

CAL STATE EAST BAY DEPARTMENT OF

HISTORY



FALL 2019 NEWSLETTER

FOCUS ON FRIENDS

AN INTERVIEW WITH BARRY FELDSCHER

By 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.

In early November, I had a conversation with Barry Feldscher, one of our Friends of History, to talk about his love for history and the advice he has for our students. Mr. Feldscher (BS '67, Mathematics) is a retired aerospace engineer and licensed pilot. An avid student of American, Jewish, and maritime history, he has written and published two books: *My Jewish Self: A Collection of Stories, Observations, & Anecdotes* and an aviation novel, *Between Two Worlds*. He currently works as a substitute middle and high school teacher in Silicon Valley.

During our conversation, Mr. Feldscher retold a story from twenty years ago when he restored a World War I airplane, which now resides in the Marine Corps Museum in Virginia. He and a team of about a half dozen people completed the restoration work over a two-year period in a warehouse at Fort Mason in San Francisco. They worked from a reproduction blueprint from the Dayton-Wright Airplane Company, one of the outfits that manufactured DH-4s back in 1918. During the restoration, he "felt the presence of the men and women who built these aircrafts in 1918."

Restoring the aircraft required that Mr. Feldscher conduct extensive research about the DH-4s. He explained that the aircraft had originally been designed by the British airplane manufacturer Geoffrey de Havilland in 1916. It was the only American-built aircraft that saw combat in World War I. When the United States entered the war in 1917, it was woefully behind in aircraft development. To rectify this situation, a commission was sent over to Europe to seek out the best available combat aircraft and to make arrangements to enable their production to be established in the United States. The DH-4 was selected from among five British and French aircraft types and after several modifications including incorporating the American-designed Liberty V-12 engine, the first of the American-built Liberty planes were delivered to France in May 1918



where they served with distinction during the Meuse-Argonne campaign. Four Medals of Honor were won in them and one was credited with shooting down a Zeppelin during a bombing raid. After the Armistice, they became the basis of the Army Air Service's fleet of combat-ready aircraft. They also served to fly air mail until 1927.

When I asked him about whether or not studying history helped his aerospace career, he was adamant that history transcends any discipline. He emphasized that historians' methods, especially traceability and tracking sources, are essential skills for all types of careers. He explained: "Whatever profession or endeavor you may ultimately pursue, an historical perspective may come in handy especially during times which require the use of judgment. In an information age of often conflicting signals, it can prove of tremendous value in helping you to think straight. By drawing knowledge from the collective experiences of those who have come before, we don't have to keep reinventing the wheel."

GRADUATE STUDENT SCHOLARSHIPS

By Kevin Kaatz
ASSOCIATE PROFESSOR

This year the Graduate Scholarship Committee gave out \$3600 in awards to six graduate students. Andrew Bohan, Tracey Boyle, Sabrina Harper, Miguel Huanaco, and Michael Oliver all received the Kwon-Irish Award. And Brooks Moyer, received the Rice Award. We also awarded the Campbell Scholarship (\$10,000) to Jasmyn Murrell. Congratulations to all of them!

CAMPBELL SCHOLARSHIP

By Jasmyn Murrell
GRADUATE STUDENT

Since my time at CSU East Bay, I have had the opportunity to be part of new forms of education. For instance, our History Department had its Third Annual Student Research Conference, and I had the pleasure of presenting my research on Cherokee self-identity under citizenship laws. Plus, the professors are eager and motivated to help us find our places as historians.

The Campbell scholarship has allowed for financial security. I am a full-time worker and full-time student. I have dedicated my scholarship towards archival and museum skill-building, as well as towards completing my final project. My final project will delve into the creation of self-identity under citizenship law for Black-Cherokees. I have been able to take steps towards conducting my research by taking trips to the Cherokee archives in North Carolina, Oklahoma, and Washington, D.C. In the long run, I believe having the ability to visit these specific archives will help me better understand how Cherokee Freedmans' history formed and evolved. Excitingly so, I have gained some first-hand encounters with all three sects of the Cherokee tribes that stand today. The Cherokee foundations I have been communicating with have been truly open and helpful with my desire to research history.

As of now, I am determined and eager to enhance my skills in working with the community and government institutions to better understand how history will evolve for the next generations to come, and how it should look. To achieve these goals, I have begun working with a small group of individuals trying to preserve an under-represented history for Chinese Immigrants and Chinese Americans in the City of Fremont. I was brought on to work with The Shinn Historical Park & Arboretum in Fremont, as grant proposal writer and marketer for the team's



historical projects, specifically The Chinese Bunkhouse Preservation Project. At the same time, I have begun the process of applying for a summer internship in Washington, D.C. at the National Museum of American Indians, where I will gain first-hand experience in operating public-facing and culturally diversity programs, while collaborating with American Indian tribes, the Smithsonian, the community American Indians in Washington D.C. and schools.

