FOCUS ON FRIENDS
AN INTERVIEW WITH AL SMITH

Anna Alexander
ASSISTANT PROFESSOR

Every issue we profile one of our Friends of History who generously support the Department. The "Friends" are made up of alumni, retired faculty, and history advocates. In addition to funding student scholarships and awards, their contributions help bring speakers to campus.

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On May 14th I had the opportunity to have coffee with Dean Emeritus, Alan Smith, one of the founding members of the Friends of History. At Cal State Hayward, Smith spent 15 years as a professor of history and 15 years as the Dean of the College of Letters Arts and Social Sciences. But how did he choose to study history? One word: Faulkner.

Smith was born in New Orleans and moved to Maryland at a young age when his father started working for the Food and Drug Administration. Studying history had never really crossed his mind, and because he liked to read novels he decided to major in English and minor in Education at Dickinson College in Carlisle, Pennsylvania. He had a voracious appetite for reading and found that authors like Faulkner made him deeply interested in history.

After earning his BA at Dickinson, Smith went to the University of Pittsburgh to pursue a master's degree in American history. He joked that "he never had a real job" because he kept going to school. After writing an MA thesis about Pennsylvania industrialist Henry Clay Frick, he changed his academic focus to Colonial American history and enrolled in a PhD program at Johns Hopkins University. It was his undergraduate professor, Henry Young, at Dickinson who was his biggest influence and encouraged him to study the development of the legal profession in 18th-century Virginia.

In 1964, Smith, who had never visited California, packed his bags moved to Oakland and started teaching at Cal State Hayward. He has very fond memories of both his time in the classroom and as an administrator, and upon reflection said:

"I feel particularly thankful to CSU Hayward for giving me exactly what I wanted: 15 years of teaching and 15 years as Dean.

To all of our history majors, Smith gave this advice: get as much out of your thesis capstone paper as possible and try to enjoy every minute of it. The process of conducting your own research helps professionalize you as a historian."
SCHOLARSHIP NEWS

Elizabeth McGuire
ASSISTANT PROFESSOR

Each year, the History Department awards over $10,000 in scholarships and awards. Scholarships and awards are different. Awards range from $50 to $100 for outstanding work in a particular course: World History, Public History, Teaching History, Digital History, Historiography, and the Research Capstone. Students do not apply for these, rather, they are nominated each academic year by the professors who taught these courses. On the other hand, students actively apply for scholarships ranging from $250 to $2500 in value. Since 2015, students have submitted their materials to a university-wide application portal, called Pioneer Scholarships. This year over 20 students were winners - see profiles and pictures below.

To apply for scholarships, students write a single application essay called “My Story” and fill out a simple form. Pioneer Scholarships then searches the entire university system, to “auto-match” students to all scholarships for which they are eligible – some of which may not even be in the history department! Applications remain in the system, so that students can access and modify them in subsequent years.

This fall, Campus Scholarship Coordinator Karima Karim will be coming to the History Department for a brown bag lunch to explain the application process in detail and answer student questions. Professor Elizabeth McGuire will also be on hand representing the History Department’s scholarship committee. Keep an eye out for an announcement regarding the day and time!

Some specific history department scholarships require students to actively apply, including writing an additional short essay more specific to their study of history, and/or to obtaining a letter of recommendation from a faculty member. The extra effort often pays off, though. These scholarships occasionally have smaller applicant pools than those that require a bit less commitment.

Students! We appreciate your modesty, but winning a scholarship is wonderful, as much for the honor it confers -- and the signal it sends to future employers -- as for the financial benefits it provides. Don’t be shy. Apply!
Karla Vega won the department’s Richard B. and Evelyn Whitman Rice Senior Scholarship. Karla has been passionate about history for as long as she can remember, and is headed for a career as a community college teacher. Karla jokes that teaching a class full of college students is much different from “teaching a room full of dolls, stuffed animals, and your little sister.” She has developed the strong skills she will need to support those “who may not be able to pay for tuition at a university, or who perhaps are still on the fence about college.” Beyond her top-notch academic performance, Karla has also been an active member of the editorial board of the *East Bay Historia* and served as the Chief Design Officer for the 2019 edition.

Rebecca Weber’s interest in women’s history has been recognized by the Judith M. Stanley Scholarship in Women’s History. A course at Diablo Valley College, Women’s History of North America before 1877, first sparked her interest in the topic. At CSUEB she continued to explore by writing a paper on sources of women’s power in the Early Christian Churches, and that relationship changed as the Church became more established and conservative. Rebecca was also recognized for her strong teamwork in the classroom, willingness to volunteer to stuff envelopes for Friends of History mailings, and, more generally being “willing to build a community in our major.” “These are the kinds of students we need more of,” wrote a recommender.

Jia Yu Wang is the recipient of this year’s Gerard C. and John M. Stanley Award in History. Originally, Jia Yu was considering a major in psychology or business. But after writing a paper about the history of high heels in her English 1002 class, Jia Yu began to reconsider. One class with Professor Roger Baldwin and one conversation with Department Chair Linda Ivey later, and Jia Yu was hooked. She currently hopes to combine her interest in history, fashion, psychology, and business into a career as a trends analyst in the fashion industry.

