boundaries: Mapping the Mental and Material in World History.”

Thanks to Dr. Veit and the entire Department of History and Anthropology, Dr. Rhett was able to provide graduate students with a great opportunity for networking with other scholars from a multitude of institutions around the world, as well as first-hand experience in academia. We traveled to Boston the Friday before the conference began. We were all anxious but thrilled to be able to share our work in our first graduate conference.

Registration and breakfast was followed by the opening remarks and the first panel sessions starting at 9:00am on Saturday, March 24th. During our free time, we were also able to enjoy sightseeing. The Museum of Fine Arts is located across the street from Northeastern and features extensive exhibits, including collections from the Ancient World, Americas, Europe, Asia, and Africa and Oceania, as well as textiles, instruments, and Contemporary Art. Later in the day, keynote speaker, Ann Laura Stoler of The New School for Social Research gave a talk, titled “‘Interior Frontiers:’ Dangerous Concepts in Our Times.”

On Sunday, March 25th, the second day of the conference, I presented my work, “Act Like A Lady, Lift Like a Man?: A Historical Analysis on the Reception of Physical Strength in Women’s Olympic Lifting,” along with my colleagues, Jessica DiFranco (“Golocal Education: Newark State Goes to War and Remembering the Past”), Nicholas VanDaley (“Religious Borderlands: Long-Distance Nationalism in the Sri Lankan Diaspora”), and Sebastian Castillo-Giraldo (“Soccer; Beyond Life and Death: International Conflicts (continued on the next page)
Manifested in Soccer History from 1900s to the Modern Day”). We represented Monmouth in our panel, “Constructing Identities: Sport, Education, and Nationalism in Global Contexts,” with Dr. Rhett as chair. Presenting at the conference allowed us to engage with a professional setting but additionally offered the chance to learn from others, as many of the topics stretched across the far reaches of world history to touch upon unique discussions. Although our topics involved different aspects of world history, constructed identity was the theme that connected our panel within the larger thematic discourse during the two-day conference.

After presenting, we proceeded to a question and answer session and received valuable and positive feedback from our audience. For instance, sports history is an under-explored avenue of history, and Sebastian and I hope to contribute to it, through the lenses of gender, race, ethnicity, geography, class, and popular culture. Dr. Rhett’s guidance and support as a phenomenal mentor assisted us in being well-prepared for the conference when it came time to present and continue our work. As an educator, Dr. Rhett’s personality and expertise made us feel comfortable and confident. Although our professional and future aspirations may vary, research, writing, public speaking, networking with other open-minded individuals, and hands-on work in our fields of history and anthropology are priceless and precious experiences. We hope to organize another panel for 2019!
Many of the thousands who visit Ellis Island annually will arrive by ferry, enter the main museum building on the main island, spend a few hours there, get back on the ferry, and depart for the Statue or home. Many will not notice, or inquire, about the mysterious complex of buildings on the South side of the island. Situated on the South Side of Ellis Island stands the abandoned hospital complex, which has stood neglected and deteriorating since 1954. It is through the organization I work for, Save Ellis Island, that inquisitive tourists are granted access to the complex on a limited basis, in the form of a “Hard Hat Tour.” These tours, which are 90 minutes long, consist of a guide (like myself) leading tour groups, anywhere from 1 to 25 people in size, through select areas of the complex. These areas include the morgue and autopsy theatre, the measles wards, the isolation wards, the staff house, kitchen, and psyche wards. The buildings are in a complete state of abandonment, and in some areas, acute deterioration. The routes we take guests on are ones we know to be safe. Still, each guest is required to wear a construction-grade hard hat to protect them from any falling debris (I do not exaggerate here, there are literally stalactites forming on certain ceilings). The hospital is a fascinating place. Between 1902 and 1954, more than 1.2 million people were treated within its walls. It was one of the most state of the art and well-funded hospitals in the United States, if not the world, and the care that patients received here was exceptional. This is evident in that only around (continued on the next page)
3,500 patients died during the hospital’s history, in a time before antibiotics and many modern treatments. I was stunned to learn this, as are many guests.