For the future, I plan to take my education to the next step and apply for a Ph.D. program. I have been looking at programs of dual concentration in museum studies and restoration. From there, I hope to create collaborative partnerships with school districts, museums, and national parks, so that students in K-12 grade can have more input in the history coming out of their communities. I believe this will then open access for the parents of the student to be involved as well. I am trying to create a balance in participation from professionals, meaning workers in public history, and community-based voices in the representation and interpretation of history.

In the end, The Campbell Scholarship has helped my research to come together and grow. Plus, it has allowed me to make underrepresented communities feel seen and heard, and to be a part of educating the world. I am happy to say I have found a home with public history. Thank you again!

FALL SPEAKER: ACADEMIC FREEDOM

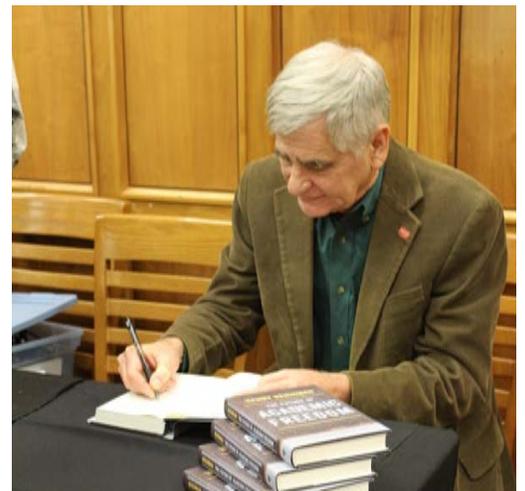
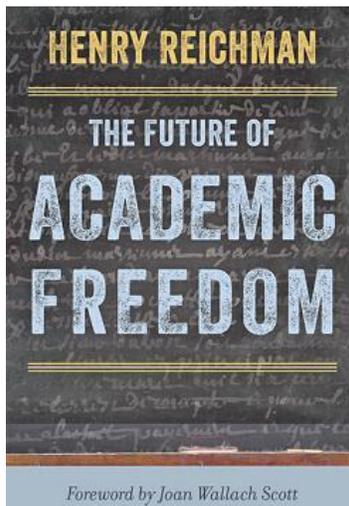
**By Vahid Fozdar
ASSOCIATE PROFESSOR**

The annual Fall Speaker event this November, which was sponsored by the Friends of History, featured one of our emeriti faculty, Henry “Hank” Reichman. Dr. Reichman has been travelling the country to discuss his recent book, *The Future of Academic Freedom* (Johns Hopkins Univ. Press), and has also appeared on a number of radio and TV interview programs. In addition to serving for a number of years on the governing board of the American Association of University Professors (AAUP), Dr. Reichman has, since 2012, chaired its Committee A on Academic Freedom and Tenure. He therefore brought both expertise and long experience to the audience assembled in the Biella Room to hear his talk, “Does Academic Freedom Have a Future?”

Dr. Reichman began by stating that most people aren’t very clear about what academic freedom is and often equate it merely with freedom of speech. Academic freedom is much more than this, and comprises distinct elements that are in turn closely connected to the security afforded by tenure. In the classroom, academic freedom is the freedom to teach one’s subject as normally construed and without interference. Second, it is the freedom to control and structure one’s academic research without undue and inappropriate influence from university administrators or outside donors. Third, it is the right of professors to express their ideas both on and off campus without penalty. It is this last element, he

explained, that is a close cousin of the constitutional guarantee of freedom of speech afforded to all citizens. Yet, as we know, freedom of speech does not usually extend to the workplace, where a private employer often imposes penalties (even termination) on an employee for exercising this freedom. In a university, by contrast, while there might be legitimate reasons for administrators and trustees to revoke a professor’s tenure, expressing one’s ideas must not be one of them, for the simple reason that intellectual freedom is absolutely essential to what a university is all about.

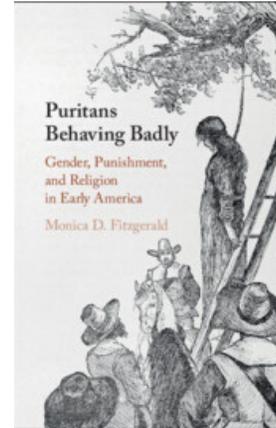
Dr. Reichman also examined some current threats to academic freedom, such as interference by university administrators in faculty governance; pressure exerted by external donors; and online harassment of professors by people or groups outside the university. It should come as no surprise that Dr. Reichman’s talk generated a number of questions, and he graciously answered them all. Those present could not help but come away from his talk with a much deeper understanding of academic freedom than they had going in. At one point, Dr. Reichman quipped that he gives such talks to “shamelessly promote my book”; however, his book is without doubt an important one to promote. For in the end the future of academic freedom is, as he stated, up to all of us.