This year, the History Department has been particularly proud of its freshmen and sophomores, and was able to recognize three of them as winners of the Richard B. and Evelyn Whitman Rice Outstanding Freshman and Sophomore Scholarships. Sophia O'Neal-Roberts has certainly started strong with a nearly perfect GPA, and plans to minor in anthropology, and has a long-term ambition to become a museum curator or professor. Keith Vazquez began his journey toward a teaching career by
babysitting a toddler cousin. “Skills like persuasion, patience, word choice, attitude, and just how to relate to young people... can be used in any classroom,” Keith explains. He went on to enroll in a high school pilot course called English for Future Teachers, and is continuing that journey at East Bay. William Seahill has always loved history, with strong passion for the late Roman Empire, Feudal Japan, and early medieval England. His goal is to parlay his love of books into a career as a librarian.

Steve Nguyen won this year’s John and Ruth Sandoval Scholarship. Influenced by the mentorship of his history teachers at Oakland High, Steve plans to become a teacher, perhaps earning an MA in Asian History first. Steve’s low-key, positive energy and dedication to his studies have been noted by several of his professors.

Two students, Julissa Reynoso and Thomas Bauer, have been awarded Blanchette Family Scholarships. Whereas many students focus on specific academic and career goals, Julissa sees college as an experience in which she hopes to build “long lasting friendships and connections with my peers and professors” – and indeed her peers have noticed her ability to build community. Next year, Julissa will be filling a new role in the department: New Major Ambassador. Thomas is a second-generation East Bay history major who has discovered an interest in museum curating. This new fascination was sparked by a visit to the UC Berkeley Art Museum and Pacific Film Archive, and by participation in a public history exhibit about the Battle of Stalingrad – both experiences that were part of his history coursework this year at East Bay. He also served as a valued member of the 2019 East Bay Historia editorial board. This summer, Thomas is embarking on a month-long study-abroad experience in Warsaw, Poland.
AWARD WINNERS

RICHARD B. AND EVELYN WHITMAN RICE OUTSTANDING RESEARCH PAPER
Robyn Perry, Randy Zumwalt, Michael Hahn, and Julia Smith

GILLIARD AWARD FOR OUTSTANDING WORK IN HISTORIOGRAPHY
Michael Hahn and Richard Cardoza

AWARD FOR OUTSTANDING WORK IN DIGITAL HISTORY
Alejandra Magallon, Antonio Munoz Segura, Matt Clark, and Divjot Dhaliwal

AWARD FOR OUTSTANDING WORK IN PUBLIC HISTORY
Alejandra Magallon, Owen Carlson, and Alexander Moller

MORBY AWARD FOR OUTSTANDING WORK IN WORLD HISTORY
Owen Carlson, Adriel Valadez, Kirby Hoegenmiller, Matthew Mao, and Jia Yu Wang
FALL SPEAKER:
5 THINGS AMERICANS GET WRONG ABOUT THE CONSTITUTION

Henry Reichman
PROFESSOR EMERITUS

On November 28, 2018 Dee Andrews, Professor Emerita and the department's American Revolution specialist, presented a talk entitled "5 Things Americans Get Wrong About the Constitution" for the department's Annual Speaker Event.

Andrews used contemporary images and excerpts from key constitutional documents to describe the 5 things:

1) The Declaration of Independence and the U.S. Constitution are essentially the same. [On the contrary, the first is an ideological statement, the second a legal code: and they have very different contents.]

2) The Framers at the Constitutional Convention are the sole source of authority for understanding the Constitution. [1,582 delegates at the subsequent state ratification conventions kick-started the national debate on interpreting the Constitution that has continued ever since: the Framers are central but what they said only matters because Americans voted on it.]

3) The Constitution created something called “states’ rights.” [People have rights, not governments, Andrews stressed: what the Constitution created was “federalism” — shared powers with a sovereign national government — though the word “federal” appears nowhere in the document.]

4) The Framers were responsible for the Bill of Rights [“Antifederal” opponents of the powerful government created by the Constitution, not the Framers, insisted on the Bill of Rights.]

5) The original Constitution was perfect and needed no changing. [A little thing called the Civil War will disabuse us of that last notion, Andrews concluded, as well as the 27 Amendments thus far.]

Andrews talked to a full house, with students, faculty, alumni, the Dean of the Library and other administrators, in the Biella Room, and fielded great questions from the audience, including implications for today.

Biggest question: Could the founders of the United States, major and minor, have ended slavery? Andrews said yes: the moment came, and then it passed.

Moral? Always seize the moment.
ANNA RABKIN: WOMEN'S HISTORY MONTH SPEAKER

Shirley Davis
HISTORY MAJOR

On Monday, March 25th author and CSUEB History MA graduate, Anna Rabkin, spoke to a full room about her recent memoir From Kraków to Berkeley, Coming out of Hiding: An Immigrant’s Search for Identity and Belong. The Friends of History sponsored this event for Women’s History Month, and Dr. Jessica Weiss, our resident women and gender historian, guided the conversation, which gave the audience a sense of some of the most poignant stories in the book.

Hearing her story of having to go into hiding as a child during the Holocaust was heartbreaking. It can be easy to feel unattached or distant when talking about traumatic events, but Rabkin’s personal stories made the audience grasp how war affects people’s everyday lives. My classmates and I talked at length about the event for several days because it brought to life events that we had only read about in textbooks.