I became involved with Save Ellis Island when I began looking to for a way to gain work experience in interpretation, and in working around large numbers of people. I saw that Save Ellis Island was looking for tour guides, so I applied. My current manager, Pat Montlary, brought me out to the Island for an interview, and within about two weeks I was working the information desk in the main hall of the museum alongside the other volunteers. While there are a few paid staff, the lifeblood of the organization lies in its volunteers. One would really have a hard time finding a more dedicated and passionate group of people than the crew working out there.

After about 2 months of studying intensely, I began giving tours at the beginning of March. While the basics can be memorized, research on the part of the individual guide is a huge part of the job. The history of the hospital is very recent compared to many other sites, and tours have not been going on for more than a few years. As a result, we are in many ways writing the script for the interpretation of the hospital’s history and its place in the larger context of American (and world) history. As guides, we are trying to really get visitors connected to this place, and help them to understand the role that Ellis Island has played in so many aspects of history, and perhaps even in their own lives.

I have had many incredible experiences over the course of my time on Ellis Island, but none compare to some of the discoveries I have made in my own family’s history. Previously, I knew that nearly every one of my ancestors were processed on Ellis, so I decided to look a little deeper. I discovered the words “In Hospital” next to the name of my great-great grandfather Pietro Lovato on his ship’s manifest from 1920. My jaw just about hit the floor, finding out that one of my ancestors was admitted to the hospital where I give tours! A handwritten annotation next to his name reads “Med. Cert. Senility, Affects Ability,” short for “Medically certified case of senility, affects ability” (in this case, to work). It was feared that Pietro Lovato, 72 years old at the time, would be unable to support himself and therefore a burden on society. He was eventually admitted to the country, though, as he was coming from Italy to join his daughter (my great-grandmother) who was already established in the US. I bring this connection up on every single tour, because the very building he was detained in, what we call the “psychopathic ward,” is a major stop on the tour route! One of the most incredible parts of my day is in watching guests’ faces light up when they hear about this part of my personal history. And while I’ve never had any paranormal experiences while wandering around the hospital, I feel very much that I am working in the presence of my ancestors every day, both in the hospital and in the museum. It has truly been an incredible experience working out here, and for me it is ongoing. I began as a volunteer, Professor Ziobro and Dr. Veit graciously assisted me in turning that work into an internship, and as of May, I will be brought on as paid staff. So, if there is anything at all to be learned from my experience, it is that you never know really know what is going to be in store for you when you put yourself out there. I never thought I would be leading hard hat tours at a place as incredible as Ellis Island. I learned volumes about medical history and the immigrant experience, and uncovered deep connections to the Island I would have never suspected. And most importantly of course, come out for a hard hat tour!
Educators, historians, and dedicated fans of “The Boss” from around the globe gathered at Monmouth University this April 12 - 15 to commemorate the 40th anniversary of the *Darkness on the Edge of Town* album. The Symposium included various panels, breakout groups, and even jam sessions, which showcased student music and covered a range of topics, from media representations of Springsteen to gender and identity within Springsteen’s music. One panel highlighted the value of The Bruce Springsteen Archives and Center for American Music at Monmouth University to MU students, specifically to public history students, who get to practice digitization, archival research, oral history, and curation skills there. This panel was held on Friday, April 13th in the Magill Commons Club on campus and featured four Monmouth students who have had experience working with the archive in Professor Melissa Ziobro’s classes since 2016. Ziobro, who chaired the panel, opened the presentation with an overview of the archive. The audience was captivated as Ziobro spoke of the near 35,000 items in the collection.

After Ziobro’s introduction, the 4 student panelists each spoke of their personal experiences with the Archive. Graduate student Michael Achimov explained how in his Public History course in the Fall 2016 semester, he transcribed and summarized Rock n Roll Hall of Fame drummer Vini Lopez’s oral history interview. Achimov’s class also worked to digitize archival material. Michael reflected that his unique opportunity to work with the Archive made for an impressive résumé booster.

