



Power of a Community: Friends of History

By Anthony Belavitch, BA Student

When students have help from the community, it takes stress off them and allows them to focus on their studies. With less stress, students can put their best foot forward and thrive academically. Many universities cannot fully fund activities associated with an academic department, so it is extremely helpful that here at Cal State East Bay, we have the Friends of History. The Friends of History is a community of people who generously step up and support the activities of Cal State East Bay's history department. The Friends of History, founded in 2004 through an endowment by an anonymous alumna donor, is managed by the history department. In the roughly two decades since its inception, several named scholarships and awards for history majors have been established. The Friends of History gives financial support to history students, hosts extracurricular events and conferences, offers honoraria to outside speakers to share their expertise and experiences with the Cal State East Bay community, and helps fund the printing and distribution of various publications, like the departmental newsletter and the *East Bay Historia*.

Friends of History comprises a diverse group of people who donate: history alumni and faculty, both emeritus and current, make up most of our donors. Parents of history majors and even family members of faculty also donate. We have, as well, family members of deceased professors who give in memory of their relatives. There are institutional donors, like the American Association of University Women in Hayward/Castro Valley, which has set up a scholarship in memory of Patricia Ball (1925-2021), a former history graduate student in our department. There are also well-wishers of



Sam Balderas, History BA Student, won the 2024 American Association of University Women (Patricia Ball) Scholarship

the history department who have neither taught nor studied here but appreciate what we do and want to help. Dr. Vahid Fozdar, who oversees the Friends of History, explains, "the motivations of our donors vary, but they do have one thing in common: all of them keenly wish to support our current majors. They believe in the mission of the department, and they understand that building a culture of academic

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excellence depends not only on classroom learning but also on friendships and a sense of community—in other words, departmental ties and camaraderie.”

The history department currently has six endowed scholarships that it gives out, as well as awards and monetary prizes that are handed out annually. There are also times when an individual establishes a non-endowed scholarship for a fixed number of years. Friends of History maintains a non-endowed scholarship fund that people can directly contribute to. If this fund does not quite meet all our scholarship obligations, Friends of History dips into the general funds to make up the difference. Dr. Fozdar proudly explains, “in the past few years, the history department has given out around \$20,000 a year to deserving students. For a humanities department at a state institution like Cal State East Bay, this is

both rare and impressive!” Thanks to the generosity of Mr. Barry Feldscher, another endowed scholarship in history has recently been established, but since it normally takes more than a year for endowed funds to yield enough interest to fund scholarships, we do not anticipate funds from this endowment being made available to history majors before 2024.

Here at Cal State East Bay, we are fortunate to have the Friends of History community supporting the history department and us. It truly is a great help! Dr. Fozdar would like to remind our readers that if they would like to donate—or donate again—to Friends of History, it’s really easy to do so through our department’s web page. Just go to: <https://www.csueastbay.edu/history/>. Any amount of support will be greatly appreciated!

The Room Where it Happens — How Guest Speakers Elevate History Classes

By Sean Bongiovanni, BA Student

What is historiography? – the central question of my undergraduate Historical Interpretation class. Dr. Jason Daniels, Assistant Professor at Cal State East Bay, describes it as “a means to appreciate, consider, and debate how historians of the past and present conceived of the methods that shaped the discipline.” New information can render untenable sources obsolete, reveal malpractice or bias, and may result in competing historical narratives. What then is a useful way to glean some perspective on these narratives? One way is by inviting the authors of those narratives into the classroom to discuss and engage with students directly.

My undergraduate classmates and I were invited to two guest lectures during Fall 2022. On September 22, I attended one of these events hosted on Zoom by University of Texas-Austin historian, Dr. Jason Lustig where he discussed his book, *A Time to Gather: Archives and the Control of Jewish Culture* (Oxford University Press, 2021). This was especially useful to me and my study of the Weimar Republic. The idea that archives and their ownership are a work in progress was not something I was thinking of when searching for material before, but is certainly something I keep in mind now.

On October 13, with a return to on-campus events, the department was excited to host San Francisco State University historian, Dr. Marc Stein, to speak about his new book, *Queer Public History: Essays on Scholarly Activism* (University of California Press, 2022). The book shines a light on the collaborative efforts of community and academic activism in sustaining and elevating queer history.

Guest lectures like these have been the norm since the Fall 2021 as part of Daniels’ Graduate Historiography course. Here’s Dr. Daniels’ description of how things flow in the classroom:



Dr. Daniels with his HIST 400 (Historical Interpretation) Students

“Each week in the Graduate Historiography, we read a monograph on a particular topic. Some of the scholarship is recently published; so, I invite scholars to join our seminar and talk about their work. Most weeks, two students lead the seminar, but for these special guest lectures, the author provides a lecture and guides the discussion.”

First implemented in Fall 2021, Dr. Daniels has invited several scholars to speak to students about their historical process. For instance, Dr. Leah Shopkow, Professor at the University of Indiana, spoke about her work that centered on a biography written in the medieval period. Central to *The Saint and the Count: A Case Study for Reading Like a Historian* is a demonstration of “the kinds of questions historians ask about primary sources, and the interpretive and conceptual frameworks they use.” Professor Shopkow’s words are especially useful in a field where sources require interpretation.

Sumit Guha, Professor at the University of Texas-Austin, also joined the Graduate Historiography class and described his work as one that “presents memory as the result of both remembering and forgetting and of the preservation, recovery, and decay of records.” In the context of colonialism, Professor Guha’s *History and Collective Memory in South Asia*,

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Dr. Marc Stein speaking about his new book *Queer Public History*

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1200-2000 looks at how socio-political structures affect collective memory.

In a third lecturer from 2022, Nepia Mahuika, Senior Lecturer from the University of Waikato, New Zealand, joined the class via zoom to speak about his work, *Rethinking Oral History & Tradition: An Indigenous Perspective*. The book “challenges popular definitions of oral history that have displaced and confined indigenous oral accounts as merely oral tradition,” definitions which have been used by institutions to justify the diminishing of accounts that stem from these traditions as a form of erasure.

Dr. Daniels noted that the Department of History, with the generous support of the Friends of History, will continue to bring guest lecturers to the Graduate Historiography in Fall 2023. Guest lecturers who can zoom into class from around the world help inspire students to consider their role as historians. It is a definite confidence boost for students and history majors to not only see but interact with figures that have found success in the field.

The AI Writing Revolution

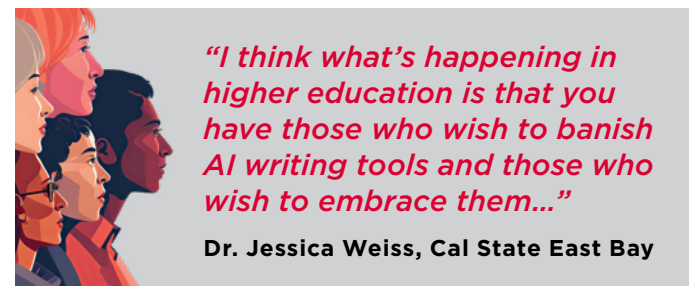
By Conner Bonneau, BA Student

When novel technologies arise, it opens up a variety of new possibilities for the human experience. However, with new tech like ChatGPT comes new questions about its moral and ethical use. In recent years, language learning AI models have developed to the point of providing comprehensive writing assistance and grammar correction. For academia, this poses the question, what is the ethical way to utilize language learning models such as ChatGPT? I interviewed Dr. Jessica Weiss, a history professor at Cal State East Bay, who plans to adapt her course material to address this new technology. She teaches HIST 301: History Writing Workshop, a course in which students engage the writing process by composing literary reviews and original research essays.