Today, few history majors will get the chance to meet a Holocaust survivor, and we appreciated the opportunity to hear her speak.

Despite the heavy subject matter, the speaker captivated everyone in the room with humor and humility. She was still able to laugh when ruminating, but also shared how she felt ashamed for not thanking the Catholic family that risked their lives to hide her older brother and her. The audience was enthralled listening to her memories.

Her story made me reflect on my own family. I couldn’t help but imagine how grateful I’d be to have at least one person from my family with me during a horrific event. She drew energy from the love and protection her brother gave her, and it saved her.
NOVELIST TALKS
HISTORY AT CSUEB

Benjamin Klein made arrangements to bring the novelist Michael David Lukas to campus to discuss “the interplay between self, family, and history, how the narratives that we tell about ourselves reverberate into larger communal spaces like family, community, and the nation.” Lukas, an Assistant Professor in the Department of Creative Writing at San Francisco State University, addressed “the many strands of history and otherwise, that went into the writing process” and read from his second novel, The Last Watchman of Old Cairo, winner of the American Library Association Sophie Brodie Award and National Jewish Book Award. Students enrolled in HIST 120: Self and Story in World History took advantage of the opportunity to hear Lukas discuss course-related themes – and receive extra credit. The novelist answered questions from the audience and later met with members of the Student Historical Society to discuss a wide range of topics, including the historiography of King Arthur stories, Vietnam refugees, and film school in New Zealand. “It was interesting to hear about the cultures he was writing about,” Keith Vasquez, a member of the Student Historical Society commented, “because we don’t hear much about Jewish-Muslim cultural exchange and their shared histories.” Lukas described the event as “very well organized and Ben Klein made the visit a real pleasure.” The College of Education and Allied Studies, the History Department, the Library, and the Student Historical Society sponsored the event, which took place in the Biella Room on Thursday March 7, 2019.

HAMILTON!

On March 6, Professor Emerita Dee Andrews and History major Alejandra Magallon participated in an event organized by the CSUEB Office of Alumni Relations and Inclusive Engagement at the SHN Production of Hamilton at the Orpheum Theatre in San Francisco. The event highlighted the Friends of History and the Friends of the Arts. Professor Andrews delivered a talk on The Life and Times of Alexander Hamilton – in 10 minutes! – including Federalist #1 in verse, and Alejandra wonderfully represented the Friends of History as a student ambassador. Professor Andrews, a big fan of live theatrical productions, describes Hamilton as one of the most – if not THE most – remarkable pieces of American musical theatre she has ever seen. She only wishes it wasn’t so expensive, since it has so much to say to all Americans about politics, ambition, friendship, and love in the Founding Era.
Douglas Allen
MA 2001
Douglas Allen recently published a biography and genealogy about his ancestor, William Allen, who was the first Allen in his family to come to America. His interest in William Allen began back in 1994 when he visited the old family village and farm in Northern Ireland. While there, he got a copy of an Presbyterian Church Session Book, listing baptisms, marriages, and deaths, and including minutes of the session meetings. The next year, during his coursework for an MA course, he wrote a paper called, “A Reconstruction of the Presbyterian Community in Larne, Northern Ireland, 1721-1769,” for Dr. Andrews’s research seminar. The next fall, in Dr. Glasrud’s graduate research seminar, he did his paper on another ancestor, James Creighton, who worked with the Wesleys during the early years of the Methodist Church. These were his introductions into historical research and he found the process fascinating. A decade later, when he finally had the time, he began work on the William Allen book, which took almost five years to complete.

Victoria Rahbar (Mituzas)
BA 2015
When taking Dr. Ivey’s introduction to public history course in fall 2014, Victoria became inspired to work in archives and libraries as well as curate exhibits. Over the least few years, she was able to achieve that though more time in the classroom as well as time at the workplace. In June 2018 she completed a Master of Library and Information Science degree at the University of Washington, and while there she worked at their East Asia Library. She curated one exhibit alone, on the esteemed manga (Japanese comics and graphic novels) artist Moto Hagio, and another, as part of a committee, celebrating the 80th anniversary of the University of Washington East Asia Library. She hopes to continue this type of work in the future as an academic librarian. For now though, she is more interested in using archives for research purposes she will be starting an MA in East Asian Studies at Stanford University this September focusing on the history of manga.

Ian Condon
MA 2019
Ian recently joined the Board of Directors at the Union City Historical Museum where he has been on the Board since last July. He was also elected to be the President of the Board, and will be sworn in this June. It all started during his internship for Cal State East Bay’s graduate requirement, and it evolved into his final MA project (Revitalization of Union City Historical Museum Project). It wasn’t long after the completion of his project that he was offered a place on the Board of Directors.

Alumni! We’d love to hear what you’re up to! Contact Anna Alexander (anna.alexander@csueastbay.edu) if you’d like to be featured in our alumni news section.
ALUMNI NEWS:
MENTORING AT CONTRA COSTA COLLEGE

James Richard II
MA 2018

This last semester, I was privileged to participate at Contra Costa College as Professor Sherry Diestler’s personal assistant in the Speech and Communications Department. Incredibly, I was assigned to mentor students one-on-one, teach in the classroom, and oversee the "Speech Lab."