Next, I discussed my use of the archive within Ziobro’s New Jersey History course in the Spring of 2017. The assignment for this course called for students to write a research paper incorporating sources from the Archive. This was the first time many of the students had set foot in an Archive. Overall, I felt that the opportunity to work with the primary source documents up close was a unique and engaging experience that I am looking forward to incorporating into my own classroom in the future.

Stephanie DeLaat, History and Political Science major, was next up on the panel to convey what she took from using the archive in her Oral History course with Professor Ziobro in the Fall of 2017. Similar to Achimov’s assignment for the Public History course, DeLaat was tasked with transcribing and summarizing an oral history. Hers was of E-Street band member David Sancious. DeLaat touched on the importance of oral history and how working with the interviews has provided her valuable experience as a historian.

Finally, Juliana Illiano, another Junior Elementary Education and History major, spoke on her opinions of using the archive in Ziobro’s Spring 2018 semester of Public History. Illiano transcribed and summarized longtime Jersey Shore musician Sonny Kenn’s oral history interview for the Springsteen archive. Illiano found the transcribing aspect of this assignment to be relaxing and, by actively listening to Kenn’s interview, was fully engaged in the history behind Kenn’s involvement with “The Boss.” Illiano noted to the audience that the opportunity to work with an extensive archive is not something that most university students are granted. She looks forward to utilizing the archive as a resource in future classes and adding her experiences to her résumé. (Continued on next page.)
Professor Ziobro followed the students’ prepared presentations with clips from the three oral history interviews discussed by the students. Audience members closed their eyes as they were transported by the voices of the oral history narrators, allowing them to truly understand how special and intriguing these archival sources are.

Next, the panel of students opened the floor to the audience to ask questions. Most questions concerned the students’ opinions on specifics of their archival work. The audience praised the students for sharing their experiences with Monmouth University’s hidden gem.

Lastly, Professor Ziobro shared that the Department of History and Anthropology’s Fall 2018 Museums and Archives Management Basics class will be curating a Springsteen exhibit at the Library. Whether you are a fan of the Boss or not, this is a great opportunity to get some hands on experience and prepare yourself for life after Monmouth.
It has been three years since I went to my first MAAC (Mid Atlantic Archaeology Conference), where I participated in the student ‘meet and greets,’ and watched great papers being presented by equally great professors. It was an exciting experience to be exposed to, and in addition to being with professors that are greatly admired, and classmates, there was a sea of professionals that have been archaeologist for 40 years and more, which is staggering and intimidating to an undergrad or graduate student who is still trying to hone his or her craft. Their kindness and patience to speak and meet with us is all the more inspiring.

Three years later with the same inspirational professors as in my undergrad years (professors Veit, McHugh and Heinrich), we journeyed to MAAC, this time in Virginia Beach. On this trip, one of the most important aspects was gaining colleagues and friends, and these are individuals who I will work with in the field and meet at these conferences as we continue along our paths. This is what the MAAC represents: the building of these relationships, careers, and the confidence to do these great things and more. Giving the first professional presentation of anyone’s career (student or otherwise) is mind numbingly nerve wracking, but it was fun, and exciting and I can proudly say I am officially a MAAC presenter, which was a huge humbling experience that has changed me for the better.

Monmouth University’s presence at MAAC is now legendary (in my humblest of opinions) as Dr. Veit and members of MAAC devote an entire session to Monmouth student and faculty presentations. The presence of the “Monmouth Tribe” is as strong as it was three years ago, if not stronger, with more attendance and a presence at MAAC, especially compared to other schools in the Mid-Atlantic region, and that is something of which this University and Department should be proud!

Along with time spent with great colleagues and professors and professionals alike, perhaps the most special part of our trip was the “back stage tour” of the Archaeology lab on site at Jamestown. This is the facility where they take artifacts directly from the field (just over the hill, in walking distance) to the lab for cleaning, conservation, cataloging, and analysis. It was an archaeologist’s dream; not only were we standing at one of the most profound places in American history, and remembering this was a place for suffering of both the Indigenous and the English colonizers, but we were also standing in a high tech laboratory.