I asked Dr. Weiss about the current debate regarding the use of generative AI writing tools among colleagues:

“I think what’s happening in higher education is that you have those who wish to banish AI writing tools and those who wish to embrace them... there are concerns about originality, there are concerns about the ways in which AI tools can fabricate things, and there are concerns about the future of writing skills themselves. [AI tools] can be of assistance with brainstorming, from what I’ve heard, and that they can be of assistance to get some basic structure down. But everything I’ve heard is that: the structures are very basic; the product is not particularly complex; it is rather summative instead of being critical and evaluative, and analytic.”

Views within academia as of now are polarized on the use of language learning model AIs. One camp believes that the use of AI is wrong and academically dishonest, while another camp is embracing this new technology as



a research and grammar tool. Regardless, this new technology is not going away anytime soon. I asked Dr. Weiss how she is adapting her writing course to address AI writing.

“So far, I am designing a supplemental unit where we will explore some of the uses that scholars and students have made of AI. We cover some of the ethical and transparency issues and get students talking about both the ethics and the efficacy of AI tools and their limitations as well.”

In regard to how one should use AI writing tools, I asked Dr. Weiss if there is an ethical way to use generative writing for a writing curriculum course.

“There has to be transparency. I think one way that a faculty member could set up the ethical use of generative writing is to use it first of all to give ChaptGPT two similar tasks with very different topics to compare and contrast and then evaluate the output. The idea is to turn students into critical consumers of AI tools and their products rather than ignoring or banning it and turning [students] into clandestine users, but rather make them into savvy consumers. One way is to model and to incorporate instruction about and critical perspective on AI writing tools. Another way would be to assign students activities involving the work product of an AI tool. For example, whole classes could decide on a prompt, issue the prompts to the AI tool and then the results could be used to teach the process of revision. If each student is or teams of students are in charge of revisions, they’ll also learn how revision is also about where you insert your voice and how absent “voice” was from the original product.”

AI language models are here to stay, and they will continue to grow in complexity over time. As its use will continue to be more widely adopted, it is necessary to consider the responsible use of such a novel technology. Transparency and accountability are critical pieces of the conversation for ethical use in academia. Regardless of whether a professor is for or against using AI language models in academia, they have to adapt future syllabi to address its use. It is important to note that language learning AI models are neither inherently good nor bad and it is up to the user to utilize them responsibly.

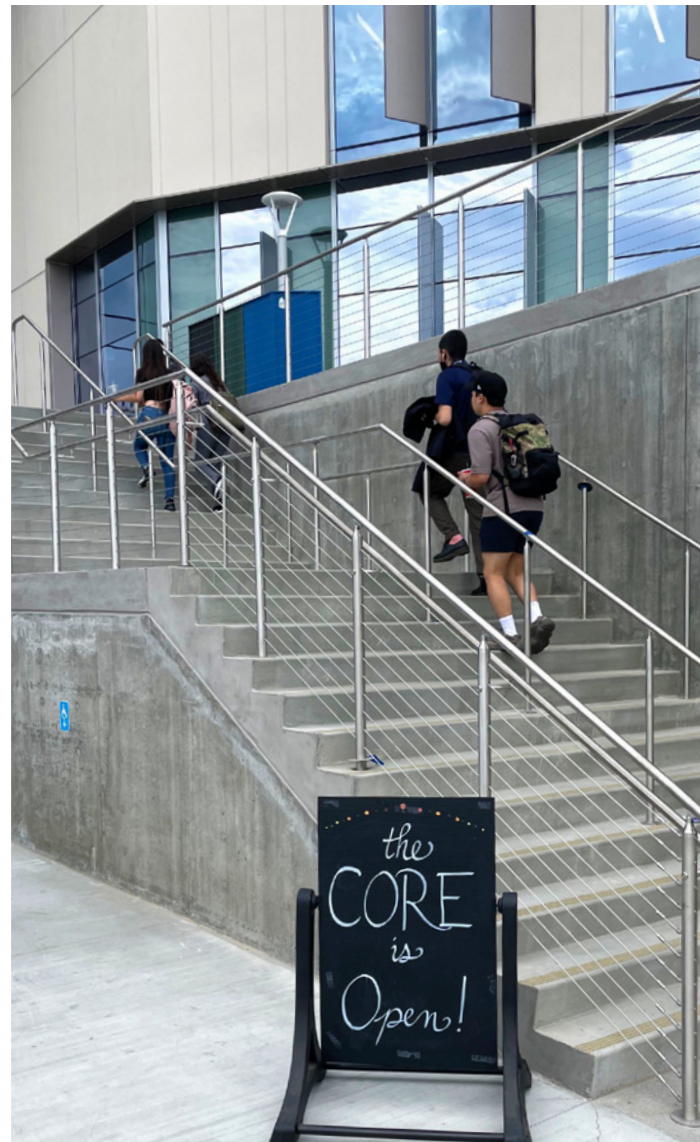
One Historian’s Opinion of the CORE Building

By Mya Elliott, BA Student

Last fall semester, the students and staff of Cal State East Bay were graciously granted the Collaborative Opportunities in Research and Engagement (CORE) building, which became the new center for learning, engagement, and collaboration on campus. The old library had to be renovated to meet the demands of the growing student population at Cal State East Bay. The CORE offers a learning experience for students to navigate the 21st century information age economy that the old university library building could not provide. The CORE building offers a great deal of natural lighting, as well as a breathtaking view of the bay and the adjacent peninsula of San Francisco.

There are numerous services in the CORE building that offer students writing services, allow access to more study space, and give the opportunity to browse the few books we have available. The first floor offers collaboration zones and innovation labs, the second floor offers a quiet study experience, while the third floor houses the Student Center for Academic Achievement (SCAA) which offers peer tutoring assistance. Even with the upgraded space for books, we still have yet to see the bookshelves reach full capacity on each floor level. The main advantage the CORE building has to offer is how furniture and scenery offer students a comfortable place to be on campus. Although the CORE building has come to replace our library, the main purpose is not to hold physical books; instead, it seems the CORE building is helping students transition into the booming age of technology.

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The old university library allowed students and faculty access to physical books, which many historians find necessary in a functioning library. The internet has affected how we research information, and with the booming e-book industry, library books are now readily available online. Personally, I find the ability to physically find information to be an extremely rewarding feeling, and the online book world is beginning to make something so essential to human society feel almost like an ancient activity. As a historian, I find it much more satisfying to flip through the pages of physical sources and find information. When finding information from an online

source, the work seems more tedious than reading from a physical book.