I was blessed to assist those with special needs, language and cultural barriers, victims of systemic bias, chronological obstacles and the gamut of situations and circumstances. Needless to say, I was overwhelmed with joy, purpose, and invigoration.

I felt as if I had a special connection with the students. I credit my mentors who instilled specific qualities within me. At the end of the semester, the students gave me thank you cards! Oh my! I’ve never seen anything like it! However, I thanked them. It’s not about me. It’s all about them.

In the fall James will be teaching at DeJean Middle School as a Social Sciences Teacher in West Contra Costa Unified School District. This appointment is through the Teach for America Program, the leading program for addressing racial and class inequities in K-12 classrooms across the country. Check it out! https://www.teachforamerica.org/ Congratulations, James!

Image: James Richard (in the Oakland jacket) assisting Professor Sherry Diestler in her Speech 128 class at Contra Costa College.

Image: James Richard engaging students with a riveting game of Family Feud.
It is my pleasure to welcome the third year of the East Bay Historia, Vol. III. This is my second year serving on the editorial board for the historical journal, this year as editor-in-chief. For this year’s edition of the East Bay Historia, the editorial board was turned into a lab course where students were able to collaborate and learn about the complexity and creativity involved in producing an academic journal.

The past two years the editorial board has been comprised of four students, now the journal has been produced by fifteen bright undergraduate students with the guidance of Dr. Alexander. We would like to extend a special thanks our graduate advisor Tyler Rust and faculty advisors Dr. Alexander and Dr. Kaatz for their help in separately reviewing the essays submitted by members of the editorial board to ensure that the review process was fair.

As the popularity of the East Bay Historia had grown, so too has student interest in showcasing their work. The number of submissions doubled this year from last year, which made the selection process all the more difficult, but we remained as objective as possible with a blind peer-review process. With the high number of submissions, we received a broad spectrum of subjects ranging from early Christianity to the Plastic Age.

"THE NUMBER OF SUBMISSIONS DOUBLED THIS YEAR"

Some notable additions include, four papers about Mexican history. Prior editions of the East Bay Historia have not had a single paper on Mexico, and hopefully, these papers can shed some light on the grandeur and colorful history of our southern neighbors who we share so much of our past and present with. Due to this, we dedicated this volume to people suffering along the U.S.-Mexico border.
Our editorial board looks forward to the future of the *East Bay Historia* as the new format of the journal is carried out by a collaborative class. This year we have branded the journal, created a structured format for streamlining editing, and begun an increase in promotional work of the journal to reach more students.

"STUDENTS WERE ABLE TO COLLABORATE AND LEARN ABOUT THE COMPLEXITY AND CREATIVITY INVOLVED IN PRODUCING AN ACADEMIC JOURNAL"

The editorial board looks forward creating a website and expanding the journal to include alumni. This trial year has set a solid foundation for the *Historia* going forward. I hope you enjoy reading the *East Bay Historia*!

*Top Left:* The 2019 editorial board proudly displaying the newest edition. *Top Right:* Students using class time to work on the journal. *Bottom Left:* Students working in groups. *Bottom Right:* The first three volumes of the student journal.
NEVERLAND

Elizabeth McGuire
ASSISTANT PROFESSOR

Isn’t all of history – with its characters trapped in a time-space dimension that now exists only in our imaginations – a kind of neverland?

So why can’t it be fun, and does it really have to grow up?

This spring, students in Digital History experimented with the creation of an iOS game designed to draw historians of all ages into a world very different from their own: that of children whose parents were part of an underground communist network dedicated to overthrowing regimes around the world.

But the class very quickly learned that it is much easier to play a game than to create one, that attempting to do something original is like actually living a Choose Your Own Adventure, and that history professors are decidedly more Oz-behind-the-green-curtain than anyone thought. Students started with a single primary source: a lengthy 2003 interview with an elderly German man named Fritz Straube. Fritz’s parents had been members of the German Communist Party, fighting a dangerous underground battle to overthrow Hitler. Fritz’s father is in Czechoslovakia when his mother is arrested and tortured. When she refuses to betray her fellow communists, the Leipzig police threaten to bring Fritz in for torture until she relented. Fritz’s grandmother smuggles him out of town dressed as a girl, he takes the train to the German-Czech border, sneaks past border guards, finds his father, who eventually sends him to grow up in the comparative safety of Stalin’s Soviet Union. There, Fritz becomes best friends with the son of Mao Zedong, then enlists in the Soviet Army as a translator for interrogations of German POWs.

It’s a dramatic story, and it’s true.

The challenge, however, was how to turn it into a game – in which players have choices, win and spend points, learn about fascism and

**Top Image:** Students reverse-engineering Attentat 1942: trying to figure out where and why their game trajectories diverged.

**Middle Image:** Color-coding images and debating ways to structure history: some students were strong proponents of chronology and geography, while others made an equally powerful arguments for thematic organization.

**Bottom Image:** Using embroidery thread to join story elements and “jump” conversations: the process became so complicated that one student had to sit on the floor in the middle to run threads from one table to another.
communism from a totally new perspective, and grow their ability to see the world through the eyes of historical actors... in this case, children.