ALUMNI NEWS

Monica Fitzgerald MA 1996

I recently received promotion to full professor at Saint Mary's College of California. In Spring 2020, Cambridge University Press will publish my book *Puritans Behaving Badly: Gender, Punishment and Religion in Early America*. The book argues that laypeople shaped gender conventions by challenging the ideas of ministers and rectifying more traditional ideas of masculinity and femininity.



Monica Fitzgerald and her forthcoming book
Puritans Behaving Badly

Ryan McIlhenny MA 2001

In Spring 2020, my book *To Preach Deliverance to the Captives: Freedom and Slavery in the Protestant Mind of George Bourne, 1780-1845*, will be published in the Antislavery, Abolition, and Atlantic World series of Louisiana State University Press. The book, a substantial revision of my dissertation from UC Irvine, is essentially an intellectual biography of one of the pioneers of immediate abolition, George Bourne, who lived from 1780-1845. An English immigrant to America, who maintained an Atlantic perspective in his approach to reform, Bourne's work in antislavery, written prior to the 1830s, profoundly influenced reformers like William Lloyd Garrison, Theodore Dwight Weld, and Roy Sunderland. But Bourne was also the pioneer of the "ex-nun genre" in American literature. So he was one of the first to link—at least on an intellectual level—an aggressive opposition to slavery as well as to Catholicism. The book explores the complexities of notions of freedom in the early republic and antebellum period within an Atlantic context. In particular, I try to resolve the issue of how liberal abolitionist radicals made sense of their virulent religious intolerance toward Catholics.



Ryan McIlhenny (MA 2001)

Michele N. Zugnoni BA 2002

In 2013, I graduated from CSU Stanislaus with an M.A. in English, emphasis in Teaching Writing and Rhetoric. Afterward, I attended a PhD program at UC Davis in Education, with a designated emphasis in Writing Studies. I graduated with my PhD in September 2019, publishing a dissertation entitled, "Encouraging Empowerment Through Expression: Creation of a Self-Reflective Writing Group for First-Generation College Students." Since then, I've obtained a position as an Assistant Professor of Instruction with the Cook Family Writing Program at Northwestern University. It's been a whirlwind, and I'm truly enjoying my job and my life.



Michele N. Zugnoni (BA 2002)

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.



WELCOME PARTY

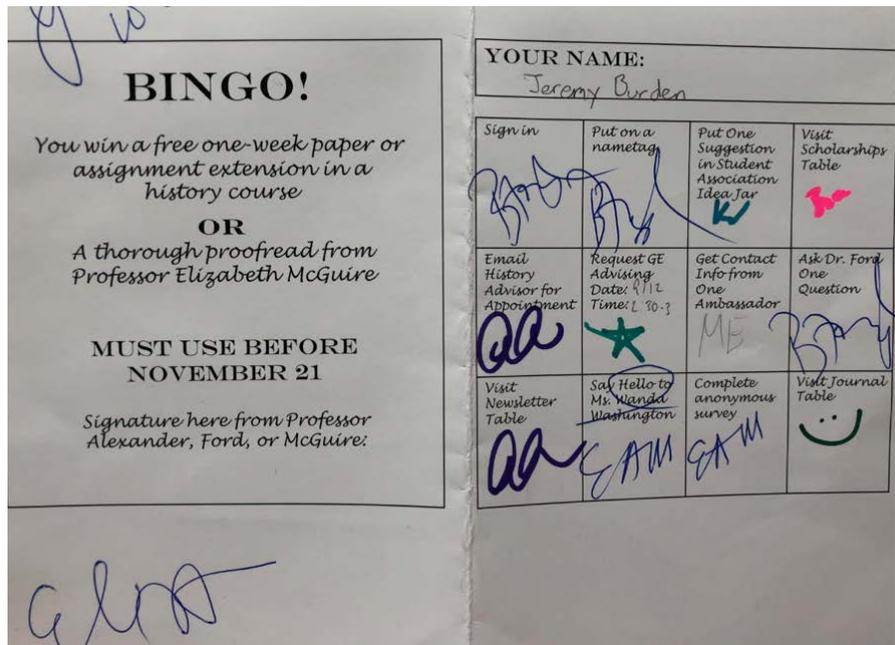
By Elizabeth McGuire
ASSISTANT PROFESSOR

We welcomed history majors in September 2019 with a party. Now what other major does that?