Browsing full bookshelves at the campus library is a rite of passage when attending a university. Those like myself who enjoy reading as a pastime are going to miss having the option to conduct research and find information by looking through stacks of physical books. While I understand that the CORE building does not have enough room to house all of the books that the old library has, it is a sad reality that those of us who are constantly researching on screens no longer have the option to pop over to the library to grab the books we need.

Activism Through Archivism

By Parker Hallowell, BA Student

What happens when history is lost? When years, maybe even decades of recorded local and social history suddenly disappears? Fortunately for us, the founders of the Freedom Archives asked the same questions. Originally established in San Francisco and currently located in Berkeley, the Freedom Archives is one of the most important social movement archives in the Bay Area. The Freedom Archives were founded by local Bay Area activists who, in 1999, wanted to preserve progressive social movement television and radio broadcasts and recordings that were not being archived by their networks and radio stations. The nine founders' backgrounds ranged, but their vision was the same. Names like Andres Alegria, vice president of Hoff Productions, or Kiilu Nyasha, a former Black Panther and journalist, or Nina Serrano, a prize winning poet and radio personality. These men and women unknowingly started a movement and thanks to our very own Dr. Michael Castañeda (Dr. Mike), on October 17, 2022, Cal State East Bay had the privilege of hosting some representatives from the Freedom Archives for a presentation.

This movement is not just about the preservation of history, but about changing the way history should be understood entirely. The motto of this movement



– “Preserve the Past, Illuminate the Present, Shape the Future” – lays a very specific groundwork for how the historians at the Freedom Archives choose to archive social movement history. They preserve the past not only in written documents, but also by collecting over 12,000 hours of audio and video recordings. Through the analysis of this history, we can help to illuminate the present. In the presentation at Cal State East Bay, Nathaniel Moore, a historian at the Freedom Archives said, “we really understand the continuity that most of these social movements and struggles are taking place. It’s not just a past piece of

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“We really understand the continuity that most of these social movements and struggles are taking place. It’s not just a past piece of history, it’s happening today.”

Nathaniel Moore, The Freedom Archives



their activism by becoming archivists. If you study the way they store and preserve history, it really is a continuation of their activism. These archivists guide the fight for a better tomorrow by preserving and teaching this local social movement history. There are many roads to being an activist, what road will YOU take?

For more information on the Freedom Archives visit: freedomarchives.org

Freedom Archives (continued from page 7)

history, it’s happening today.” A careful examination of the past casts a light on the world that we live in today. Through this illumination, the understanding of both the past and present, the Freedom Archives hopes to help shape the future of social justice and equality.

So, I know you’re wondering, what can I do to help shape the future? Well I’m glad you asked! I interviewed Dr. Mike about the Freedom Archives presentation to get some answers. For students, the Freedom Archives has multiple internship opportunities available that contribute by helping to gather, organize, and archive. A lot of the archive is organized by interns who bring new perspectives to existing collections, as well as creating new collections regarding modern conditions. Speaking on the importance to us as students, Dr. Mike said, “A lot of the collections really speak to the current moment that we live in, so if students at Cal State East Bay are looking for histories that help them to understand the world they live in, then I think the Freedom Archives are a great resource.” Outside of internships, the best way to contribute is through helping expand and build the archives with any photographs, written documents, or recorded oral histories that you may have.

The Freedom Archives really shows us that activism doesn’t look just one way. Many former activists continue



Nathaniel Moore, a historian at the Freedom Archives, speaking to Cal State East Bay students



Dr. Ford with students



Dr. Weiss with History students

Advising Changes to Help Students Thrive

By Thomas Hedges, BA Student

In January of 2023, at the Oakland Conference Center, an extension of Cal State East Bay, there was a conference for all advisors across all disciplines. The history department chair and advisor Dr. Bridget Ford was in attendance, and we met later to talk about what she learned at the conference. The conference’s goal was to create an environment where students can easily find the information they need to graduate and to “make sure Cal State East Bay students have a seamless advising experience,” explained Dr. Ford. By implementing new media and opening new lines of communication, advising will become more accessible because students will no longer have to rely on emails or in-person meetings. The two-day conference shared tips on effective ways to communicate with students, including sending shorter emails and texting students directly to get them critical, time-sensitive information. Dr. Ford

says the conference focused on creating better communication and building trust with students to make them feel that their advising needs are being met.

Dr. Ford emphasized trust between advisors and students is vital to student success. If students need clarification about course offerings or reaching out to their advisor, they can feel lost in their college experience. Early access to advising can also help students save time and money. Taking the wrong classes can delay a student’s graduation and require that they spend more money on tuition, books, meal plans, and housing. Beyond helping students select suitable classes to earn their degrees, the History Department will implement new strategies to help students take part in internships and discover a wide range of careers.

The efforts of Dr. Ford and all of the history department faculty show that they are sensitive to the problems students face when seeking out advising and are proactively finding solutions to make sure students are on the right path to graduate and ultimately find fulfilling careers.



Dr. Mike in front of an exhibit he helped create about the United Farm Workers and Black History

Welcoming Dr. Mike

By Taylor Hillman, BA Student

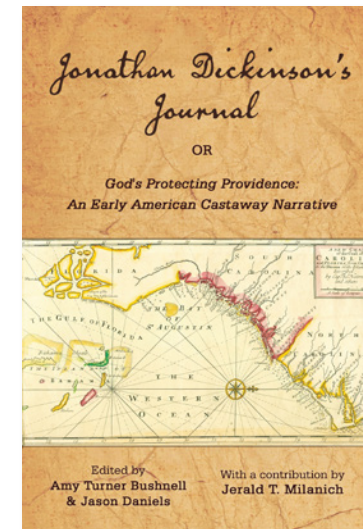
As another semester starts, Cal State East Bay is happy to announce a new member of our history department family, Dr. Michael Schulze-Oechtering Castañeda. We welcome “Dr. Mike” with open arms and cannot wait to see his impact on our department. Dr. Mike is trained in Ethnic Studies focused history, which is a welcomed expertise among our history students and faculty. Dr. Mike started his educational journey at the University of Washington Seattle where he earned a BA in Ethnic Studies and History. He then transferred to UC Berkeley where he got his MA in Comparative Ethnic Studies and then his Ph.D. in the same subject. Dr. Mike has worked at esteemed institutions like UC Berkeley, San Francisco State University, and Western Washington University before finally landing here at Cal State East Bay. Currently, he is teaching three classes: History 201: Why History Matters; History 389: Social Justice and Reform Movements in America; and History 405: History Lab. Dr. Mike is excited about developing a

curriculum that focuses on social movements at the center of U.S. and global history.

While Dr. Mike teaches, he will also be working on his current book manuscript, *No Separate Peace: Black and Filipinx Workers and Labor of Solidarity in the Pacific Northwest*. His book project focuses on the organizing practices of Filipinx Cannery Workers in Alaska and the Black Construction Workers in Seattle between the 1970s and early 2000s. Dr. Mike has many publications that focus on Ethnic Studies and the fight for justice in minority communities. His background in this field is a fantastic asset to our history department and we highly recommended that students take any of his courses.

We are so happy to have him a part of our CSUEB family to teach the next generation of history students. Dr. Mike’s energy and passion for history can be seen as he puts dedication and purpose into every lesson. His expertise will bring more opportunities for expansive classes in terms of Ethnic studies and a new focus on history. The Department of History is excited to have him join our team and change the lives of present and future student historians.