To accomplish this task, students painstakingly (emphasis on pain) deconstructed a different game – Attentat 1942, about Czech holocaust survivors – documenting each choice they made on notecards.

They hunted down hundreds of images and dozens of video clips, which they learned to fully document, as well as scouring research photos taken in Russia. Then they used them to visualize alternate ways of presenting the story via color-coding. Should events be grouped by place (Leipzig vs. Moscow) or time (pre-war and post-war) or by theme (family & friends vs. politics & ideology) – a debate just as heated in the classroom as it is in the history profession as a whole.

They broke the interview with Fritz down into snippets of conversation that could be turned into a choice-based narrative. Then they had to find ways to connect these snippets – to “jump” from one part of the story to another, mimicking real conversation and enhancing the choice element of the game. This they did by laying out snippets and connecting them with tape and colored embroidery yarn.

Because Fritz’s story is better documented than Mao’s, the most natural game design put players in the role of Mao, meeting Fritz in Russia and trying to become friends with him. As in the primary source record of the relationship, the Mao of Neverland – and the player who “plays” him – had to develop considerable political savvy, social skills, and local knowledge to win over his German counterpart. As the player’s skill grows, she wins points in each category to buy secrets, participate in conspiracies, or go to the movies. “Mini-games” embedded in the larger game ask players to re-enact Fritz’s escape from Germany, learn Chinese swearwords, and other documented aspects of the story help players rack up points quickly.

Students had dozens of ideas for the game – in fact the class could have continued for months given their creativity. Yet all wanted to see at least a small piece of the game in “demo” form.

With a small bit of seed money from UC Berkeley, students spent a class session playing “hosts” on their own version of The Apprentice, as they tried to figure out which of dozens of freelance game developers to hire.

Our choice, a decidedly nice guy named Matt, is at work as we speak.

Look for more news about the game in future newsletters!
We held our 3rd annual Student Research Conference on April 26, 2019 and by all accounts it was a huge success. This year we had 17 students present their research projects, ranging from the medieval world all the way up to modern history. Each talk was informative, engaging, and (sometimes best of all) entertaining. We started at 9 am and finished around 3:30 and the day flew by. Let’s give a giant thanks to all of our students who gave presentations!
A peaceful afternoon in Pleasant Hill, California and a chance encounter with a past instructor has led me to a new choice of career and a potential path that has never granted entry before this point in time, and it is all thanks to the My Housing Story Oral History Project.

With a humble beginning, Professor Anna Alexander enlisted my help alongside other student contributors to assemble a class revolving around documenting oral histories on the topic of housing in the Bay Area. Whether it be homelessness, the Housing Crisis of 2008, or any other tale of residential experiences, every student in the class interviewed someone and in a podcast-like format with a complete written transcript.

As a student with rough beginnings upon my arrival to California in 2011, I lived under McKinney-Vento status (that is, as a minor with no legal residence due to economic hardship), and while not as drastic as others, did suffer with the hardships as a freshman in high school with no real place to call my own. When asked to pick an individual to interview for this project, I could only trust one other person with whom we shared this bond of adolescent tribulation.

I relied on my uncle, Mr. Mark Puchalski, and his involvement in the Tenderloin Housing Clinic as well as our mutual experiences of homelessness during our time in California. Puchalski works as a facilities manager, assisting with the upkeep and maintenance of twenty-one single room occupancy hotels located in the Tenderloin District of San Francisco. During our interview, he explained the hardships of having to see and be a part of what society has chosen to ignore: the beginning of gentrification. He also spoke about his feelings toward this new community. Together, we were able to contribute an eye-opening piece of media to the oral history project that will last for decades to come.

Before the semester drew to a close, Professor Alexander invited me to attend the Non-Profit Housing Conference in San Francisco, where we promoted the My Housing Story Project and gathered potential speakers for the next round of interviews. It offered a glimpse into a number of organizations that are working to tackle the housing crisis that San Francisco is all too familiar with, and gave me a personal experience of attending a conference of high prestige at such a young age.

These experiences made me eager to look for a career in the affordable housing industry and in the fall I will begin a year-long paid internship with the Bay Area Housing Internship Program. I will be working at Eden Housing in Hayward and helping establish affordable housing solutions for low-income residents. I know I would personally love assisting further on the My Housing Story Oral History Project if given a chance, and encourage anyone of any age to speak up if they too have a unique tale revolving around Bay Area Housing.

If you would like to listen to my interview with Mark Puchalski or other interviews, or would like to contact Professor Alexander to tell your own story, please visit https://www.myhousingstory.com/
STUDENT NEWS

RUBEN CARDONA (Graduating Senior) in the fall will enter CSUEB’s MA program in history.

IAN CONDON (History MA Student) completed his public history project about the Union City Historical Society.

MYRA DROUILLARD (History MA Student) completed her thesis, entitled: "Evolution of Nuclear Power in American Pop Culture."

JENNIFER FAGGIANO (History MA Student) completed her thesis, entitled: "The Year of the Rat: A Social and Medical History of Bubonic Plague in San Francisco, 1900-1908."

CAMERON PRICE (Junior History Major) will be interning in Senator Dianne Feinstein’s office in Washington, DC over the summer.