There were so many artifacts, students and professors of archaeology stood wide eyed and practically drooling, myself included, at the drawers filled with coins, flint, and personal items (to name a few) of both the Indigenous Powhatan tribe and the English who settled here in 1607. These items were last held by individuals 300 years ago, and there are still archaeological investigations present at Jamestown, although all the excavation units were covered and roped off for protection.

As the spring semester at Monmouth ends, and we look back at this journey, it is both memorable and sentimental and I can’t wait for more to come!
Opposite, you’re getting a first look at the cover of Dr. Ken Campbell’s latest book, available this Fall. It’s an edited volume of readings on the subject, which Dr. Campbell will be proposing as the topic of a new Perspectives course to be offered for the first time in Summer 2019.

***

Professor San Rao is launching a new course, this one debuting in Spring 2019. Called PR 463: Dissent in America, the course is “a cross cultural survey of the core American value of dissent. Students will read and interpret the evolution of dissent in America since colonial times. The focus will be on why dissent occurs and its impact on America.”

***

GIS student Patrice Case completed an interactive web map for the Borough of Lake Como. The map is featured on the Borough’s website, here.

Patrice developed the map using her training in the GIS minor, including an independent study with Professor Geoff Fouad. The map is a user-friendly way to explore Lake Como's properties, zoning, critical infrastructure, and ongoing projects of the Lake Como Environmental Commission. Patrice's work has been highlighted in The Coast Star, and is the latest product in an ongoing partnership between the Borough of Lake Como and Monmouth GIS. Students interested in performing this type of work should contact Geoff Fouad (gfouad@monmouth.edu).

***

Thanks to Dr. Fouad’s students, you can now explore Monmouth’s campus from the comfort of your own computer. They have used GIS to develop a campus map. The final goal of the map is for the public to use it to plan their next visit to Monmouth. A beta version is now available here.

***

Thanks to all who attended our World Cinema Series this semester, the theme of which was “Global Capitalism: Roots, Ethics, Impact.” Dr. Thomas S. Pearson and his committee are already planning next year’s series—stay tuned to this link for additional details!
Above: The Popular Culture Association/American Culture Association awarded Professor Katherine Parkin the Emily Toth Award for the best book by a single author in Women’s Studies and Popular Culture at their annual conference in March 2018.

Below: At the 2018 Society for Applied Anthropology annual meeting in Philadelphia, Prof. Bludau and MA student, Brittany Fishman, organized the panel titled, "Patient-practitioner Interactions in Health Care as a Place for Identity Production." As part of the panel, Prof. Bludau presented on her ongoing work with migrant nurses and Brittany presented on her thesis project in the paper titled, "Agency and Self-identity: The roles of the doctor and the patient in biomedical and alternative practices."

Left: Our spring Phi Alpha Theta and Lambda Alpha honor society induction ceremony was held on Friday, March 23, 2018. The evening began with the induction of new members at 6:00 pm in the Magill Commons Club Dining Room and Lounge. A reception with hors d’oeuvres followed.

A copy of the program, to include a list of inductees, is attached to the end of this newsletter.

Thanks to Professors Brooke Nappi and Maureen Dorment, the honor society faculty advisors, and our office coordinator, Cindy Bell, for their work on this event.
Spring 2018 in photos….

Our spring senior seminar conference was held on Friday, April 20, 2018. Our senior seminar students, most of whom are pictured above, presented their capstone papers.

A copy of the program, to include a list of presenters and abstracts, is attached to the end of this newsletter.

Thanks to Drs. Green and Adekunle for teaching senior seminar this semester, and to our office coordinator, Cindy Bell, for her work planning this event.
Spring 2018 in photos….

Best of luck to our office coordinator Cindy Bell, and Professor George Gonzalez, who will be leaving us at the end of the semester. You will both be missed!

