CAL STATE EAST BAY DEPARTMENT OF

HISTORY

SPRING 2020 NEWSLETTER

CONGRATULATIONS CLASS OF 2020

Graduating Bachelors and Masters History majors graciously sent in photos of themselves for the cover of this semester's newsletter. While we wish we could have taken a group photo at the commencement ceremony, that just wasn't possible due to Covid-19 and shelter-in-place.

The entire Department of History would like to send a heartfelt congratulations to our graduating students! Not only have they survived historiography and thesis capstone classes, but also a semester of uncertainty and upheaval. We applaud you for your resilience and strength in these uncertain times and look forward to hearing about the amazing things you do in the years to come! Please stay in touch so we can highlight your future accomplishments in the newsletter.

CONGRATULATIONS!

Andrew Bohan, graduating M.A. student, trying unsuccessfully to enter the stadium for the commencement ceremony.

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FOCUS ON FRIENDS

AN INTERVIEW WITH GRAHAM PECK

By Dee Andrews
PROFESSOR EMERITA

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

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Graham Peck – Professor Peck – is among our longest standing Friends of History. He is a 1991 graduate of the CSUEB (then CSU Hayward) History program, and went on to get his Ph.D. at Northwestern University, studying with the renowned Civil War scholar James Oakes. He taught for 1 year at Rhodes College in Memphis and 17 years at Saint Xavier University in Chicago, before appointment last year as the Wepner Distinguished Professor of Lincoln Studies at the University of Illinois at Springfield.

Graham is the author of *Making an Antislavery Nation: Lincoln, Douglas, and the Battle over Freedom* (U. Illinois Press, 2017), which received the 2018 Russell P. Strange Memorial Book Award from the Illinois State Historical Society and was one of just seven finalists for the renowned Gilder Lehrman Lincoln Prize, awarded annually – in the words of the Prize website -- "for the finest scholarly work in English on Abraham Lincoln, the American Civil War soldier, or the American Civil War era."

Graham has also produced a feature-length film on Senator Stephen Douglas – Abraham Lincoln's famous political adversary – and a moving podcast on the story of Catherine McAuley, founder of the Sisters of Mercy, among other accomplishments. Check out his website here: https://www.civilwarprof.com/

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DA= Dee Andrews
GP= Graham Peck

DA: Let's start with a question about your scholarship. You've written a wonderful, highly original book on a subject – the reasons for the political divides between North and South before the Civil War -- that seemed like a settled question among historians. Would you say that the main insight of the book is that northern moderates among both Democrats and Whigs held the key to creating what you call "an antislavery nation": a nation "dedicated to the proposition that all men are created equal"?

GP: I'm not certain I would say that antebellum northern moderates were the "key" to the creation of an antislavery nation, which I consider the product of almost eight decades of struggle between advocates of different kinds of freedom in America. I would say that during the antebellum decades northern moderates increasingly embraced a northern idea of freedom, one that implicitly presumed slavery to be aberrant. This presumption inclined them eventually to adopt a more radical politics even though they considered antislavery radicals to be dangerous fanatics who threatened national stability. Abraham Lincoln was an excellent example of this tendency among moderate northerners, although he rightly should be considered a quasi-radical

considering his lifelong hatred of slavery and desire to destroy it. By contrast, Stephen A. Douglas lost the support of many moderates in the 1850s once they perceived him as a supporter of proslavery policies.

DA: Do you think it's ironic – or may be poetic justice – that you hold a Chair in Lincoln Studies, when your main scholarly focus has been on Stephen Douglas?

GP: Actually I have spent as much of my scholarly research time on Lincoln as on Douglas, and that likely will continue. I am currently considering both editing the speeches of Douglas and making podcasts on Lincoln. And a colleague of mine and I plan to create and produce a film on the Lincoln-Douglas debates! So I think I will be working on both of them for many more years.

DA: A few years back, you discovered a rare copy of one of the Lincoln-Douglas debates, in a contemporary newspaper. How did you know it was a significant find?

GP: It was a contemporary Missouri newspaper, the Missouri Republican. I remember my reaction well. After reading through about half of the newspaper report, I increasingly thought—barely able to believe it—that I had not previously read it in Roy Basler's authoritative Collected Works of Abraham Lincoln. So the hairs on the back of my neck slowly went up as I realized that I was potentially looking at a new version of Lincoln's famous Peoria Address! So I got up from the chair in the library's microfilm room, and sped down the hallway to my office to consult the Collected Works. I flipped through the pages with trembling fingers but couldn't find the speech!!! So that was extremely exciting.