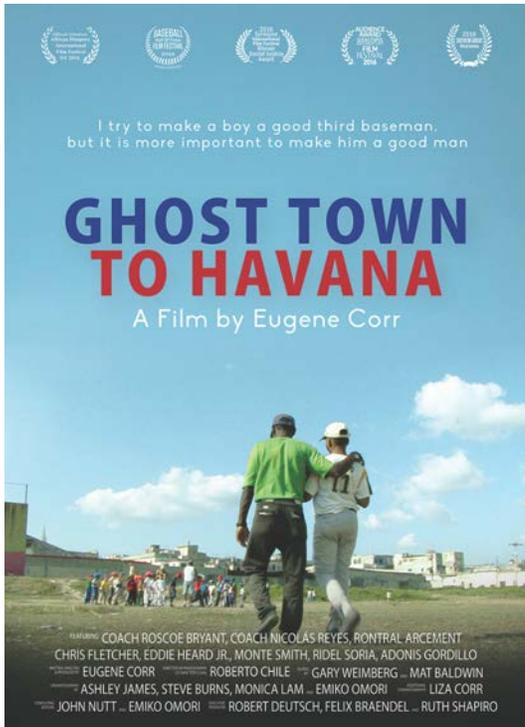
The party had pizza, it had balloons, it had games. Specifically, it had a very strange form of bingo in which students ran around the room gathering all kinds of specific information that they needed to be successful in the coming semester. Our History Major Ambassadors personned the tables where specific information could be found and signed off on students' cards once they had gotten it.

It was chaos, but, persistent students who managed to perform all the feats on the bingo card won a free extension on a paper... which they then used this past semester.

Come to the party next fall... you too could win that extension!



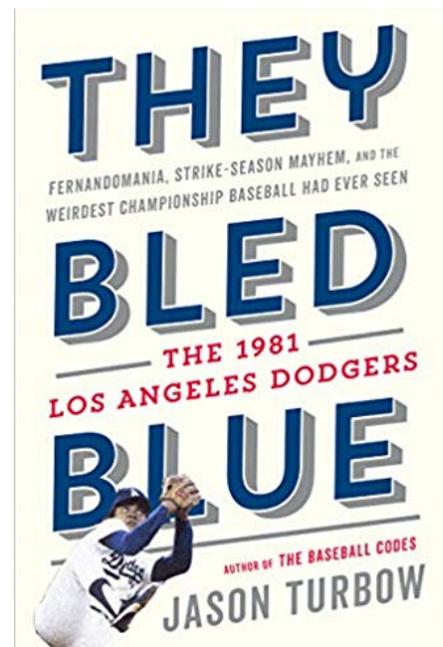
BASEBALL AND HISTORY: A WINNING COMBINATION



For Hispanic Heritage Month, Dr. Anna Alexander received a Beyond the Chalk grant from the Diversity Inclusion Student Center to bring the documentary *Ghost Town to Havana* to campus. The screening was a collaborative effort between Dr. Alexander's class, HIST 393: Revolutionary Thought in Latin America, and Dr. Ben Klein's class, HIST 480: Baseball in America. The film is about a little league team in West Oakland that visits Havana, Cuba to play a little league team there. It examines the intersection between youth sports, social justice, and how children from West Oakland and Havana have to overcome seemingly insurmountable obstacles. In watching these case studies from West Oakland and Havana, students witness systems of oppression that are operating in both capitalist and socialist countries, and how two little league teams and their parents recognize and confront those systems in their daily lives. The screening was followed by an in-depth discussion with director Eugene Corr, an Academy-Award nominee producer/director, and the Oakland coach, Roscoe Bryant.

For additional information about the documentary, see <http://www.ghostowntohavana.com/>

Dr. Benjamin Klein made arrangements to bring best-selling author Jason Turbow to campus for a conversation about Fernando Valenzuela and the 1981 Los Angeles Dodgers. The event, which took place on October 14 in the Old Union, coincided with Hispanic Heritage Month. Students in HIST 480: Baseball in America listened to Turbow discuss his research for *They Bled Blue: Fernandomania, Strike-Season Mayhem, and the Weirdest Championship Baseball Had Ever Seen: The 1981 Dodgers* (Houghton Mifflin Harcourt). One student offered the following assessment on the impact of Valenzuela on the Mexican community in Los Angeles: The event "brought a lot of insight to how much a sport can impact people's lives. It also shed light on the cultural influences one person could bring to a whole city." Turbow expressed his appreciation for the "lively discussion" moderated by Dr. Klein and the "great follow-up questions" from the audience. Afterward, the local writer signed copies of *They Bled Blue* and chatted with students.