On February 24th, 2018, we hosted one of four regional NJ History Day competitions. This was the third consecutive year that we hosted a regional competition. Our participation in this event is a Strategic Plan Initiative.

These NJ History Day competitions, part of the broader National History Day platform, are the culmination of a year-long academic program for students in grades 6-12. Student participants submit poster “exhibits,” videos, performances, websites, and papers to be judged. Winners from regional competitions move to the state finals. (In NJ, the state finals always take place at William Paterson.) State winners then attend the national competition.

In 2018, there were 373 students assigned to the MU competition- above, you see them filling Anacon Hall with their families as they await the judging. 75 judges volunteered to mentor these budding scholars.

Students in Professor Ziobro’s Introduction to Public History class use a Google Cardboard Viewer to look at 19th century stereographs. The stereographs are a part of the George Moss collection recently donated to the University Library. The students made a libguide for it, which you can access here.
In spring 2018, Prof. Heidi Bludau taught the International Service Seminar with the theme of Social Justice in Eastern Europe. This course entailed a 10-day excursion to important sites related to the Holocaust and the Communist Era in Eastern Europe. Ten students from across the university enrolled in the class and traveled with Prof. Bludau and Prof. Chris DeRosa to Budapest, Krakow and Prague, with a major side trip to Auschwitz-Birkenau. Here is our digital scrapbook.

**Itinerary:**

**March 10-13:** Budapest with special visits to the Shoes on the Danube Bank memorial, Memento Park, and Hospital in the Rock

**March 13-15:** Krakow with special visits to Auschwitz-Birkenau, the Oskar Schindler Factory museum, and the Wieliczka Salt Mine

**March 15-18:** Prague with special visits to Prague Castle and the Victims of Communism Memorial

Most memorable thing: “Initially landing in Hungary and actually walking around places with such rich history on the first day.”

Favorite learning moment: “Visiting monuments memorializing communism and discussing the ways in which the modern countries memorialize it.”

Above—Front row, left to right: Jacob Cox, Stephen Hawkins, Prof. DeRosa, Talis Simmons, Christian Wagar. Back row, left to right: Amanda Sorresse, Gianna Aversas, Marissa LaSala, Morgan Kephart, Caroline Matisse, Veronica Vergara, Prof. Bludau

Above: Jesko Habert, our tour director, leading a discussion on memorials at Memento Park (Hungary)
Above: Memorial plaque at Birkenau, “For ever let this place be a cry of despair and a warning to humanity, where the Nazis murdered about one and a half million men, women, and children, mainly Jews from various countries of Europe.”

Above: “Stark appearance of Birkenau [concentration camp]”
Most memorable moment: “Visiting Auschwitz-Birkenau in rainy weather was surreal. It would have felt wrong if the sun had been out as we mourned all of the lives that were taken at the camps.”

“I believe that this class is necessary to bring knowledge, awareness, and cultivate responses to the acts of social justice. While learning about Eastern European social injustices, this class paralleled many of the acts, policies, and procedures to modern American society.”

Above, L-R: Cathedral in Wieliczka Salt Mine; Krakow—Jagiellonian University; and Wawel Cathedral

“It brings to life everything we discussed in class, being physically there adds to the content that we learned.”

We were all naturally emotionally affected when visiting memorial sites. Students stated that we visit these sites to not only understand and remember what happened during the Holocaust and Communism but to pay respect and honor the pasts of the victims and most importantly to bear witness so that this does not happen again.
We also enjoyed ourselves and got to “experience the culture of multiple, new countries.”

Above: Enjoying the warm Tyn Literary Café after a tour in Prague. Below: The baths.

Above: Some of us climbed Gellert Hill...

Left: Some of us went to the zoo...

What I’ll remember the longest: “All of the food that I ate throughout the trip...the connections that I made with my classmates as we navigated our way through the cities.”

“The snow in Prague.”

Prague surprised us being “bitterly cold,” much colder than forecast when we left!

“My favorite experience while at Monmouth University, both in the classroom and on the trip.”

Above: Strudel at the Market in Budapest.