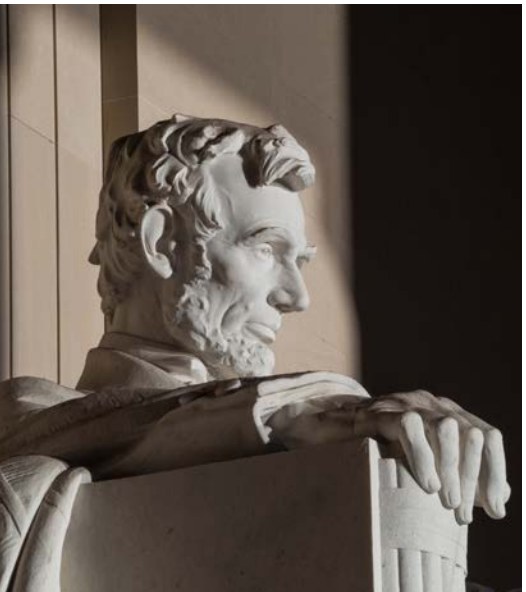
DA: Our department has just established a Center for Applied History and Community Studies with a generous grant from the University. On your website, you suggest that community engagement with history is important in a democratic society. Can you explain briefly what you mean by that?

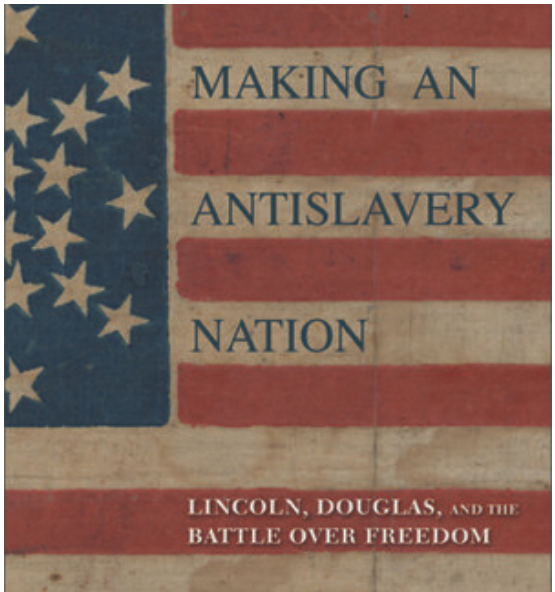
GP: Perhaps the greatest challenge in a democracy is defining who qualifies for what the Constitution described as "We the People." For instance, we are struggling today to determine the status of immigrants. Determining the relative rights of people who reside in America has never been easy, but every generation of Americans has had to address the issue. Doing so is not possible without some understanding of the nation's history, and to some extent the world's history as well. That's where the community engagement is essential. We cannot function as citizens without understanding the obligations imposed upon us by self-rule.

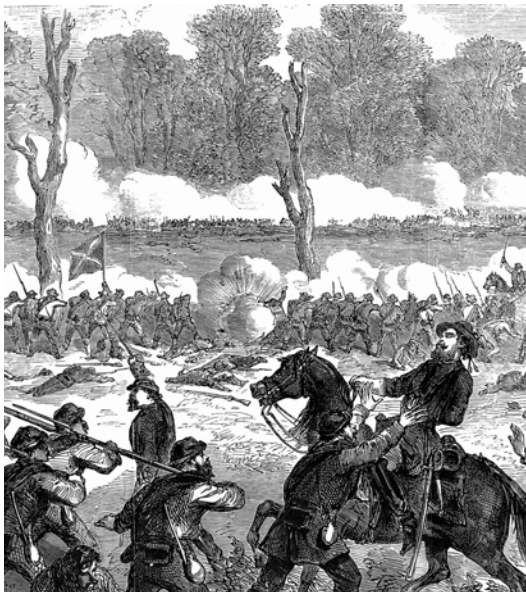
DA: What are two pieces of advice you'd give to students who are interested in exploring historical film-making; and two pieces of advice for budding podcasters?

GP: I would give the same advice for both. First, find a historical story that you wish to tell. Second, identify the audience that you wish to reach and focus on telling an engaging story for that audience.

DA: You have a very clear and interesting speaking voice, evident in your public work. Would an additional piece of advice in the previous question be for students to take a public-speaking course?







GP: My career has been profoundly influenced by the public speaking experience I gained as an undergraduate. In my first quarter at CSUH I took public speaking with Professor Anne Makus, and I also completed her advanced public speaking course in the spring. Then I took a debate class the next fall and competed on the speech team for three years. At the end of my junior year the team traveled to Mankato State University in Minnesota for nationals. Awesome memories and wonderful skill development! So, yes, take public speaking classes!

DA: As a stalwart supporter of the Friends of History, and a history teacher for more than 20 years, you must think about what the benefits are that come with an undergraduate history degree? Can you summarize the most important one in your view in one sentence?

GP: In one sentence? OK: Historical study provides perspective on the possibilities of human existence and enhances understanding of how contemporary humans and other living things exist together now.

DA: Finally: Any parting thoughts on the role of contingency in history: such as the moment we're living through right now with Covid-19? Apart from: who would have guessed THIS would happen?

GP: Actually, many people knew this would happen because it has happened before and the causes of pandemics have been carefully studied. The only question was when it would happen, which could not be predicted. So in this case the timing of the coronavirus was contingent, as are the daily decisions being made by many people, all of whom have inherited a world that shapes their choices.

CELEBRATING THE KWON-IRISH AWARDS

In 2010, retired University Librarian Myoung-ja Lee Kwon and her husband Ernest E. Irish initiated a 5-year plan (that turned into a 10-year one) to fund annual awards of $1,000 for Outstanding Graduate Students in History.