THE ELUSIVE EDEN BOOK LAUNCH

In September, the History Department hosted a book launch to celebrate the newest edition of *The Elusive Eden*. Dr. Dee Andrews gave the opening remarks, and has graciously allowed us to print them here.

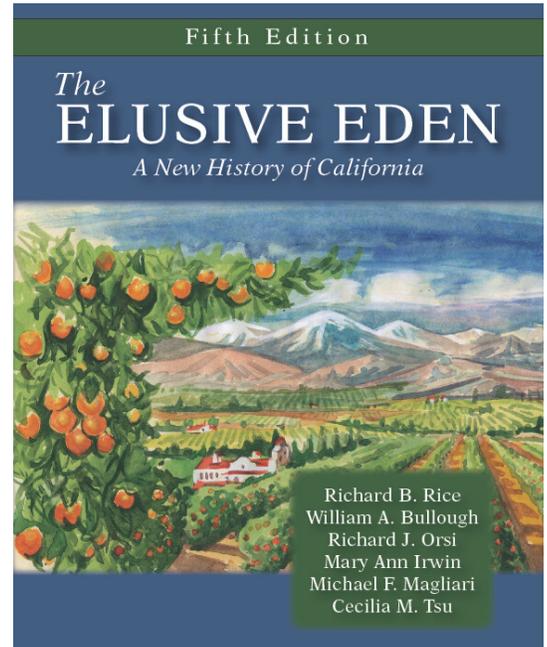
I'm going to start by saying a few words about my experience in coming to understand the import of California history.

I grew up and went to public schools in Westchester County, New York, right north of NYC. Of course, New York State history was on the curriculum: in this case, in elementary school.

In my graduate work, I had occasional brushes with Pennsylvania history, almost entirely in my chosen specialty of early America. But when I came to Cal State Hayward, I had virtually no inkling of how the study of a state might be a serious academic endeavor. Then I went to my first campus reception with the President, where Provost Maury Dance asked me: what was my field of expertise. I said: "early American history." And he said, "which early America?"

32 years later I still remember that question: because it was SO correct. Which early America indeed? The first 200 years of Spanish dominance? The 13 British colonies? North America from ocean to ocean? Western America? Indian America? It was ALL early America.

And I soon discovered that the best way to grasp that "other" early America, was to grasp the significance of the long



history of the state I had made my adopted home. And nothing brought that home to me more than the trio of California historians who graced the halls of Meiklejohn when I first came to Hayward: department founding member Dick Rice, and those junior to him: Bill Bullough and Dick Orsi. Their "new history" *The Elusive Eden* was first published by Knopf - one of the leading, if not the leading, historical publishers in America - the following year.

Dick was soon ensconced in his office across the hall from mine as editor of *California History*.

I watched over the years as he and his associate editor Marlene Smith-Baranzini navigated the waves of paper that flowed through their small spaces in Meiklejohn, and produced one beautiful volume after another. Not only did I learn that California history mattered - all 3 of the trio expressed unrestrained enthusiasm for their subject matter - but I also learned that production values mattered and images were essential.

The highlight of those years were the California History Sesquicentennial Volumes, published by UC Press and edited by Dick Orsi and 4 different historians: *Contested Eden*, with Ramón Gutierrez (1998); *A Golden State*, with James Rawls (1999); *Rooted in Barbarous Soil*, with Kevin Starr (2000); and *Taming the Elephant*, with John Burns

(2003). The California Historical Society hosted a boisterous reception celebrating the series, and all of us history colleagues were enormously proud to see our department at the center of such a valuable enterprise.

Today my favorite course is a history of the U.S. from a North American perspective, from Columbus to - yes - California statehood, which, I argue, was the central turning point in U.S. history. I'm much more aware of how the invention and crossing of boundaries - epitomized by the great boundary-crashing that was the U.S.-Mexican War and the Gold Rush-is such a central part of all early American history, and - it so appears - still is. I've learned to pepper my lectures with enormous amounts of visual material, such as Dick and Marlene so valued for the journal: so much (though it's the tip of the iceberg), now available online. When I travel around the country, I make a point of visiting local historic sites and being aware of the environmental context of what I'm seeing: two more of Dick's causes.

And in my own work I practice what early Americanists now officially call vast history. But it was in California - teaching around the trio and my subsequent Californiaist colleagues -Robert Phelps, Linda Ivey, Khal Schneider, Greg Brueck, and of course, Mary Ann Irwin -- that I first learned what vastness meant.

Truly, both the brilliant title and the preface of the first edition of *The Elusive Eden* sum up what makes California so special.

The title, *Elusive Eden*: With that metaphorical suggestion that California represents the pursuit of ideals that can never be quite attained but are constantly re-asserted.