Archival Breakthrough Sheds Light on a 1696 Shipwreck



By Michael Moshiri, BA Student

What do you think of when you see a shipwreck? Do you think of a scene where the ship meets the land or the survivors washing ashore? Do you picture the ship’s crew coming into conflict with the locals where the vessel wrecked? I had the privilege of interviewing Dr. Jason

Daniels who was able to answer some of those questions because he has spent the last decade working on a research project about a shipwreck that occurred along the coast of Florida in 1696.

Dr. Daniels, with his co-author Dr. Amy Turner Bushnell, will see their hard work in print this summer when the Historical Society of Florida Press publishes their book, *Jonathan Dickinson’s Journal, or, God’s Protecting Providence: An Early American Castaway Narrative*. This book is the first critical edition of Jonathan Dickinson’s *Journal* and *God’s Protecting Providence* since the 1940s. Their work examines the multicultural and transnational interactions of Africans, American Indians, and Europeans along the Southeast Atlantic Coast at the turn of the eighteenth century.

Dr. Daniels was first introduced to the story of Dickinson’s shipwreck in the early 1990s as a child growing up in Martin County, Florida along the shores where the *Reformation* ran aground three hundred years earlier. In our interview, Dr. Daniels stated that the most important part of his research was taking a local historical event and expanding on how it is significant to broader historical narratives about early America. The biggest breakthrough in his research came when he found a previously unknown manuscript of Dickinson’s account of his time in Florida that differed significantly from the

published account of God’s Protecting Providence. The discovery of this manuscript added rich ethnographic material excised from the published account. This new book will make that manuscript accessible to a wider public for the first time. Dr. Daniels wishes to use this shipwreck as a vessel to look at the broader history of complex colonial interactions between Europeans and the indigenous people of the Americas.

Dr. Daniels wrapped up the interview by saying that he feels fantastic about completing the decade-long project that sprung out of interest in a shipwreck that he learned about as a child. He now advises students to research topics they are passionate about and tell the stories they wish to tell, explaining “you should not doubt the importance of your topic and should not second guess if your topic is worth writing about. There is an increasing need for more complicated histories to be told.” Sometimes you have to look to unexpected places to find inspiration.



Dr. Daniels

HIST 409 and the Purpose of Professional Portfolio



Dr. Ford speaking at the 2023 commencement ceremony

By Alexander Kashtanoff, BA Student

January 17, 2023, a brand new semester began for students at Cal State East Bay and they eagerly joined their classes. As a History major, my classes consist of multiple history courses; however, there is one course that stands out from all the other courses in my schedule. This course is known as HIST 409: Professional Portfolio, an online course taught by Dr. Bridget Ford from the Department of History. At first, I thought HIST 409 was about creating a professional portfolio of all the coursework you have done at Cal State East Bay, but I soon learned that it is much more!

HIST 409 is a required, 1-unit course that all History majors must take in order to graduate. In this

course, they not only create a professional portfolio, but they also identify connections and themes in their coursework. Students also practice skills and complete essential tasks that will help them achieve their career goals. Course materials and college graduate data emphasize that a History degree does not limit career paths to only history-related work. For instance, during the first week of the semester, we read a guide called “Careers in History Majors,” which helps students understand how to pursue careers with a history degree and what employers expect.

I wanted to learn more about HIST 409 and why it is an important requirement for many History majors, so I decided to ask Dr. Ford some questions via Zoom.

AK = Alexander Kashtanoff

BF = Bridget Ford

AK: How would you describe HIST 409?

BF: HIST 409 can be described as a bridge between your work and the next steps to graduation, a course where you describe your college degree for potential employers to understand. The course helps students identify their strengths; it helps you see your powerful skill sets, so that future employers can also see you as a valuable asset. The hope is to identify a broad range of career paths for History majors. There are so many possibilities to find yourself as a History major. Everyone has a different learning experience and we want to support you in identifying and applying for the job you want.

AK: How can history majors benefit from taking HIST 409?

BF: HIST 409 encourages you to look at the breadth of your best college work, to identify themes and skills that can connect to future employers. This is the “portfolio” component. Your coursework shouldn’t be viewed in isolation; the work of the past 2-3 years can be looked at together, to seem common themes and strengths. HIST 409 isn’t intended to be an overly challenging experience in your last semester, as you are completing HIST 499 too! We want to help students create good resumes, and invite students to come back and use us as a reference for future applications. We want our students to remember that we are always here to help you.

AK: Have you heard from recent graduates who were able to land a job because of the resume or portfolio they built in 409?

BF: It’s hard to say that the work in HIST 409 is the precise cause of someone’s hiring, but I definitely hope that it helps! Examples of recent graduates who completed HIST 409, and who are now in the workplace, include history alumni working in digital advertising, insurance investigations, and biopharmaceuticals. These students all took HIST 409! These examples alone reveal the range of work history majors can go into!

Dr. Ford also serves on the university’s Scaling Career Services Task Force, which helps Cal State East Bay better set students up for successful careers after graduation. The Task Force is especially interested in making sure more students have the

opportunity to complete internships before they graduate. When I asked why developing internships was so important, she explained:

Internships lead to jobs. Every student that we have supported in seeking out internships, has gone on to either graduate school or continued work with the internship host. Developing internships takes time, so that we know students are developing career skills and receiving good mentoring. When we have those pieces in place, the results are just amazing. Internships complement the academic work, because students can see the immediate application of their research, writing, and analytical skills.

It is clear that HIST 409 is more than just a mandatory History course where students create portfolios. The course helps students bring together their academic work with their career aspirations, to make connections between the two. It is a place of encouragement and aid to help students see the significance of their major degree, in relation to a “dream job.” If the recommendations of the Scaling Career Services Task Force are adopted, History majors will have additional university help securing internships. Then, HIST 409 will help to connect those career preparation experiences, academic work, and sharpened resumes, all in an effort to land career-related jobs soon after graduation. HIST 409 is an example of the ways History faculty stand alongside their students to achieve their goals. From these portfolios, faculty have an easier means to write letters of recommendation and offer support and guidance.

Mount Diablo Field Trip

By Issel Navarrete, BA Student

On September 23, 2022, students and faculty of the history department went on a field trip to Mount Diablo in Contra Costa County. Sean Burke and Ted Clement from Save Mount Diablo guided participants through the legendary landscape of grasslands, stream canyons, blue oak woodlands, and oak savannas. During the walk through the Mangini Ranch Educational Preserve, Burke and Clement imparted lessons about the history of preservation.

Dr. Greg Brueck helped put together this field trip and connected it directly to his class HIST 388: US and California Environmental History. Dr. Brueck said he “wanted to connect this field trip to the

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Mt. Diablo (continued from page 7)

course theme of the evolution of modern environmentalism, to give students a glimpse of what an environmental organization is doing in their local community.”

During the trip there was an optional two-mile walk with a 400 ft elevation gain. The students there learned about the natural and cultural landscape of Mount Diablo. Later they engaged in a guided discussion under savanna oak trees to connect to this extraordinary landscape, and to appreciate all the people who sustained and preserved it over centuries. Students, who had been cooped up after years of quarantine from the pandemic, were excited to be out and about in nature with their peers.