Ms. Lee Kwon was head of the CSUEB University Library from 2000-2008. She graduated with a History degree from Seoul National University and received her M.A. degree in Library Science at Brigham Young University after emigrating to the United States. She served as Associate Dean and Interim Dean at the University of Nevada, Las Vegas Libraries before coming to CSU Hayward.

The History Department has always enjoyed a close relationship with our campus Librarians, and we were deeply honored to receive such generous recognition of our discipline from the University Librarian herself! Speaking for our students, we know what a difference this support has made in progress toward their degrees and recognition of their historical abilities.

Here are the Kwon-Irish Awardees over the last ten years:

Patrick McDevitt, Monica Devi, Frank Davenport, Catherine Alexander, Adam Fitch, Carlotta Falzone Robinson, Edwin Contreras, Olga Kachina, Donald Smith, Alexandra Leong, Katherine Schoenrank, Jan McDaniel, Myra Drouillard, Ivana Kurak, Michael Oliver, Andrew Bohan, Tracey Boyle, Sabrina Harper, Miguel Huanaco.

And the 2020 Awardees have just been announced. They are: **Alex Wood, Jacob Roberts,** and **Sabrina Harper.**

The History Department salutes you, Myoung-ja and Ernest, and all of our Kwon-Irish Award recipients!

SCHOLARSHIP WINNERS

By Elizabeth McGuire
ASSISTANT PROFESSOR

Reading applications for History Department scholarships is a true privilege. It allows professors to hear the voices of students describing their paths to East Bay, how they find meaning in history, and what they plan for their futures.

Every student is different, yet there are common threads that run through the applications from year to year, and from them emerges a collage portrait of our majors.

Some applicants follow a linear path from high school or community college to East Bay but for others the path is circuitous. Initial college plans were set aside in the face of illness or economic downturn. Sometimes applicants admit to having been indifferent to their studies in high school, or during a first try at college years ago. Other applicants had their sights set on careers that didn't require college – or chose to serve their country as activists dedicated to better their society, or as soldiers pledged to defend it.

But then something happens. Change in life circumstances, an unexpected window of opportunity, a sudden shift in perspective – so many students describe reaching a moment in their lives when college appears as a possibility and becomes a decision. And that is what perhaps distinguishes all of our scholarship applicants: college is a conscious choice.

Many applicants remember being captivated by history at an early age. A class field trip, a dedicated teacher,

Chelsey Layung, recipient of the John and Ruth Sandoval Scholarship

a complex family legacy, a random documentary, or even a middle school textbook lesson blossomed into sustained interest in other times and places.

This year's John and Ruth Sandoval Scholarship winner, **Chelsey Layug**, remembers watching cartoons like other kids, but unlike them, being fascinated by history documentaries. **Karla Vega**, recipient of the Gerard and John M. Stanley Scholarship in History remembers "the excitement that came from holding a new book in my hands that would let me in on the secret of who King Tut was, and how the ancient Egyptians used to live."

Karla Vega, recipient of the Gerard and John M. Stanley Scholarship

Other majors are inspired by a history course. M.A. candidate Pam Rouse, winner of the Richard B. and Evelyn Rice Scholarship for Outstanding Graduate Studies, explained her reaction to a community college course on California history: "Imagine a lamp, dim in the dark, but functioning, trying to light itself. Now imagine a grid, or a synapse of nerves firing in the darkness: illumination!"

Most of our scholarship winners distinguish themselves once they arrive in the History Department by their uncommon ability to balance study and work. **Sophia O'Neal Roberts**, winner of the Blanchette Family History Scholarship, reports "working even more and consistently to pay for my housing, food and transportation," but also notes that her work hours have "had little effect on my grades." Indeed. Ms. O'Neal Roberts is on the Dean's List and has now become one of a small handful of majors to win a scholarship two years in a row.

Travis Van Oosbree, who had been a journeyman cabinet maker prior to his return to college, reports relying on the subjects of his study for motivation: "I am driven to work harder when I read about luminary figures like the Roman emperors, Napoleon, or Alexander Hamilton." **Mr. Van Oosbree** now has a Richard B. and Evelyn Rice Scholarship to show for his efforts. Some of our winners are exploring many career options and others have always known what they wanted to do.

Travis Van Oosbree, recipient of the Richard B. and Evelyn Rice Scholarship

Karissa Cherry, also a Rice Scholarship winner, is curious about archival work at a museum but notes that she's keeping an open mind; **Ms. O'Neal Roberts** is thinking about careers in housing development and as a museum curator; **Ms. Rouse** is exploring becoming a librarian or working in a local historical society.

And while only a fraction of History majors become history teachers, it's notable that several of our scholarship winners this year do plan careers as history educators.

Karissa Cherry, recipient of the Richard B. and Evelyn Rice Scholarship

Rebecca Weber, this year's winner of the Richard B. and Evelyn Rice Scholarship for an Outstanding Senior, is headed to East Bay's Teaching Credential Program next year. She explains that to her, history is "a topic that is both profoundly personal and universal. Each person has their story, but together their stories are community history. History has always been a passion of mine since I was young, but until community college, I did not think about majoring in it. After I did a semester as a teacher's aid for a Biology 102 class, I realized that I liked teaching, and I could combine teaching and history as a career."