Left: Takeout in Olomouc, Czech Republic.
Honored Speaker

Richard Veit, Ph.D.
Chair/Professor
Department of
History and Anthropology
Monmouth University

Spirit of Eternity (Presiders)

Professor Maureen Dorment, Advisor
Phi Alpha Theta
Professor Brooke Nappi, Advisor
Lambda Alpha

I. Presentation of the Phi Alpha Theta
   and Lambda Alpha Candidates
II. The Ideals of Phi Alpha Theta and
    Lambda Alpha
III. The Symbols of Phi Alpha Theta
    and Lambda Alpha

Phi Alpha Theta
Iota Omicron Chapter

Lambda Alpha
Alpha of NJ Chapter

INITIATION CEREMONY
Magill Commons
March 23, 2018
6:00 PM
PHI ALPHA THETA

Founding Date: December 17, 1964
Founding Faculty Advisor: Professor Philip Donahue
Current Faculty Advisor: Professor Maureen Dorment
National Awards: Best Chapter, 1988-1989

LAMBDA ALPHA

Founding Date: January 13, 1968
Founding Faculty Advisor: Dr. William P. Mitchell
Current Faculty Advisor: Professor Brooke Nappi

Monmouth University's Chapter of Lambda Alpha is New Jersey's oldest!

Phi Alpha Theta and Lambda Alpha have long and noteworthy histories at Monmouth University. These two distinguished organizations provide an important vehicle for recognizing the achievements of our most talented students. Thank you for being part of this special celebration!

Lambda Alpha Inductees:

Veroni Antoniadis
Jessica Ciano
Gail Hellman
Lauren Rossi
Anthony Sosa

2018

Phi Alpha Theta Inductees:

Stephanie DeLaat
Amy Mader

Matthew Bielecki
Adriana Cruz
Anthony Phillips
Peter Samaras
Jaclyn Urmey

Erin MacDonald
Alyssa Woeller
1:15 Opening Remarks – The Club Dining Room

- Dr. Richard Veit, Chair of the Department of History and Anthropology

1:30

Richard P. Adamczyk, “Freedom under the Black Flag: How Imperial Domination of the Caribbean led to the Enslavement of Africans and their Escape into Piracy”

Room 107

This paper outlines the history of African slavery in the Caribbean and how piracy provided a refuge for runaway slaves. It explores the reasons for European interest in the New World and the initial extraction of mineral wealth by the Spanish using Native American slaves. The riches of the New World inspired other nations such as the English, French, and Dutch to start sailing in the Caribbean and sending privateers to raid Spanish ships. They also began to establish colonies on the Caribbean islands and initiate agricultural ventures for profit, mainly growing sugar. African slaves were imported to work the fields, but many of these individuals were able to escape and flee to the pirate crews that were flourishing in the Caribbean Sea in search of freedom and affluence.

Jodie Longnecker, “A Comparison of the USA and Ukraine in Relation to the Opioid Epidemic and Identity”

Room 108

Over the past two decades, as the prevalence of chronic pain and health care costs have exploded, an opioid epidemic with adverse consequences has escalated. Some of the most horrid opioid epidemics are taking place in the United States and Ukraine. The stigmas around labeling addicts have also created negative identities for people struggling with addiction and their road to recovery.
1:45

**Karville E. Biggs**, “Africa: The European Suppression of a Proud Continent”  
**Room 107**

This paper explores the history of Africa and its various clusters. From its great precolonial empires such as Ghana and Mali to the postcolonial struggles of its people. The goal of this research was to identify the extent to which European colonialism changed African culture by using social structure, education, language, and religion as particular points of focus.

**Erin Stewart**, “Heads Down, Thumbs Up: That’s the way we like to talk”  
**Room 108**

Technology is causing today’s culture to change due to the need for instant gratification, which in turn is leading to individual impatience. This thesis tests the idea that as social media networks grow stronger human interaction weakens. My research includes observations of the use of social media among children, teenagers, youth and senior adults in different public settings.