And the preface, describing the authors' approach. As they write:

"Many years of teaching California history have impressed us with some general truths about Californians: first, many of them, including newcomers, study about their state out of a genuine (sometimes avid) interest in its remarkable history, and, second, they like a good story."

The Elusive Eden, they continue - and mind you, this was written 30 years ago -- makes every effort to integrate the history of women, Indians, Mexicans, Chinese-Americans, Japanese-Americans, and the environment into that overarching narrative, avoiding the tendency (then, and often now) to isolate these historical actors and conditions "as though they were disembodied from other human activities."



And, they write: "The subject of California history is vast": using the term that my field of Early American history thinks it invented.

Congratulations to Mary Ann for her new appointment as editor of *California History*; all you California historians out there for choosing what must be among the most dynamic fields in U.S. history; and to our special honoree Dick Orsi -- for all he has done to make it so.

Dr. Dee Andrews
PROFESSOR EMERITA



BROWN BAG WORKSHOPS

In the fall semester, the Department of History organized four brown bag workshops for history majors.

In the first workshop, Brenna Iredale from the Credential Student Service Center, walked students through the process of applying for the teaching credential program.

Dr. McGuire led the second workshop where she gave students her fool-proof resume template to help them land their dream jobs.

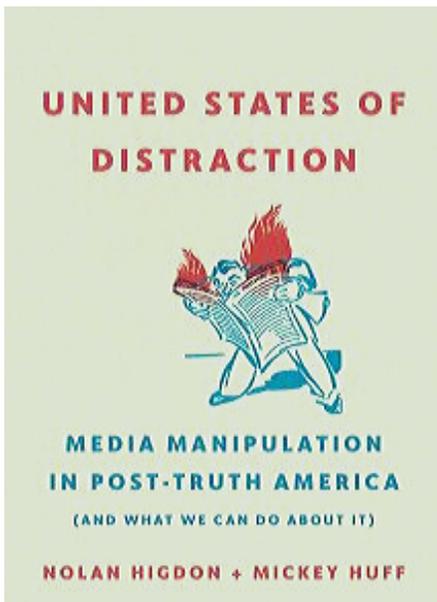
In the third workshop, two recent alumni, Alejandra Magallon and Jim Rice, along with CSUEB librarian Tom Bickley, talked to history majors about how to become librarians and archivists.

In the final workshop, Karima Karim and Brie Gardley from the Office of Financial Aid and Scholarships answered questions about applying for scholarships through the Pioneer Scholarship portal and gave insider tips about how to win an awards.

Look out for more brown bag workshops in the spring semester! If you have any suggestions for workshops, send them to Prof. Alexander (anna.alexander@csueastbay.edu)



NEW FACULTY BOOKS



CSUEB History Lecturer, Nolan Higdon, co-wrote a new book with Mickey Huff entitled, *United States of Distraction: Media Manipulation in Post-Truth America (And What We Can Do About It)* (San Francisco: City Lights Publishers). The book is a powerful critique of how manipulation of media gives rise to disinformation, intolerance, and divisiveness, and how we can fight back. The role of news media in a free society is to investigate, inform, and provide a crucial check on political power. But does it do any of these things? It's no secret that the goal of corporate-owned media is to increase the profits of the few, not to empower the many. As a result, people are increasingly immersed in an information system structured to reinforce their social biases and market to their buying preferences. Journalism's essential role has been drastically compromised, and Donald Trump's repeated claims of "fake news" and framing of the media as "an enemy of the people" have made a bad scenario worse. Written in the spirit of resistance and hope, *United States of Distraction* offers a clear, concise appraisal of our current situation, and presents readers with action items for how to improve it. "Mickey Huff and Nolan Higdon emphasize what we can do today," says Ralph Nader in the foreword, "to restore the power of facts, truth, and fair, inclusive journalism as tools for people to keep political and corporate power subordinate to the engaged citizenry and the common good."

SUMMER "VACATION" FOR FACULTY



In June, Dr. Linda Ivey went to Washington D.C. to present a paper on the role of agricultural politics on the treatment of enemy aliens at the Agricultural Historical Association's annual meeting. Her paper was titled, "Racism, War Hysteria and Agriculture in the U.S.: 1942."

Dr. Anna Alexander went on a research trip to Mexico City where she spent her time at the Biblioteca Miguel Lerdo de Tejada (see photos below) in the historic center of the city. While there, besides eating mountains of delicious Mexican pastries (also see photo below), she gathered several hundred documents for her next book. During the academic year, her amazingly talented research assistant, Karla Vega, will be going through these documents and helping with the cataloguing process.



Dr. Elizabeth McGuire attended the Games for Change Festival at NYU's New School for Social Research. According to the program, this conference is a place for "developers, creators, researchers, technologists, educators, policy makers, and non-profits" to come together to "share and learn how they can leverage the power of games and immersive media for social good." We are all looking forward to seeing how she will implement these ideas the next time she teaches Digital History.