Rebecca Weber, recipient of the Richard B. and Evelyn Rice Scholarship for outstanding senior

Keith Vazquez, winner of the Judith M. Stanley Scholarship in Women's History, remembers deciding to become a teacher at the age of 12. In high school he became a tutor and enrolled in a pilot course called English for Future Teachers. He even saw babysitting as an opportunity to learn skills he'd need, "like persuasion, patience, word choice, attitude." Keith has been inspired by numerous teachers. "I find myself genuinely interested in not only what my instructors are teaching me, but how they got to where they are and the lessons they learned along the way to getting to where they are."

Pam Gleason, winner of the First Nations Scholarship in California History plans to teach community college. Ms. Gleason also "practices teaching history" by leading tours of Berkeley. She has a book under contract called "How Berkeley Can You Be?" based on three years of research she did on the history of the city in order to make her walking tours "as interesting and educational as possible."

Similarly, Ms. Layug is interested in Asian-American and Southeast Asian history, hopes to teach English in Asia, and aspires to write a book about the experiences of her own mother's journey from Vietnam to the U.S.

Our students also have definite ideas about how history should be taught. Ms. Vega wants her students "to feel how history lives in each one of us, and how it helps us understand our world and the ways that it has changed. I want my future students to know that they can change the world and become a part of the very history that I will urge them to love and appreciate." "Humanity is fragile," Ms. Gleason notes. "Dark episodes teach us where our choices failed us. However, every history lesson of the past holds incredible hope for the future. Instances when individual and group agency changed the course of history show that all choices matter. Organized political action can bring about positive change, just as inaction can lead to societal decay."

We are always astonished by our applicants. And this year is no different.

Keith Vazquez, recipient of the Judith M. Stanley Scholarship in Women's History

DAVID CAMPBELL GRADUATE SCHOLARSHIP

The History Department is delighted to announce the second-ever winner of the David Campbell Graduate Scholarship: **Randy Utz**. Randy holds the B.A. in History from our department, with a concentration in European History. He has just concluded his first year in the History M.A. Program.

The Campbell Scholarships of $10,000 will be awarded each year to a graduate student who has achieved outstanding work in History.

Many Congratulations to you, Randy, for this singular achievement.

More about David Campbell, himself a graduate of our M.A. Program in History, in the Fall Newsletter.

Randy Utz at the 2019 commencement ceremony where he received his BA in History

COURSE-BASED AWARDS

The History Department also recognizes students who have done particularly outstanding work in select courses with awards ranging from $50 to $200. These are different from our scholarships because students do not apply for them. Instead, winners are nominated by their professors. This makes these awards particularly special. This year's winners, by course, are:

GILLIARD PRIZE FOR HISTORIOGRAPHY:
Kirby Hogenmiller and George Hunt

RICE PRIZE FOR OUTSTANDING CAPSTONE PAPER:
Jenny Saevang and Kevin Deforest

DEPARTMENTAL PRIZE FOR INTRODUCTION TO THE TEACHING OF HISTORY:
Karla Vega and Rebecca Weber

MORBY PRIZE FOR WORLD HISTORY:
Cameron Price, Ryan Wong, William Seahill, Daniel C. Marquis, Michael Hahn, and German Brizo Garcia

EAST BAY HISTORIA

By Karla Vega
EDITOR-IN-CHIEF

It brings me great joy to introduce this year's edition of our journal, the *East Bay Historia*, Vol. IV. This is the second year that I have been on the editorial board for the journal, and my first as editor-in-chief. This year, the *East Bay Historia* was put together by diligent students in an applied history course under the direction of Dr. Alexander. These dedicated students worked to improve upon and further develop the format that had been created in years past. The essays that are published in this journal cover an array of topics and are all phenomenal. These essays are a wonderful example of the potential that students from the History Department of Cal State East Bay have to offer the professional world. The editorial board extends its thanks to those who submitted their essays for publication, as this journal would not be possible without their submissions.

While the editorial board worked to put together the journal, a global pandemic emerged. COVID-19 struck the community, and students and staff were told to stay home, which created some new obstacles to overcome. Without missing a beat, Dr. Alexander formatted the class so that it could continue online, and students communicated with one another to ensure that the journal could be finished on schedule. Teamwork was essential, and it is what led to the completion of the journal in spite of the rapidly changing state of affairs. Despite the unfortunate circumstances in which we had to work to finish the journal, the editorial board made great strides to create an exceptional journal. Starting this year, the *East Bay Historia* will have fonts that are dyslexia friendly to make the journal accessible to all. This edition of the journal also contains a special section of essays written by students on the editorial board about Latin American monsters, as well as artwork created by art students from Chico State that are paired with the essays. These are but a few steps that we have taken to improve the journal this year, and we look forward to seeing how the journal will evolve and grow in the years to come.

The editorial board would like to express our appreciation for our faculty advisors, Dr. Alexander and Dr. Kaatz, and the help that they offered us during our journey. We would also like to thank the Friends of History for their generous donations and continued support. I would personally like to thank those on the editorial board for their hard work, dedication, and all of the love that they put into creating this journal.