2:00

**Mario Bertinelli**, “Dē coniunctionē Ecclesiae et Universae Scientiae (The Relationship Between Church and University)  
**Room 107**

This paper traces the evolution of western education from its beginnings as a tool of the church to train its priests and clerical staff, to the eventual creation of universities as their own separate institutions. Looking at the tradition of education as it existed in Roman times, and how it was carried on by the Catholic Church since the fall of the Roman Empire in the west, this paper examines the effect education had on Europe, as the benefits of an educated class of people became more apparent to the rulers of medieval Europe.

**Meaghan Gillespie**, “A Culture of “Psychos”  
**Room 108**

Cultural values and belief systems have a profound effect on how mental illness is defined and represented within a given society. This study aims to scrutinize how American culture defines mental illness. It also speaks to the stigmas that Americans may not realize.
Stephanie M. DeLaat, “It is not just a show: How feminism has spotlighted women leads on television and inspired the young girls watching them”  

When it comes to television, it is known as a place to go for mindless entertainment. That is an unfortunate aspect for many people who believe that television programming has shaped and even saved their lives. Focusing on the side of females, many television programs have been a leading force to show the strength and hope that many of them have in themselves. The programs discussed range from Wonder Women in the 1970s, to Buffy the Vampire Slayer in the 1990s, all the way to today with Once Upon A Time and Supergirl. This paper discusses how these powerful and feminist female lead programs have defined the boundaries of television and hope as well as the encouragement these women have had on the younger generation, specifically the girls, watching them.

Kelly Tompkins, “I Make Milk! What’s your Superpower?”  

Despite the fact that studies have found breastfeeding to have major health benefits for both mother and child, it is still considered by many as socially unacceptable. My research explores society’s perceptions on public breastfeeding through data that I’ve collected from a group of breastfeeding mothers from a local community. I found that mothers often lack the confidence to breastfeed in public and often decide to not breastfeed their children at all due to the social stigma attached to this natural act.
Molly J. Huber, “Building a Nation: The History of the Organization of Ukrainian Nationalist Banderite Faction (1929-1941)”  

Though many scholars have offered accounts of the history of the Organization of Ukrainian Nationalists (OUN), few have devoted their studies to provide a historical and ideological timeline of the Stepan Bandera faction of the organization, called the OUN-B. With this in mind, this paper serves to trace the history of the radical Banderite camp as a means to understand the evolution of the Ukrainian national identity. It will focus the lens of analysis upon the origins of ‘active nationalism’ in the Galician region of Western Ukraine and conclude on the eve of the destruction of the OUN-B in June of 1941.

Marissa Raia, “Needing Green for Eating Green”

In this thesis, I conduct research on how socio-economic status affects elementary aged children’s diets. I compare children’s diets in one low and one high income school district. Reviews of guidelines of nutritional facts among two NJ counties from different socio-economic statuses have found that there are not as many nutritional guidelines in a low socio-economic area versus high socio-economic area.

2:45- Break
3:00

**Manzar B. Mara**, “Children of the Holocaust: The Missing Piece of Their Story”  
**Room 107**

Researching and literature concerning the Holocaust indicates that the immediate post liberation experience (1945-1950) of the concentration camp survivors is frequently overlooked. Researchers often ignore the immediate post-liberation experience because of the extreme psychological impact the traumatic effects of the Holocaust would have on children who survived the concentration camps. This paper will provide context to the events that occurred throughout Europe preceding, throughout, and the conclusion of the Holocaust to supply enough information to analyze liberation of the children in Hitler’s concentration camps before discussing the emotional and physical experiences of the misplaced children.