Faculty News



ANNA ALEXANDER

I published two chapters in a new book called *You Are Not Alone: Recipes to Obtain Success by Students for Students*, edited by Lettie Ramirez. One was a personal reflection about being the first person in my family to graduate college, and the other is about career possibilities for history majors.



DEE ANDREWS

In October, I attended the conference "The Power of Maps and the Politics of Borders" at the American Philosophical Society in Philadelphia: to bolster my geographical competence in HIST 371 (North America, 1492-1850). On November 13, I performed a reprise of my lecture "5 Things Americans Get Wrong About the U.S. Constitution" to an audience of about 75 for the Osher Lifelong Learning Institute (Scholar-OLLI) at the Concord Campus.



JOSEPH DUONG

I obtained a teaching certificate from Loyola Marymount University and secured tenure at Fremont High School in Oakland in Fall 2019. I also completed a 2-year stint as a fellow at Teach for America. At CSUEB, I gave a talk in Greg Brueck's upper division history seminar about "Teaching in the Flatlands of Oakland."



BRIDGET FORD

I worked to complete a coauthored article, titled "Beyond Big Data: Teaching Introductory U.S. History in the Age of Student Success," which is appearing in the March 2020 issue of the *Journal of American History*. Brooks Moyer, our wonderful graduate student, conducted the IRB-approved focus group interviews with students so critical to our article.



VAHID FOZDAR

I presented a paper--"Crafting the Great Game: Freemasonry as a Mask of Conquest?"--at the Pacific Coast Branch of the American Historical Association conference in Las Vegas in August 2019. It was about how British imperial officials attempted to use Freemasonry in their diplomacy in India and surrounding regions from the 18th to the 20th century.



NOLAN HIGDON

In early November, I hosted the Union for Democratic Communication Conference at CSUEB. This Summer and fall I completed my second book, *The Anatomy of Fake News*, which will be published Summer 2020 from University of California Press.

Faculty News

LINDA IVEY

I have been loving life on sabbatical, especially when Dr. Kaatz and I finished our document book on the Japanese internment. Thanks to our students Tyler Rust, Ivana Kurak, Brooks Moyer, JJ Straus, and Rebecca Weber for lending their excellent research skills! I have also successfully banged out some series binge-watching: Killing Eve is so far my favorite; currently knee deep in Friday Night Lights. Go Panthers!



KEVIN KAATZ

I designed a new online Roman Empire course for Fall 2019. I also finished a manuscript with Linda Ivey on primary texts related to Japanese American internment (manuscript was sent in Oct. 20). During the summer, I spent time working on an article titled "The Joy of Quality Assurance Training!" It was based on research I did with our Online University over the previous academic year.



BEN KLEIN

My online section of HIST 101 (World History I: Pre-History - c. 1500 CE) met the requirements for Quality Matters Certification.



ELIZABETH MCGUIRE

I gave two research talks and attended the Games for Change Festival at NYU's New School for Social Research.



NANCY PARK

I gave a talk on the Qing Law of Officials at People's University in Beijing China in November 2019.



TYLER RUST

I finished teaching my first course at CSU East Bay, and loved the chance to run an online class on Immigration and American Identity. Outside of CSU I am teaching at a local school in Hayward where many students are immigrants and dreamers. I'm looking forward to 2020, hoping to get another opportunity to work with the best department at CSU East Bay!



CHAIR'S CORNER

Today, as I sit to write my very first "Chair's Corner" contribution, the House of Representatives is debating impeachment against President Trump. It's an extraordinary day, with nearly every speech informed by the past and with sharp debate about the ways to interpret evidence.

My first semester as chair of the Department of History gave me many extraordinary days, witnessing the past coming to life and the power of sharp evidentiary analysis. I would like to share with you one experience I had this term, etched into my memory. I was able to spend some time in Professor Alexander's History 201 class, "Introduction to History." The twenty-five newly declared history majors come from all walks of life, but share a sensibility about how to look at the world: They are careful readers of evidence, spirited debaters, and rigorous thinkers. I had the pleasure of witnessing our new history majors reenact the radical world of Greenwich Village, New York, in 1913, where rebellious Bohemians want to escape convention, Wobblies want to organize a "general strike," and suffragists want equal citizenship rights. CSUEB history majors immersed themselves in these roles, intensely debating whether to support a mass labor strike or pursue voting rights.

"We were transfixed and transformed in that classroom space."