ALEJANDRA MAGALLON (Graduating Senior) is currently interning with the Peralta Hacienda in Oakland assisting in a project on helping immigrant jornaleros (day laborers) of Oakland tell their history and develop it into an artistic performance. In the fall she will start the Master in Library and Information Science program at San Jose State University.

LILLIAN MARTIN (Junior History Major) in June will begin a year-long internship at Eden Housing in Hayward through the Bay Area Housing Internship Program (BAHIP).

ROBYN PERRY (Graduating Senior) will be pursuing a master's degree at Bowling Green State University beginning this fall.

LYNN ROBINSON (History MA Student) completed her MA teaching project, "History of Black Women: From Black Excellence to Black Power to Black Reality Television Show."

TYLER RUST (History MA Student) received the first annual St. Mary’s College Teacher of Impact Award to recognize the remarkable difference that a single teacher can make in the lives of their students. He was nominated by a former student who he taught at Heritage High School. In addition, he recently defended his thesis, "The Paranoid Style of American Politics and the Secret War In Laos."

BRYAN SANCHEZ (Graduating Senior) in the fall will enter CSUEB’s MA program in history.

ISRAEL SOTELO (Graduating Senior) in October will begin the Capital Fellows Program in Sacramento where he will be placed at some of the highest levels of California state government and assist state legislators, senior-level executive staff, and court administrators with a broad range of public policy issues and projects.

RANDY UTZ (Graduating Senior) in the fall will enter CSUEB’s MA program in history.
STOLPERSTEINE

Nancy Thompson
PROFESSOR EMERITA

A few years back my husband and I received an invitation from the mayor of Wurzen, a town not far from Leipzig in eastern Germany. The occasion for our invitation was the laying of Stolpersteine (literally stumbling blocks; singular, Stolperstein): small brass memorial plaques to commemorate the victims of the Nazi Holocaust, which are installed in the sidewalks in front of their former homes or businesses. The plaques are small, about the size of a European cobblestone, and the information on them is limited: the victim’s name, date of birth, their fate and date of death.

Before World War II, Wurzen had been home to my husband’s grandparents. Theirs was one of only two or three Jewish families in the area, and as the Nazi government tightened its control, their condition became increasingly precarious. They succeeded in sending their daughter (my husband’s mother) to safety in England. Then they too made a desperate attempt to escape, fleeing Germany first for Holland, then Belgium, and finally France. There they were reported to the police, arrested, and deported to Auschwitz, where they died in the gas chambers. Their son, my husband’s Uncle Manfred, was arrested with them, but he survived the war in the unspeakable conditions of Buchenwald.

Now, decades later, the organizers had located the scattered branches of the family for the Stolperstein laying. We came from Germany, France, England, and the United States. The ceremony was held in front of the home where my husband’s grandparents once resided. It drew not just family members, but a number of citizens of Wurzen. One lady, who, to judge by her apparent age, would have been a mere child in Hitler’s Germany, pressed my hand and told me how grateful she was that we had come. In the gathering dusk, we watched the solemn laying of the stone together. The experience was moving: both an acknowledgment of the injustices of the past and a coming together in a spirit of reconciliation.

I have been thinking about that visit and the Stolpersteine lately, especially in the context of our own country’s current debates over the way we memorialize the cruelest aspects of
our history. Do we keep Confederate statues in public parks, slave-holders’ names on university buildings, or James Lick’s Pioneer Monument in San Francisco’s Civic Center? We seem reluctant to confront the more troublesome aspects of our nation’s past. By contrast, for the Germans we met, the Stolperstein project seemed a way to engage with a dark chapter of their history.

The people working on the project were enthusiastic amateur historians. They seemed to have little else in common. Their ages ranged from early twenties to middle fifties, and they came together for a variety of reasons: one was a student, another got involved through her church, a third person said simply that she regretted her country’s past and wanted to do something to atone. Helped by the Nazis’ meticulous record keeping, they were able to supply the family with documents we had never seen, recounting the grandparents’ flight and their subsequent arrest, detailing even the possessions they had with them, and ultimately recording their deaths. The group had also researched Wurzen in the war years, as we saw when they took us on a tour of the town. They pointed out the locations of a now long-vanished school and merry-go-round that would have been familiar to my husband’s mother. We saw the sites of the only two pre-war Jewish-owned businesses, and the church with its Nazi-era “heroic art” saints (one resembling a local Nazi official).

The event was made possible with the cooperation of public and private individuals. The Stolperstein researchers were individual citizens, but they involved Wurzen’s mayor and town council. The owner of the town’s largest factory hosted an elaborate dinner, and the event was covered in the press. If there was debate about how or whether to memorialize this ugly era in German history, we did not hear about it.

The Stolpersteine are, in fact, controversial in Germany, though there the issue seems to be more about the appropriateness of a memorial that can be trodden underfoot. But once one starts looking for them, they are ubiquitous. They are scattered in towns not just in Germany, but all over Europe, and they commemorate not just the Jewish victims of the Holocaust, but people of many other groups (Romani, Jehovah’s Witnesses, gays, and the disabled) whose existence challenged Nazi notions of racial purity. More than 70,000 Stolpersteine have been placed since the artist Gunter Demnig conceived the project in 1993.