**Amanda Miller**, “The Impact of the Wealth of a Community on Special Education Programs”  
**Room 108**

Studies from across the US reveal how the impact of differences between high and low income in school districts on special education programming. This thesis uses specific data from reportcard.com for New Jersey and an equivalent public data-source for Maryland to compare these states’ demography and socioeconomic patterns of special education students with the national data.
Maria Konko, “It’s The Patriarchy: The Subordination of Women during the Women’s Liberation Movement of the 1960s” Room 107

America in the 1960s was a time that opened up the discussion about issues regarding gender, equality of the sexes, and sexual expression. This research focuses on conceptualizing the systemic oppression that women faced through the system of patriarchy, despite the empowerment they were experiencing. The paper discusses how women were discriminated against through structures such as the family, work, and education as a result of patriarchal ideology. The paper highlights the significance of radical feminist ideology which stemmed out of second wave movement, and sought to dismantle the system of patriarchy to create predominant change. The paper also examines how the 1960s was the beginning of a significant change in America. Women experienced social, political, economic, and personal changes during the time covered by this research.


My research interprets a collection of prehistoric Native American artifacts that washed ashore in Keyport, NJ. I interpret the use and style of these artifacts using comparative material from other prehistoric sites in the region. This study shows that most of the artifacts mostly date to the Late Archaic and Woodland periods, which span 5000 to 500 years ago. These periods are typically characterized by the decline of nomadic lifestyles and an increased dependence on agriculture and trade, while still supplementing diet with hunting and fishing.
3:30

Frank L. Mazza, “We Won: The Soviet Vietnam” Room 107

Abstract: After invading Afghanistan in 1979, the Soviet Union faced an insurgency that was secretly funded and backed by the American Central Intelligence Agency. As part of the many proxy wars fought between the Super Powers during the Cold War, The United States sought revenge for suffering a humiliating defeat decades earlier in Vietnam. The Soviet Union finally withdrew its forces in 1989 and months later the Berlin Wall fell, altering world history. This was the most successful intelligence operation in American History.

4:00

Danielle E. McCormick, “The Future of Special Education” Room 107

This paper examines the historical progression, legislation, government support, principles and approaches of special education in the United States. Students with disabilities have often faced unfair treatment and have been marked by exclusion in the education system. With support of parents and advocates, the Education for All Handicapped Children Act was enacted in 1975, which has been renamed the Individuals with Disabilities Education Act, this law has helped to amend the inequalities in education and requires that individuals with disabilities be educated alongside their non-disabled peers in the least restrictive environment. It is important to examine this current special education initiative by understanding the meaning of inclusion, the purpose of inclusion, and how inclusion can be achieved in effort to protect and provide a free and appropriate quality education to students with disabilities.

Rachel O'Neill, “Like a Girl” Room 108

This thesis explores how gender stereotypes regarding athletic abilities affect girl’s efforts in physical education class. In order to pursue, I observed a group of seven girls between the ages of three to five and another group of girls between the ages of twelve to thirteen while they participated in physical education class. Using a rubric an original rubric, I was able to determine that preschool aged girls put forth more effort in physical education class than the middle school girls. This
evidence supports the idea that gender stereotypes do affect the behavior of young girls as they move from pre-school through middle school.

4:15

Tori May, “Can you Teach Inclusion?”

Room 108

The inclusion education model requires all students to be taught alongside their peers in the general education classroom. Can you teach inclusion? This study aims to find how well educators are being prepared to teach and advocate for their children. To answer this question, I have collected information concerning teacher’s knowledge of Individual Disabilities Education Act and the IEP process.
4:30

Student Awards and Closing Remarks

**Katlyn Zimmerman**
Outstanding Undergraduate Scholar in Anthropology

**Hannah Van Note**
Outstanding Undergraduate Scholar in Anthropology

**Molly Huber**
Outstanding Undergraduate Scholar in History

**Veroni Antoniadis**
Outstanding Graduate Scholar in Anthropology

**Kristen Norbut**
Outstanding Graduate Scholar in Anthropology

**Terence Bodak**
Outstanding Graduate Scholar in History

**Michael James**
Outstanding Graduate Scholar in History

**Richard Adamczyk**
Department of History & Anthropology Service Award

**Stephanie DeLaat**
Department of History & Anthropology Service Award

**David Glass**
Susan Douglass Future Educator Award

**Sebastian Castillo Giraldo**
Brian Greenburg Social Justice Award