I hope you enjoy reading the *East Bay Historia*, Vol. IV!

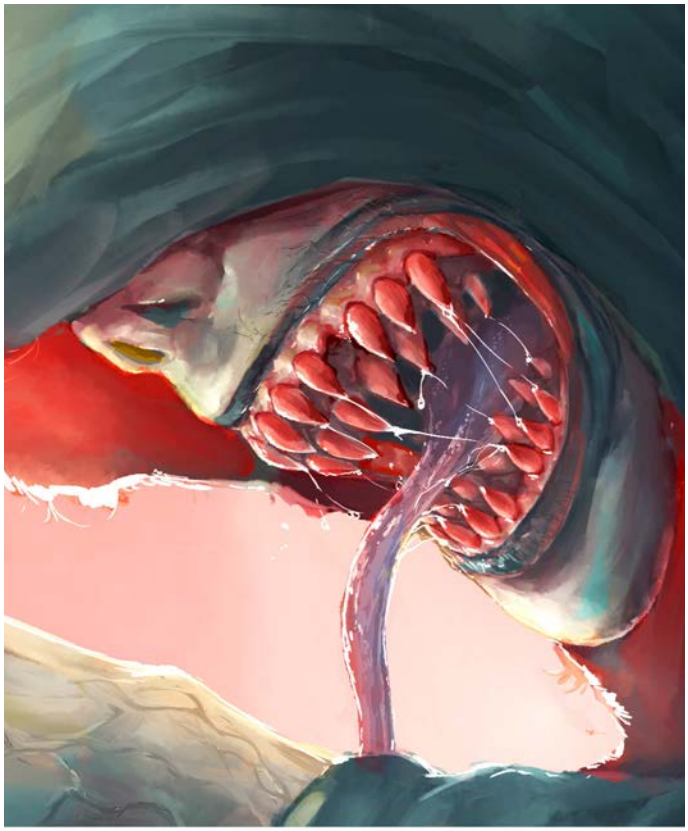
Read the newest edition online at

https://www.csueastbay.edu/history/east-bay-historia.html

MONSTER EXHIBIT AT CHICO STATE

By Anna Alexander
ASSISTANT PROFESSOR

My Public History students from CSUEB collaborated with Josh Funk's Digital Illustration students from Chico State to create a terrifying exhibition that was held at Chico State during the first week of March. In this bilingual exhibition, the history students researched the origins and cultural significance of Latin American monsters like El Chupacabra and La Llorona, and the art students brought them to life in terrifying detail. The essays and illustrations can now be found in the newest edition of the *East Bay Historia.*



CALIFORNIA HISTORY

By Mary Ann Irwin
EDITOR, *CALIFORNIA HISTORY*

California History, the venerable 98-year old scholarly journal, is now hosted by California State University, East Bay's History Department. This is the state's leading scholarly journal, and enjoys a long-standing connection to the California Historical Society in San Francisco. The Spring 2020 issue is available free to read, here:

https://ch.ucpress.edu/content/97/1

In this special issue, entitled "In Whose Memory?," all of the articles focus on controversial monuments and public art. It's a good read, and it's free to read online! CSUEB Lecturer Mary Ann Irwin is the journal's new editor. CSUEB graduate student assistants on this issue were Randy Utz and Brooks Moyer.

BROOKS MOYER

"Getting to work on *California History* has been an excellent opportunity to practice the skills I learned at CSUEB and to get an idea of what you can do with a degree in History. Mary Ann gave us the autonomy to be editor/historians, determining which submissions we thought belonged in the journal. It was really exciting to read the work of other historians while getting to help curate a well-rounded, well-researched, and well-written issue of *California History*. All-in-all, one of the most useful and rewarding experiences of my time at East Bay."

RANDY UTZ

"Working for *California History* has been one of the best experiences of my college career. It is the first time I have gotten to feel like a real academic working in the field of history rather than a student doing school work. Having the opportunity to communicate with so many historians around the country and reading their work has really made everything my education has covered feel real."

NEW COURSE: PUBLIC HISTORY PRACTICUM

In the Fall 2020 semester, Mary Ann Irwin will be teaching our new Public History Practicum course (HIST 642). This course offers History Department graduate students the opportunity to engage in the work of professional historians. Course work includes leading and commenting on submissions to the scholarly journal *California History*, applying guidelines used by journal editorial directors to judge articles' worthiness for publication. Other journal-related activities include scanning local, state, and national news publications in search of article ideas, and identifying scholars who might serve as authors. Students will visit San Francisco Bay Area museums, historic sites, agencies, and other organizations, to review exhibits with historical themes and to assess the effectiveness of their public-facing materials. Such activities prepare CSUEB history graduate students for internships and paid employment in similar institutions, and provide training for students interested in working as historical editors or archivists. The course will be useful for individuals interested in retraining for careers in history. The course will aid secondary-school teachers fulfilling their requirements for continuing education, preparing for doctoral programs in history, or training for employment as community college faculty. Additionally, students will hone their skills in interpretation, research, and clear, concise composition, required skills for many occupations.