I cannot help but think that we Americans might benefit from a Stolperstein-like project. We do, of course, have places where we confront the horrors of our country’s past. The National Memorial for Peace and Justice in Montgomery, Alabama, with its forest of steel rods commemorating the victims of lynching, comes to mind. But in one important respect, the Stolpersteine are different. They are not isolated in a particular place. No one (with the possible exception of family members) makes a purposeful trip to go see them. For the most part they are encountered by accident. They can be found on quiet residential streets, in small-town business districts, and in the pavements of bustling cities. The casual pedestrian, eye caught by the gleaming brass, stops short to look up at a house or shop that is not appreciably different from the buildings around it. The names on the plaque are likewise unremarkable. The Stolpersteine commemorate ordinary people leading everyday lives, until they were suddenly overtaken by disaster. And the very ordinariness of their surroundings somehow makes the victims seem little more real, a little more human, and no longer just a number or an abstraction.

History is not just about remembering the past. It is how we orient ourselves in time, showing not only where we have been, but foreshadowing where we might be going. That was the light in which the Stolperstein project appeared to me: the forthright acknowledgment of a past shared because of one’s national identity, but at the same time a promise to remember, so that such dark days never come again. It is a lesson we Americans could learn from our German friends: it is not shameful to admit our country’s failings; when we pledge to overcome them, we are truly patriotic.
NEW FACULTY BOOKS

Anna Alexander recently co-edited one of the most widely used textbooks about modern Latin American History. This is a primary and secondary source reader that instructors typically assign in History of Modern Latin America courses. While working on this book, she bridged her research and teaching and received feedback from students about what they wanted for the new edition. CSUEB history students were very vocal about which chapters worked and did not work, which made this research project not only one that enhanced student learning, but also gave her a collaborative learning experience with her students.

Kevin Kaatz just published his final edited volume of a collection of ancient Christian primary texts. The first was published in 2013 (Voices of Early Christianity). This one, titled Documents of the Rise of Christianity, was published in March of this year. It contains new and revised translations (from Greek and Latin) of 51 documents that date from the first to the fifth centuries A.D. The book consists of an introduction to early Christianity, along with introductions and a bibliography for each document.

CSUEB AT THE WESTERN ASSOCIATION OF WOMEN HISTORIANS

In April, three CSUEB faculty presented at the 50th anniversary celebration of the Western Association of Women Historians in Portland, Oregon. WAWH conference panels provides opportunity for networking and recognition for scholars and teachers of History/Public History in K-12, community college, and universities and independent scholars, too.

Anna Alexander: Roundtable—Contextualizing Controversy: Using the Past to Understand Present-Day Problems

Samantha Francois: Roundtable—Moving Beyond “Chalk and Talk”: Incorporating Non-Traditional Methods in the Classroom

Jessica Weiss: Roundtable—Embodied Research: Reflections and Results from Personal and Research Journeys
Faculty News

ANNA ALEXANDER
In March I presented a paper called, "Displacement by Disaster: San Juanico Petroleum Fire in Mexico City, 1984," at the 66th Annual Conference of the Southeastern Council of Latin American Studies in Oaxaca, Mexico.

GREG BRUECK
I participated in a Faculty Learning Community focused on enhancing the success and retention of first generation college students at CSU East Bay. As an outgrowth of the FLC, I designed and implemented new collaborative homework assignments in my HIST 111 course that utilizes Blackboard's wiki feature to enhance community in the classroom and incentivize the exploration and analysis of a diverse array of course readings.

BRIDGET FORD
I and a team of faculty from across the CSU system researched and wrote an article entitled, "Saving the Survey: Teaching US History in the Age of Student Success," which is forthcoming in the Journal of American History (March 2020). We also worked on saving the US history survey from being eliminated or reduced in the CSUs. You can see a public-facing version of our research here: http://bit.ly/ResearchFindingsCSU-History

VAHID FOZDAR
I will be presenting a talk at the Pacific Coast Branch of the American Historical Association conference in Las Vegas on August 2, 2019. The panel I'll be on is "Race and Imperial Relations," and my talk's title will be: "Crafting the Great Game: Freemasonry as a Mask of Conquest?"

SAMANTHA FRANCOIS
I was on a roundtable at Western Association of Women Historians called "Moving Beyond 'Chalk and Talk': Incorporating Non-Traditional Methods in the Classroom," where I presented on using teams in classes.

MARY ANN IRWIN
In the fall, I will become the new editor of the journal California History, which will now be housed at Cal State East Bay. Also, I have been appointed to the Commission on the Status of Women in the Historical Profession. My term begins January 2020 and runs for three years.

LINDA IVEY
I worked with wonderful student researchers on compiling and annotating documents about the Japanese internment for an upcoming documents book I'm editing with Kevin Kaatz. I also completed a contribution to the upcoming book Political Violence in America: Historical Flashpoints and Modern-Day Trends on anti-Filipino riots in California.
Faculty News

KEVIN KAATZ
I, alongside Randy Utz, an undergraduate student in our department, are working on a curated collection of secondary sources titled *Roman Society: From Republic to Empire* (to be published by Cognella). I was also recently elected Chair of the Committee for Academic Planning and Review (CAPR) for the next academic year.