Overall the trip was a success and Dr. Brueck especially enjoyed it when everyone sat under the oaks and got an opportunity to reflect on their time by writing in nature journals. Brueck was surprised at how moved the students were by the experience and noted that a few days later students were talking in class about how meaningful the trip was to them. It was then when he realized how the trip had really made a lasting impact.

Dr. Brueck credits the success of the field trip to the thoughtful program Save Mount Diablo put together. The reality is that the last few years have been deeply stressful for so many of us. Brueck explains, “this trip seemed like a safety valve for several students, a chance to finally take a breath and reflect on their place in the natural world.”



Keeping Barbara Lee’s Legacy Alive—Two Students’ Efforts to Preserve Her Journey

By Elizabeth Samson, BA Student

If you poke your head in the building between a Black Bear Diner and an airport parking lot on Hegenberger Road, you will find yourself at Congresswoman Barbara Lee’s unsuspecting campaign office. Congresswoman Lee has served and represented the city of Oakland and the 12th district since 1998. She is a renowned champion for peace and the people, tirelessly advocating for issues like ending the HIV/AIDS epidemic and decriminalizing cannabis. These are worthwhile causes to fight for, yet Barbara Lee is most known for her vote against the Authorization for Use of Military Force (AUMF) in the days following 9/11. In a room full of Democrats and Republicans, it was Congresswoman Lee’s sole vote that stood out among the desire to retaliate. She famously called the AUMF a “blank check for endless war,” and her anti-war stance serves as an inspiration to many.

Lee’s legacy ought to be preserved, and that is precisely what senior history majors Ashlyn Fraizer and Keith Vasquez are helping to do. Every Friday, these archival interns skip past the smell of all-day breakfast. Instead, they keep on walking through a set of glass doors leading to boxes and boxes and even more boxes that contain fragments of the Congresswoman’s political career. There are hundreds of articles, and documents, all from her district office in Oakland, her office in D.C., and her own home.



Fraizer and Vasquez

It is an intensive, often tiring, often rewarding experience to put together the archive. The amount of work to do is staggering. “It has been an amazing experience getting to work for the Congresswoman,” notes Fraizer, “I would say that the biggest obstacle is the sheer number of items to sort through.” No surprise, considering all those boxes contain items spanning her more than two decades in Congress.

But what kind of materials pass through Ashlyn and Keith’s hands? Unfortunately, most of it cannot be disclosed due to the non-disclosure agreement they had to sign. Aside from the government documents and files, they have noted the numerous awards Congresswoman Lee has won throughout her tenure: birthday cards, miscellaneous paperwork, and works of art made by all walks of life and ages. The general gist of the job revolves around deciding what can

“It has been an amazing experience getting to work for the Congresswoman. I would say that the biggest obstacle is the sheer number of items to sort through.”

Ashlyn Frazier

and cannot go into the archive. Not everything from Barbara Lee’s basement gets a ticket to the archive; things get misplaced, and things are forgotten. They joked on one occasion that there had been some documents that were best reserved for her eyes only—the kind of document that might be a little too personal. Other times, the papers simply are not relevant to her career or there are multiple copies of the same thing. Whatever cannot go in gets disposed of, returned, or donated; otherwise, all approved materials need to be organized, digitized, categorized, then put back in folders, boxes, and cabinets. Even if going through nearly endless paperwork is demoralizing, there are merits. To Vasquez, the process of going through all these boxes and folders is like a treasure hunt:

There is something about holding materials that have aided in major political decisions or documenting a significant historical event that is so powerful. More than once, Ashlyn and I have geeked out over something we have found or gone down research

Continued on page 16

Barbara Lee's legacy (continued from page 15)

rabbit holes because a random paper piques our interest. Once they are done going through that process for every single item, Congresswoman Lee intends for her archived work to be available to the public and accessible online. Until then though, there is still plenty to do. If anyone is interested in interning for the Barbara Lee archive, contact Dr. Ford! She is currently in touch with the Congresswoman's District Director and the archival team is hiring. No experience with archiving is required. From when they first started during the Fall 2022 semester until now, they

Growing Together Through Peer Mentoring

By Anthony Stovall, BA Student

Cal State East Bay has many resources and programs to offer when it comes to helping students. The Peer Mentoring Program is one of many ways that the Department of History reaches out to help students, particularly freshmen and sophomores. I was able to interview Thomas Hedges, one of the history department peer mentors, and learn about his experiences helping students in HIST 110 (The United States to 1877) and HIST 111 (The United States since 1877) and this is what he had to say:

"The Peer Mentoring Program is offered to help professors facilitate small group discussions and is a good way for first-year students and other students to ask questions of their peers. The Peer Mentoring Program also helps the mentors with their public speaking skills and their ability to lead small groups."

Hedges found that it was a great experience being able to engage and interact with the freshman on campus and to help cultivate young minds. For the mentees, having access to upper-division students who have previously taken the course ensures that they are starting their college journey off on the right foot. Freshman Moe Nadeem, who benefitted from the peer-mentoring program, explains:

"Peer mentoring gave me the opportunity as a freshman to ask questions; it also gave me the confidence in knowing how to navigate this new step in my life as a college student. Building a network of friends who are also on this journey

have only just gone through the basement. There is still plenty to organize and digitize for anyone eager to participate. All that they ask is for you to have an interest in the project and a willingness to do the work.

Vasquez and Fraizer have gained incredible experience, inspiration, and insight from working together with Barbara Lee and her team on the archive. Fraizer is honored for her rare opportunity to work with the Congresswoman, while Vasquez plans to use his gained archival skills to preserve his grandfather's life.

made it easier to adapt. The Cal State East Bay Peer Mentor Program also gave me an outlet if there were any questions I had. I was able to contact them directly which gave me peace of mind."

There have been studies that show how peer mentoring provides a boost in the college experience as well as an increase in GPA among freshmen in college. Having access to experienced students to help navigate the college journey is an amazing privilege. The mentor program offers a way to ensure students' success in the classroom. Among the many advantages of having a peer mentor, one of them is cost: Help from a peer mentor can save students from having to pay for or seek out a tutor who is not very familiar with the course content. Peer mentors also offer extra assistance to professors by providing currently enrolled students with insider's knowledge of the course.

The Department of History is proud of the hard work that these peer mentors are doing in HIST 110 and HIST 111 and we hope to see the program thrive and reach more freshmen in the future. In the words of Moe Nadeem, "I feel every freshman should have a peer mentor as it was vital to my success as a student."