EVEN IN A PANDEMIC, HISTORICAL RESEARCH TOOK PLACE IN SPRING 2020

By Bridget Ford
DEPARTMENT CHAIR

Our M.A. students completed significant research projects, drawing upon archival sources, in Spring 2020. Unfortunately, we weren't able to hold our annual Student Research Conference, but in my mind's eye I could see how their projects connected to each other, and how they might have presented their work in themed panels. Here are their project titles, and the links between them. Hopefully we will get to see their work at our conference next year, or published in the 2021 edition of *East Bay Historia*.

ON HOUSING POLICY AND INEQUALITY

Linda Solow Bouwer, "New Deal Era Housing Policy and its Legacy as Architect of United States' Suburbanization"

Pamela S. Rouse, "Berkeley Zoning: Discrimination and Growth of the City, 1870-1924"

Adam Christian, "Homelessness in the City: An Analysis of 25 Years of City Oversight Regarding the Homeless in San Francisco, 1990-2015"

ON CHANGE-MAKERS IN THE BAY AREA

Sabrina Harper, "Jesus Says, 'Power to the People:' The Sacred Heart Church Urban Team, 1968-1972"

Pamela Gleason, "Lois the Pie Queen: The Story of an Entrepreneurial Black Family in Berkeley"

Randy Utz, "Remembering Oscar Grant: Radical Activism in the Bay Area, 2009-2015"

Gamin Mader, "Skating on the Edge: How East Bay Skaters Brought Balance to an Urban Environment"

ON RELATIONSHIPS BETWEEN LANGUAGE, IDEOLOGY AND VIOLENCE

Raphael Hopstone, "By this Barbarous Practice: California's Press and Rationalizing Genocide"

Isabella Mariano, "American Gynecology in the 19th Century: The Story of the Doctor-Patient Relationship"

Bryan Sanchez, "William Dunning and the Dunning School of Reconstruction"

Charles Ray, "Vigilante Justice for the Brooke Hart Slayers"

ON DEMOCRACY AND GOVERNANCE FROM THE 1880S TO THE 1980S

Jacob Roberts, "The Haymarket Eight: How Labor 'Radicals' Confronted Industrial Capitalism and Fought to 'Save' Democracy in Early Gilded Age America"

Alexander O. Wood, "Anti-Colonialism in Shanghai's International Settlement"

Andrew Gillies, "Executive Prerogative: The Evolving Presidency after World War II"

Ruben Cardona, "The Collapse of the Institutional Revolutionary Party: Turbulence and Democratic Reform in Mexico"

SENIOR THESIS CAPSTONE PROJECTS SPRING 2020

By Anna Alexander
ASSISTANT PROFESSOR

I had the pleasure of teaching the Thesis Capstone course in the Spring 2020 semester. This course is intended for history majors who are in their last year of our program, and the main assignment is to complete an original research project on a topic of their choosing. These essays are deeply situated in primary sources, which requires that students visit local or online archives. The finished products were 20 to 30-page essays where students made compelling historical arguments based on their research. The overarching goal of this course is for students to understand that historical research and writing is a process of interpretation based on evidence. Below are the fantastic, awe-inspiring essays that our senior history majors produced! Congratulations on a job well done!

Daniel Bravo, "The Equal Rights Amendment and the Rise of the New Right"

Edin Candic, "Homelessness in the United States"

Lucas Carboni, "Korean Americans Were The Primary Victims Of The 1992 Los Angeles Riots: A Look Into Why They Deserved Aid"

Mandy Daniel, "Hippies, Radicals, and #Vanlifers"

Shirley Davis, "Location, Location, Location: A History of Redlining and its Results on Wealth Inequality"

Brianna Devlin, "Pinball: The Game of Corruption"

Matthew Enstrom, "A Clash with the *BAR*: LGBTQ Rights and Lives in the AIDS Epidemic"

Benjamin Escobedo, "Evolution of Rap in Atlanta: Hip-Hop's Powerhouse City"

Dave Harris, "Suicide is Painless: The Cowra Prison Break of 1944"

Kirby Hogenmiller, "The Pittsburgh Steelers Multi-Ethnic Dynasty"

Alexis Karst, "'Willful Subjugation: Nazi Propaganda Manipulation': War makes mass murderers out of otherwise decent people."

Nicholas Lemucchi, "Albert Spalding and the Legend He Created"

Chelsey Nguyen Layug, "A Look into the 1980s-1990s: The Myth and Consequences of the Model Minority Stereotype"

John Renteria, "From Ranchers to Renegades: The Culture of Harley-Davidson"

Julissa Reynoso, "'One Make, One Model, One Family': A slogan Impalas Car Club stands by"

Kevin Ryan, "The Outlaw Biker: An Image Created by an Unreliable Journalist"

Jenny Saevang, "The Iu-Mien: The Identity Lost as an American"

Jessica Spencer, "The Indigo Period: Economic Reaction and Skilled Labor in Late 1700s South Carolina Agriculture"

Luis Velazquez, "Pass A Bomb For Jim Crow: The Port Chicago Disaster"

Jia Yu Wang, "My Voice Will Not Be Silenced—The San Francisco Comfort Women Memorial's Statement"

Rebecca Weber, "The Eternal Enemies: Carrie Chapman Catt and Alice Paul"

PANDEMIC TIME CAPSULE

By Jessica Weiss
PROFESSOR

As historians we study the past, but it's also important to consider the future historical record and the preservation of the experiences of ordinary people in extraordinary times (even when those times feel somewhat less than extraordinary). We asked history majors for anecdotes, stories, or reflections about their experiences since March 16th, 2020 when Shelter in Place began. Below you can read in their own words how much this pandemic has affected them.