Our students worked incredibly hard on their speeches, many delivering them from memory, or nearly so. I was struck by the sheer power and force of those speeches, just as I was today, in listening to the House of Representatives. There is something quite profound about having just two minutes, which our elected representatives had today, or five minutes, which the HIST 201 students had, to communicate a succinct and persuasive argument about equality, justice, rights, and democracy. There was something awesome, really, about seeing students' live speeches all together, face-to-face, in the space of the classroom. We put our phones away, and we listened to

the words of our fellow students. We were transfixed and transformed in that classroom space.

Today I had the feeling that our history majors were the match of any of our best elected representatives today in their public speaking. I am so looking forward to seeing the work that they will do as historians, recovering experiences that have yet to be told or that have been forgotten or suppressed. I know too that they will be the bedrock of our republic's future. As history major Carol Brown (speaking as W.E.B. DuBois) asked her fellow Bohemians, "The power of the ballot is needed in sheer defense, else what shall save us from a second slavery?" In that classroom, and now, we all are thinking about the vote and about our unceasing fight to protect, extend, and ensure the right to self-government. Our history majors at East Bay grasp very well this long, extraordinary history.

Dr. Bridget Ford
DEPARTMENT CHAIR



Above: A collection of the pamphlets newspapers, and drawings that students in HIST 201 created.

Right: Dr. Bridget Ford and Ms. Wanda Washington at Al Fresco.

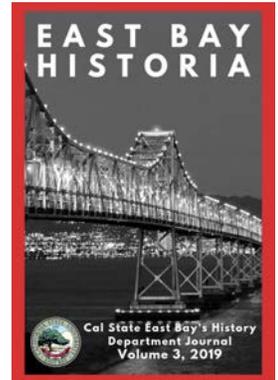
MARK YOUR CALENDARS!

JOURNAL SUBMISSIONS

Deadline January 15, 2020

We are now accepting submissions for the 4th volume of the *East Bay Historia*, which is an annual publication of the CSUEB Department of History. It aims to provide CSUEB students and alumni with an opportunity to publish historical works and to give students the experience of being on an editorial board and creating and designing an academic journal. Issues are published at the end of each academic year. For more information check out the website below:

<http://www.csueastbay.edu/history/east-bay-historia.html>



SCHOLARSHIPS

Deadline January 31, 2020

This year's History undergraduate scholarships are as follows:

- Rice Scholarship for a Senior History Major - \$2,000
- Rice Scholarships for Lower Division History Majors - \$500
- The Judith M. Stanley Scholarship in Women's History - \$1,500
- The Gerard C. and John M. Stanley Scholarship in History - \$1,500
- The Blanchette Family Scholarship - \$600
- The Sandoval Scholarship - \$300

You don't have to have a perfect record: a B/B+ GPA is standard. Your other application materials are just as important. Competition-based awards offer not only financial support for your education but also recognition of your abilities that future employers may appreciate. One or more letters of recommendation from your professors will strengthen your application. Don't be afraid to email a professor and ask for a recommendation!



Here is the application portal - it's easy to use:

www.csueastbay.edu/scholarships

4TH ANNUAL STUDENT CONFERENCE

Friday, April 24, 9am-4pm

New Union Bayview and Oakland/Concord Rooms

We have already set the date for the 4th annual History Student Research Conference! If you're interested in presenting your own work at the conference, Dr. Alexander will be sending out a "call for papers" early in the spring semester. Otherwise, mark your calendars and plan on listening to the fascinating work that our students are doing!



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.

Dee E. Andrews, Peter W. Bauer, Alan S. Bowman, Margaret Chowning, Sherry Cortez-Fassler, Michael J. Costa, Sandra L. Coulter, David P. Darlington, Jennifer A. Dennis, Andy A. Enzinger, Sharron K. Faaborg, Barry Feldscher, Vahid J. Fozdar, Lisa Fuller, Anna M. Giffith, Sabrina M. Harper, John Hemmerich, Andrea M. Holley, Myoung-Ja Lee Kwon & Ernest Irish, William G. Mattheis, Marilyn J. & Garald Mosher, Gary L. & Kathrina Novak, Verenice J. Olvera, Graham A. & Rosemary Peck, William Reuter & Ruth Major, John J. Reymundo, Warren E. Rosengren, Christopher J. Rudolph, Michael Sampson, William K. Sato, Jerry Skontrianos, Alan M. Smith, Judith M. Stanley, Cleveland Valrey, Ralph Wade, Mary-Jo Wainwright, Louise Wall, Steven L. Wiley

Greetings emeritus faculty and alumni! Interested in becoming a Friend of History? Or donating to the History Scholarship Fund? Simply go to giving.csueastbay.edu and follow the links to the "College of Letters, Arts, and Social Sciences," and then to "History." A contribution of any size assures annual membership in the Friends.



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