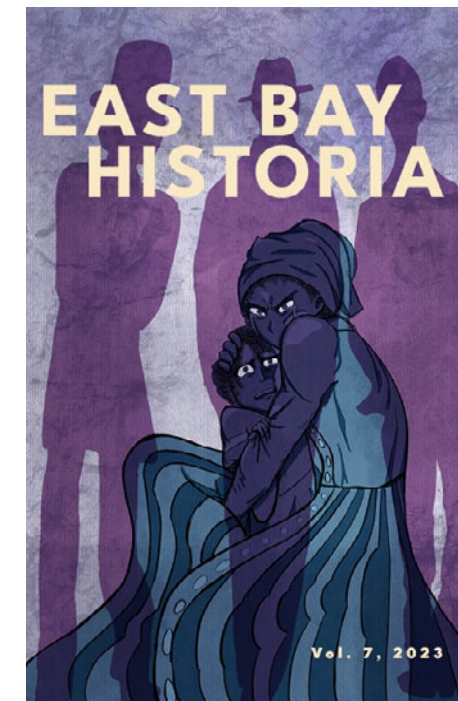


East Bay Historia Volume 7

By Conner Bonneau, BA Student

To all those pursuing an education, the last few years have brought forth nearly every external challenge and obstacle in the pursuit of knowledge, skills, and a better life. Students today have struggled through the COVID pandemic, violent civil unrest, international conflicts, housing shortages, and economic inflation in the last few years just to be where they are now. Yet, despite it all, each student here today, whether an incoming freshman or a senior on the cusp of graduation, has shown a dogged determination to continue their learning in the face of such adversity. It is from these struggles that the strength of one's character shines through. History is filled with people who have had to overcome struggles and face adversity. Whether it is Black mothers caring for their children in bondage, mental health patients enduring medical abuse, or indigenous communities worldwide facing subjugation and resource exploitation through colonialism, history reveals just how much people can overcome. It is my hope that those who read this year's edition of the *East Bay Historia* will learn about the struggles of the past from our remarkable writers.

This year, I have been privileged with the opportunity to lead a talented and hardworking editorial team of history majors. Every member of this team dedicated their time to meticulously evaluate, revise, and then revise again, each essay in this publication. None of this would have been possible without their hard work in what I can



only describe as a labor of love for this project. I appreciate the tireless work of every member of the editorial staff. A special thanks go to my fellow editorial leaders, Elizabeth Samson and Parker Hallowell, who always went the extra mile in their copyediting efforts. Our citation experts, Sean Bongiovanni and Alexander Kashtanoff, poured over every footnote, hunted down missing page numbers in archival sources, and now know The Chicago Manual of Style backward and forward. I greatly appreciate Thomas Hedges and Michael Moshiri, who demonstrated incredible diligence in serving on the legal team to ensure our authors could publish the photographs and images that help them tell these stories. Thank you to Anthony Belavitch, our chief financial officer, who took the extra effort to steward the funding for this year's edition. Mya Elliott and Jeremy Burden assisted with the journal's design and captured this

volume's essence with the dedication page and epigraph. Finally, Taylor Hillman, Issel Navarrete, and Anthony Stovall made up our marketing and multimedia team and creatively promoted the *Historia* to a broader audience through our departmental Instagram page (@csueb_history). Every member of the editorial board should be proud of their work on this project.

This year's publication covers a wide range of topics brought to life by the talented writers who submitted their research to be published. In this journal, you will read stories about social injustice, resource exploitation, and colonialism. It doesn't surprise me in the least that these themes were prominent amongst the writers and editors because of what we see in contemporary society today. We write about social injustice because we witness it daily through the exploitation of workers, discrimination against immigrants, and police brutality against Black Americans. We write about environmental degradation because we continually observe how resource exploitation has caused it. We write about colonialism because we still live through its effects on society. The articles in this publication are but a reflection of what we witness happening around us.

Creating this journal takes a village, and I want to thank everyone affiliated with the *East Bay Historia*. All of these essays started as assignments in Cal State East Bay classes, and we thank the faculty who ushered these essays into existence, read earlier drafts, and guided the historical research. For a fourth year, student artists from Professor

continued on next page



Advisor Dr. Alexander and Editor-in-Chief Conner Bonneau

Historia (continued from page 17)

Josh Funk's digital illustration class at Chico State have produced poignant illustrations that bring each story to life. We are grateful for their beautiful aesthetic contributions.

Thank you to the members of the Alpha Rho Theta chapter of the Phi Alpha Theta history honors society, whose support and community have nurtured this publication. Thank you to all the guest speakers in Dr. Alexander's public history

course who offered us their wisdom and expertise. Katelyn Turner, Associate Acquisitions Editor at Rowman & Littlefield, and Jürgen Buchaneau and Rebekah Weber from the journal *The Latin Americanist*, offered their insider perspectives on the publishing industry, which helped us sharpen our focus while working on the *Historia*. Librarian Linda Dobb dropped everything to assist our legal team when they had questions regarding intellectual property and copyright restrictions. In addition, I would like to express my deep and sincere gratitude to our funders, the Department of History, and the donors in the Friends of History. Their continued generosity has made the *East Bay Historia* the centerpiece of our department, enriching our experiences as students and giving us real-life experience working on a publication.

Readers, thank you for picking up a copy of the *East Bay Historia*. I sincerely hope you enjoy learning about history from these wonderfully produced narratives.



The 2023 Editorial Board

Our Little Group: Phi Alpha Theta-Alpha Rho Theta is Up & Running!

By Ari Diaz, President of Phi Alpha Theta

Our East Bay chapter of Phi Alpha Theta has finally been established! After a long journey, our chapter, Alpha Rho Theta, has officially been recognized by campus authorities. Originally an idea conceived by Dr. Alexander in 2017, the paperwork and application process to establish our local chapter became quite intense, so the idea was shelved for later. Finally, in Fall 2021, we began organizing our own chapter with blessings from the national headquarters. I joined in Spring 2022 and was a part of the first group of about 19 students who were inducted as members. The induction ceremony, held on March 18, 2022, was full of pomp and circumstance; inductees held candles and recited a pledge. We also received our charter document, finally establishing our East Bay chapter, Alpha Rho Theta.

The next step was to elect officers. Dre Santos became our first secretary, and I was elected Vice President. I assumed the VP would be a ceremonial position – much like in real-life politics. However, nobody wanted to be President – so that made me acting President until we found someone to fill the position.

It was a slow start. For Fall, we tentatively planned a movie night, volunteering at local archives, and field trips. Unfortunately, the closest thing we ever got to organizing an event that fall was the open house at the beginning of the semester, open to all History students. Dr. Ford put our Alpha Rho Theta banner on the table where guests got their food. As I told Dr. Ford, it looked like we were recruiting for a cult!