BY LILLIAN MARTIN

Unprecedented [uhn-pres-i-den-tid], adjective- Without previous instance; never before known or experienced; unexampled or unparalleled: An unprecedented event.

Unprecedented used to be an English high-school vocabulary word, like malarkey or impetuous. A fifty-cent buzzword that I could drop into a history paper for flair. The first time I heard it used in a sentence was back in 2017, on a YouTube video dabbling in a fictional global pandemic scenario that resulted in an outbreak of zombies. It explained its' own pandemic and biomedical emergency, dictating curfews and threatening closures of airports, major roads, and railways, before delivering the line:

"A dangerous virus is rapidly spreading across the globe, causing death and destruction on an unprecedented scale."

Before COVID-19, this was simply a story created in a person's mind that was shared with the internet for entertainment. Now it is merely a reflection of the current state of the world.

It has been 47 days since the state of California has issued a Shelter-In-Place order. It's still virtually impossible to find masks in-stores or online, Instacart and other delivery companies are only now equipped to deal with the demands of residents. Enduring this alone is beyond painful, especially with no vehicle. It's not like there is a safe place to go to even if I could get away from my poorly-ventilated apartment. The state has surpassed fifty-three thousand cases, going outside is death itself. My stepfather, uncle, aunt, and cousins are all high-risk and immunocompromised for one reason or another. There is too much risk in doing anything other than sitting put and hoping for a change.

People say that there are "life-changing" events as you go through your own journey, like "growing out of your own comfort zone." To me, this is painfully optimistic and extroverted; Waking up in the morning in itself is life-changing. I physically cannot see the positives in what this pandemic has brought me: I've lost my job, my home, my relationships. I've grown dangerously depressed and anxious. Humans aren't meant to be alone without anyone to hold for so long, and I imagine many people with no previous mental illnesses will soon become sick too.

I wonder how people will cope once this is all over if it ends anytime soon. I've grown used to wandering around my home with no jeans or a bra. I don't eat three meals a day, let alone two or one. I always worry about myself and my friends who have no choice but to move back in with parents, no matter how mentally harmful it will be. I hope I can see a therapist about the troubles I've had before and during this pandemic. Get some proper medication for my illnesses and work on becoming a better, more independent person. I'm not afraid to say I'm only living for others right now. I have no desire to live for myself. I have to stay safe and uninfected to benefit others, not myself. This isn't saying it to frighten anyone. It is purely the painful truth that I wish to look back on in the future and hopefully move past.

This screenshot, courtesy of Pamela Rouse, perfectly encapsulates a typical class held on zoom. Full of perplexed looks, entertaining backgrounds, and of course, some pets. Thanks HIST 402 for agreeing to let us include this image.

BY ALEXIS KARST

I never thought I'd experience something so unprecedented in my lifetime. Being a student and an essential worker, it has been difficult. Not being able to have a proper graduation and participate in classes that were meant to be in-person seminars, it robs you of the experience you've worked so hard to accomplish and academic opportunities that are no longer possible. Though I am one of the more fortunate people to have been able to keep their jobs, being a grocery store clerk, it has been an interesting experience.

Normally, with all customer service jobs, you'll get a few rude people here and there but I've never experienced anything like the amount of fear and panic exhibited by the shoppers. It was something I've never thought I'd have to deal with. I've learned that some people tend to turn their panic into anger. I had never been shouted at and verbally abused in the five years of working as a service clerk as I have in this last month. I have also not been thanked before for what I do until recently. Being someone who works around hundreds of people a day, I am at great risk for contracting COVID-19 and as a result I have moved from my primary residence so as to not jeopardize the health of my more vulnerable family members. I'd be lying if I'd say I didn't think twice about staying at work due to the stress of dealing with the public, fear of contracting a respiratory illness as an asthmatic, and having trouble breathing through the cloth masks all day. The thing that keeps me going is the knowledge that I'd rather it be me working out there than a older, more vulnerable colleague and the fact that healthcare workers such as my aunt have it much worse. I'd also like to look back on this crisis years from now and say that I did my part, however small it might be, to help. Knowing that I am living through an event that will be in history books is a surreal feeling that I am sure many other people are also thinking. I can't help but wonder how this will change the course of history as we know it.

History Major, Pedro Guzman, provided these photos of him doing essential labor during the shelter-in-place. Thanks, Pedro!