BEN KLEIN
I participated in the Faculty Learning Community: First-Generation Success and Retention: A Classroom Approach. I also organized an event with the novelist Michael David Lukas campus.

ELIZABETH MCGUIRE
In March I presented an outline of my larger scholarly book project, based on archival research in Moscow and dozens of interviews at the UC Berkeley Institute for Slavic, East European, and Eurasian Studies.

CASEY NICHOLS
Please look for my article, "The Magna Carta to Liberate Our Cities: African Americans, Mexican Americans, and the Model Cities Program in Los Angeles" in the 2021 volume of the *Pacific Historical Review*.

NANCY PARK
I published a chapter on Qing history (post-1900) in *Routledge Handbook of Imperial Chinese History*, edited by Victor Cuirui Xiong and Kenneth Hammond (January 2019).

NANCY THOMPSON
Students in my new history lab explored eleventh-century England through the visual medium of the Bayeux Tapestry, a 230 foot long embroidery depicting the Norman Conquest.

JESSICA WEISS
In May I attended the Wiles Lectures at Queens University, Belfast, Ireland as an Academic Guest, participating in the discussions as part of a four lecture series on "What did Women Want? Female Hopes from the New Look to the Three Day Week."
CHAIR’S CORNER

The Final Days...

Seven years, my friends. SEVEN YEARS!!! I’m not the longest serving chair of the History Department, for sure. But man, it’s been intense. This job is crazy town! It started in 2012 with an administrative time-consuming fiasco called “planning for distinction.” My first - though certainly not last - foray into defending the very existence of our discipline on this campus. Then, onto revamping the entire major and graduate program for conversion to semesters. And now, I am heading off into sabbatical heaven for a full year. Life is so good!

Can you believe I’m a little melancholy?

Well, as we all know, the History department is the best. The Best. Many of the tribulations my fellow chairs endure with fractured departments or otherwise generated bad feelings have never been my issue. Our students have been just amazing, and so talented, and they come back to share their wit and wisdom. And of course, there’s Wanda. What more can I say about that one? Never, never leave us Wanda.

"HISTORIANITY™ is the essence of thinking like a historian"

And as a faculty, we have done some amazing things as a department over the past seven years, including having four new faculty join our department, further stabilizing work for our tremendous lecturers, and getting another new hire for next year. The efforts we put into transforming our curriculum for semesters was breathtaking. And in the past couple of years, our junior faculty have blown this place up with a student journal, a student conference, and amazing work in recruitment and innovative teaching. And they wrote books on top of that...?? Who are these wunderkinds we’ve hired?

So, really, upon reflection, my own accomplishments are somewhat pale. Of what am I most proud? What is the legacy I’ve left?

I’ve made a list.

1. Using state funds to purchase a Keuric coffee maker. Think of the community-building, not to mention the proper caffeineation of the faculty and student body.

2. Bullying the faculty to moving into a new building but a few weeks before Meiklejohn was flooded with human waste. I mean, seriously. The was an extraordinary coup.

3. I also made up a word. Just ask my students from Introduction to History in Winter 2018. The word? “Historianity.” When this burst of genius dawned upon me, I immediately googled it. Nothing in sight. Yes! I am the first to use the word. I’m original. HISTORIANITY™ (trade mark application pending). “Is that like ‘insanity’?” my husband asked – hah, hah. Maybe. No! – it’s more like “humanity.” HISTORIANITY™ is the essence of thinking like a historian, as in “when writing your paper, tap into your HISTORIANITY™.” You can use it if you want.

4. That time at the end of the year party when I was the only faculty member to make a basket with that crumpled up piece of paper. Eat it, other history faculty! That was sublime.
Never mind that my team didn’t win the game, and that we eventually got caught cheating. It was really quite a moment.

And that’s about it. I’m out. But I can say this: the job’s reputation is kind of like cafeteria food – when I mention that I am department chair, an immediate sympathetic groan emits from anyone who is even remotely aware of academic life. Every administrator will tell you the same, weird back-handed non-compliment, that you are doing the university a great service because being department chair is the most difficult and under-appreciated job in academia. (Ummm... thanks?)

"THE JOB’S REPUTATION IS KIND OF LIKE CAFETERIA FOOD"

But for me, I really, really loved this job. I am excited to be a professor again, to be a historian again. But as chair, I looked forward to my work almost every day. And I looked forward to working with the people I do every day. Even in the hard days, my job was stimulating, interesting and somebody always made me crack up. And I always felt my job mattered. Not many people on this planet can say that.

So thank you faculty, thank you students, thank you Wanda the Amazing. Thank you for making this like really, really good cafeteria food. It’s because of you that everything that has happened, has happened.

As my lasting parting words: please remember compassion, humility, HISTORIANITY™, and that you can order compostable k-cups from Amazon.

I am thrilled to hand over the reigns to the very talented Dr. Bridget Ford who will make an amazing department chair!

I’ll see you in the classroom in 2020!

Dr. Linda Ivey
DEPARTMENT CHAIR
THANK YOU DONORS!

The following have contributed to the Friends of History, or the History Scholarship Fund, or both! Generously helping the department and the history major to thrive this year.


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