Then Spring 2023 arrived. That is when we got the ball rolling. Dr. Alexander returned from maternity leave, and we met on the first day of the semester. She asked if I was a member. I told her, “Yes, I’m actually the VP!” Then she says to me seriously but with the tone of someone trying not to laugh at their own joke, “Well, you’re the President now.” I nervously

continued on next page



Phi Alpha Theta graduates wearing their honors cords at commencement



Thomas Hedges with advisor Dr. Alexander

Phi Alpha Theta (continued from page 19)

So, much like the great heroes of old, I welcomed the new challenge of becoming President and leading my fellow peers into a prosperous future—I also didn't want to let my favorite teacher down. After a few organizational hurdles, we met to vote for open

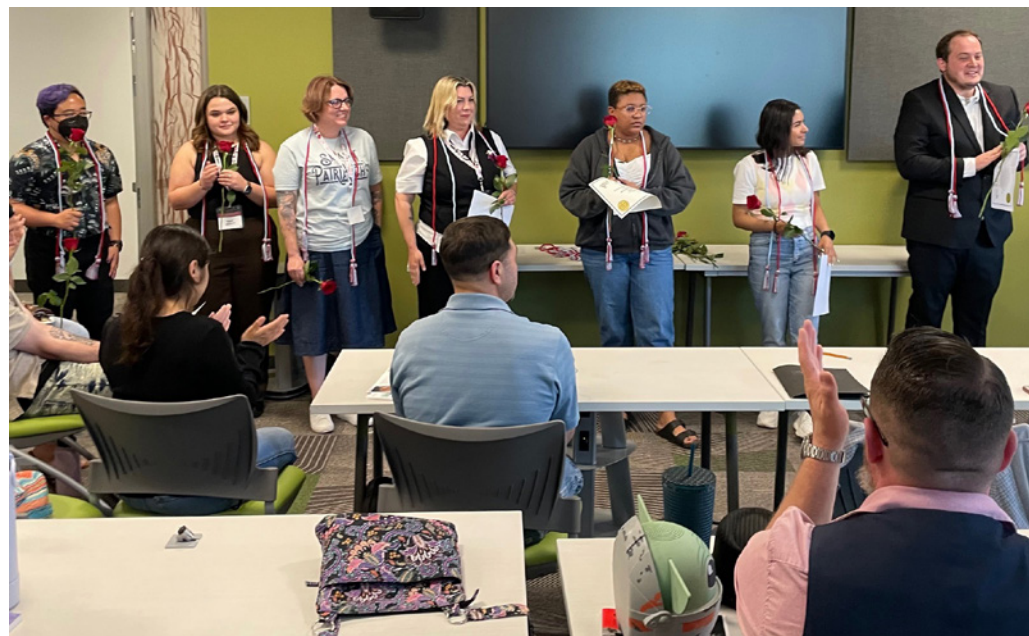
officer positions, wrote our constitution, had a meet and greet, and ended the semester with our induction ceremony. The new members of Phi Alpha Theta-Alpha Rho Theta for Spring 2023 are:

- | | |
|--------------------------|--------------------------------|
| 1. Sara Isabel Andrade | 12. Thomas Hedges |
| 2. Sam Balderas | 13. InsanJohnson-Hagler |
| 3. Conne Scott Bonneau | 14. Maria Kaj |
| 4. Britney Brown | 15. Jordan Mendez |
| 5. Leland Butcher | 16. Alondra Yaquelin Rodriguez |
| 6. Edward Hill Jr. | 17. Elizabeth Lee Samson |
| 7. Mya Callie Lee Elliot | 18. Jennifer Shaw |
| 8. Ashlyn Frazier | 19. Keith Vazquez |
| 9. Steven Garcia | 20. Katelyn Villalpando |
| 10. Jacob D. Hall | 21. Trix Welch |
| 11. Parker Hallowell | |

Our officers for Spring 2023 are:

- | | |
|--|---|
| 1. President—Ari Diaz (that's me!) | 5. Events Manager—Jennifer Shaw |
| 2. Vice President—Conner Scott Bonneau | 6. Historian—Sam Balderas |
| 3. Secretary—Dre Santos | 7. East Bay Historia Liaison—Elizabeth Lee Samson |
| 4. Treasurer—Parker Hallowell | |

The officers are still figuring out what our roles are or should be. Many new members are graduating this year. But this semester, we did more than we ever had in the past, and because of that, I'm optimistic that we will do great things going forward with our excellent officers and enthusiastic members (new and returning). Alpha Rho Theta has never been in a better position!



Roses and honors cords to celebrate Phi Alpha Theta members

Wanda Washington Conference

By Jason Daniels, Assistant Professor

On April 28, 2023, the students, faculty, and community members gathered for our annual conference. Organized by Jason Daniels, this year marked the Department of History's 6th Annual Wanda Washington Student Conference! This year's conference welcomed over thirty participants, including a dozen graduate students and more than twenty undergraduates. Anna Alexander, Dee Andrews, Bridget Ford, Samantha Francois, Mary Ann Irwin, Linda Ivey, Elizabeth McGuire, Michael Schulze-Oechtering Castañeda, and Jessica Weiss chaired and commented on student panels throughout the day. The conference panels were all-encompassing, reaching across hundreds of years and thousands of miles. From medieval Mongolian accountants to contemporary



Ari Diaz presenting his work on Cool Britannia

Check out more photos from the conference at:

csueastbay.smugmug.com/History-Convention/i-wmhkhQq



Mon King presenting about Civil Rights activism



Top photo: Samantha Rohman presenting about California landmarks program
Lower photo: Dr. Daniels giving opening remarks at the student conference

indigenous land rights, the presentations revealed the Department of History's greatest asset - our student's dynamic and diverse interests in "learning the past," "understanding the present," and "shaping the future." The day concluded with a robust Phi Alpha Theta induction

ceremony and the presentation of 2022-23 awards and 2023-24 scholarships. The Wanda Washington Student Conference illustrates our students' dedication to the discipline of history and their monumental achievements at CSUEB.

Scholarships and Awards

By Jason Daniels, Assistant Professor

Through the exceptional generosity of private donors, the Friends of History, and the Department of History at California State University, East Bay, the Scholarship Committee awards approximately \$20,000 in scholarships, awards, and prizes each academic year; this year is no different. For the 2022-2023 academic

year, the Department of History granted six awards for outstanding performance in a variety of applied history courses and seven awards for outstanding performance in a variety of world history courses. Thanks to the generosity of "Friends of History" and our many donors, for the upcoming 2023-2024 academic year, the Department of History awarded ten scholarships. Indeed, it is with great honor that we acknowledge all of our scholarship and award winners.

List of Winners

American Association of University Women (Patricia Ball) Scholarship

Balderas, Samantha

East Bay Historian of Exceptional Promise (Undergraduate)

Reed, McKenzie

Gerard C. and John M. Stanley Scholarship

Bonneau, Conner

Judith M. Stanley Scholarship in Women's History

Rivera, Rachel

Richard B. and Evelyn Whitman Rice Senior Scholarship

Samson, Elizabeth

Richard B. and Evelyn Whitman Rice Underclass Scholarship

Villalpando, Katelynn

Fernandez, Victor

Blanchette Family Scholarship

Barreto, Sadie

John and Ruth Sandoval Scholarship

Hedges, Thomas

East Bay Historian of Exceptional Promise (Graduate)

Pritchard, Spencer

Morby Award for Outstanding World History

Muzammel Gouhary

Trix Welch

Christian Ro

Jackson Best

Robert Gamez

Conner Bonneau

Alondra Rodriguez

Gilliard Award for Historiography

Keith Vazquez

Alondra Rodriguez

Gilliard Award for Outstanding Work in Public History

Parker Hallowell

Gilliard Award for Outstanding Work in Digital History

Mon King

Gilliard Award for Outstanding Work in Teaching History

Sara Andrade

Department of History Research Award

Trix Welch

Gilliard Award for Outstanding Research

Rachel Garcia

Spencer Pritchard

Ashlyn Frazier



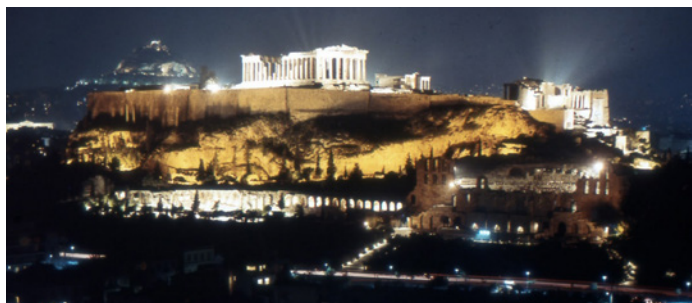
Kevin Kaatz as the new GE Director

Prof. Kaatz has not disappeared! In July 2022, he was appointed the Director of General Education at East Bay. He oversees all of GE, which includes assessment, revision of learning outcomes, and certifying/recertifying general education courses. While he is usually not teaching (at least in the Fall/Spring), he is still a faculty member in the History Department. His new office is 1500 SA-stop by and say hi!



Study Abroad in Athens, Greece next Summer (June 2024) with Prof. Kaatz!

Next summer (June 2024) Prof. Kaatz will be taking a group of students to Athens for three weeks at the American College of Greece. He will be teaching Ancient Greece (HIST 336, Upper Division C, 3 units) and Sustainability in the Ancient World (HIST 333, Upper Division C, Sustainability Overlay, 3 units). This will be a hybrid five week course, with the first week being a mix of synchronous/asynchronous, the next three weeks in glorious Athens, and the final week will be asynchronous. Be on the lookout for information sessions starting in Spring semester, 2024!



Athens, Greece

NEH Grant Food Justice

By Michael Schulze-Oechtering, Assistant Professor

We are excited to announce, one of our faculty members, Dr. Michael Schulze-Oechtering Castañeda, alongside Dr. Antonio Roman-Alcala (Anthropology, Geography, and Environmental Studies), were recipients of the National Endowment for the Humanities (NEH) Spotlight on the Humanities in Higher Education Exploration Grant. Dr. Castañeda

and Roman-Alcala will be co-coordinators of a community-engaged, campus-wide humanities project dedicated to the topic of “food justice.” The official title of the project is “Growing, Learning, and Archiving: Leveraging Underrepresented Histories of Food and Farming for CSU East Bay Students and Faculty.” Drawing upon Alison Hope Alkon and Julian Agyeman’s generative study, Cultivating Food Justice, project coordinators, Dr. Castañeda and Dr. Roman-Alcala view food justice as a framework for understanding intersecting systems of oppression that shape the production, distribution, and consumption of food. By tracing the historical development and enduring legacies of food justice in California, and the East Bay in particular, the project will introduce our campus community to local social and cultural movements that shaped our contemporary understanding of food justice.

As an “exploratory grant,” the NEH grant will support the planning phase of the above-mentioned project. At this current phase, Dr. Castañeda and Dr. Roman-Alcala envision three essential components to the project, which will be implemented during the 2024-2025 academic year: 1) a public Underrepresented Histories of Food and Farming event series that invites community-leaders in struggles for food justice to share their work with the campus community and general public; 2) a podcast produced by students (in collaboration with faculty mentors) based on interviews with the event series speakers, as well as students’ own research on the subject matter, including historical research done at local archives with theme-relevant materials; 3) development of a digital food and farming archive (focused on underrepresented communities) within the CSUEB Library, populated by the podcasts and associated materials (documents, photographs, posters, artwork, etc.). This archive would be further developed alongside new and expanding educational and research programming on food themes at the University and will provide an ongoing resource for classes across campus that fulfill the campus’s “Sustainability” and “Social Justice” General Education (GE) requirements.

For any history students interested in learning more about this project, feel free to contact Dr. Michael Schulze-Oechtering Castañeda (Michael.schulzeochtering@csueastbay.edu).

Project Ukraine

By Elizabeth McGuire, Associate Professor

Each year the department’s Warfare, Genocide, Terrorism: Violence and Globalization since 1914 undertakes a digital or public history project related to one of the case studies from the course. The current war in Ukraine is a shocking reminder of the continued relevance of 20th century history and the ability of political violence to shift the world order quickly and permanently.

Our Spring 2023 students collaborated to craft a single timeline of key events as they happen, distilling what can feel like a barrage of news coverage into carefully curated snapshots of history in the making. Each student chose a point of view from which to follow the news: Ukrainian civilians, refugees, Russians back home trying to understand what’s going on, Ukrainian soldiers, Russian President Vladimir Putin, the United States, or NATO. At the same time, students received short lectures clarifying key aspects of Ukraine’s history and relationship to its neighbors. At the end of the term, they recorded their personal reflections about the war and uploaded them to Soundcloud.

At first students seemed to be finding their footing with the news, covering the basics. But as the semester went on and they searched for fresh news content, they made interesting discoveries. “One thing that stood out to me this semester is the overwhelming need for mental health support for the soldiers in Ukraine,” said Richard Tenorio. “As a former member of the United States military I understand the limited training, if any training at all, that service members might receive

in dealing with mental health issues and PTSD. Ukraine’s situation is unique, however, in that many of the soldiers became civilians overnight as civilians joined to protect their country - civilians with little to no training, much less training in mental health, if at all.” Richard followed this thread, noting that the one mental health hospital in Kyiv had been overwhelmed with patients within the first six weeks of the war.



Other students found themselves asking simple questions that perhaps everyone would have if they really stopped and thought about it. “I really don’t know how much a war costs,” said Abigail Barragan, “if that makes sense.” She went back through the timeline and calculated that the U.S. had sent over \$4 billion in military aid. “One recurring theme I have seen throughout the semester is how much aid the U.S. has sent to Ukraine,” said Vivian Baik. “That is wonderful! But why can’t the U.S. put that effort into its own citizens? I do not want to make this sound political, but the U.S. is very biased, even to its own citizens...the U.S. is spending this money on Ukraine even as we are hitting the debt limit. I just feel like the U.S. is...only taking actions and not caring about the consequences.” Many students echoed similar themes, noting, for example, that the Ukrainian refugees the U.S.



A father bids farewell to his nine-year-old daughter as the train with his family leaves for Poland, in Odesa

has accepted are coming to the U.S. at the expense of other potential refugees and immigrants.

While students were consistently astonished by the bravery of Ukrainian soldiers and the resilience of civilians, they went beyond the headlines to find fascinating examples. One student followed news about farmers. “One of these farmers actually modified his tractor so that it can remotely plough through fields, because all of these farming fields are now filled with land mines from Russian soldiers.” History minor Jonathan Molina noted stories of pregnant women fleeing without their spouses. “You know how painful that is?” he asked. “Many Ukrainian soldiers have taken the initiative to freeze their sperm, to ensure that their name and legacy will live on, even when they’re gone. These soldiers love their country so much,” he said, that they seemed to want to leave a piece of themselves for its future.

Warfare, Genocide, Terrorism: Violence and Globalization since 1914 will be offered again in the fall, and this project will continue.

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Congratulations to our graduates!

CAL STATE
EAST BAY
DEPARTMENT OF HISTORY