ANONYMOUS SUBMISSION

Being an essential worker during the pandemic is heartbreaking. I am an associate at the biggest company in the United States, Walmart. We as essential workers are fearful of getting sick, many customers don't social distance or wear PPE. In a sense, we are almost held hostage because we need this job. Since the pandemic started people have been so inhuman towards essential workers. When did we lose our humanity in a time of crisis? Every day, I am bombarded by customers verbally abusing us. I am verbally abused over toilet paper, sanitizer and mask. Essential workers are being terrorized and not being shown any kindness. Our lives are worth only 15/hr + a 150-300$ bonus. I can tell you this, essential workers aren't worth 150-300$. By having this pandemic it demonstrates how America is in ruins. The government doesn't hear us, people don't hear us. Essential workers are putting up a mask like everything is normal, but nothing is normal anymore. I am scared to get sick and yet I've accepted the fact that I'll get sick. And I'll have no way of paying for it or possibly getting time off. I worry everyday that I'll be the reason my loved ones get sick or I cause someone to die. Everyday I walk into work getting my temperature check. I am required to wear a mask. It is policy to wear a mask inside the store and yet no one follows it. Many consumers are risking our health as essential workers and that's not okay.

Masked social distancing faculty meeting with Prof. Anna Alexander, Prof. Danvy Le, and Prof. Amy Below

BY BRIAN HARDY

This has been a very depressing time for me. I feel bored out of my mind. Hopefully, I can make it through and it will not last forever. I am certain that eventually everything will return to normal, but I do not know when that will be. I have gotten adjusted to taking spring classes online. Summer will also be online and I am hoping that Fall classes will resume in person. I miss commuting to Hayward every day and I am glad that this is only temporary. I can hardly wait for that day to come.

Photo courtesy of Dave Harris

BY KARISSA CHERRY

It's strange to have a high level of anxiety to just leave the house. I never gave much thought to grocery shopping or going to run errands, but now it is something I give a lot of thought to. The previous privilege of buying what I want when I want and it being available is something I took for granted in the past. These days it is a little victory seeing tofu and top ramen at the grocery stores to be able to buy. I am incredibly grateful to the delivery people as I am ordering things more now than I was before. Things I would normally go to target for and bigger purchases to make being at home more comfortable/productive. As for online classes, I feel for the professors and students who got thrown into that world without any previous experience. I guess I should be thankful for the time in my life when I couldn't walk and did all online classes for it gave me helpful experience to navigate through this period online. At the same time however my mental space is different now then it was when I couldn't walk. Back then I wanted to engage and progress forward with my life, but with this looming "unknownness" these days, I just want to sleep and do nothing. Not knowing when this will end is the hardest part. If there was a definitive end date, I could start counting down the days, but there isn't. It feels as though everything is up in the air. Will there be an NFL season this year? When will I be able to go back to the gym? When will I be able to hug my grandmother or best friend again? It feels like there is no answer to anything anymore and that uncertainty is applied to every aspect of life. It's uncomfortable to live in.

BY KEVIN DEFOREST

Today is May 27, 2020. The United States reached a new milestone: 100,000 lives taken by a hideous virus that slowly and painfully suffocates its victims.

There are many aspects of this crisis, but I want to focus on the fact that every person on the planet has been touched by this. This commonality of human impact and emotions is what I want to record in history. From my own experience to those around me, you will see threads of fear, uncertainty, anger, and yes, hope.

My new reality set in the first week of March 2020. In February, the Corona virus still seemed like a foreign entity, even with some cases recorded in the Bay Area. My on-campus course at CSUEB went on as normal. I had a weekend trip to Las Vegas planned March 7-8. We brought along gloves and sanitizer just to be cautious. We arrived at Oakland Airport mid-day and there was no one at TSA, but the agents were all now wearing masks. The terminal was slightly less than normal for that time, including at our gate, and our flight did fill up. Upon landing we departed through the International terminal at McCarran Airport. It was completely vacant including the ticketing counters. This was the first sign of a new reality. Our stay at the Mirage Hotel seemed normal, with crowds at the casino, pool, and eateries, but next evening was disturbing. Entering the Wynn hotel was a completely different feeling. The shopping arcade was empty with several stores closed. The casino was a ghost town with attendants everywhere wiping down slot machines and the card tables were closed. We then went to an outdoor venue with bars and restaurants. This area was teaming with people, mostly intoxicated and packed into the bars. This contrast was the most jarring and confusing. We went back to the room early and took breakfast in our room the next morning, coming home on a flight that was 2/3 empty. Covid cases were exploding in Washington state in the following days and a week later my county (Contra Costa) would become one of the first in the nations to shelter in place, and all classes at CSUEB were moved online.

Kristy, a friend from Los Angeles, had a similar experience. While travelling to Vancouver, British Columbia on March 3rd, she recalls LAX being strangely empty. Her flight was also more than half full and it was the first time she saw flight attendants wearing masks. From Vancouver she flew to SEA TAC airport which was a ghost town. Checking into her hotel, she saw no other guests but herself. In the lobby, the TV was running an ad asking for volunteers for Covid vaccine trials. This was when the new reality hit her. All public spaces in Seattle were eerily empty. Her flight to Portland, Oregon was sold out with dozens of elderly people scrambling to get out of Seattle. She was jolted by the contrast she experienced in Portland. An overcrowded airport, bustling shops, and restaurants completely full, with no servers wearing masks or gloves. Fear set in, and once she flew home, she cancelled all upcoming travel.

My friend Bryan from Chicago saw the new reality of isolation, but discovered a new sense of community at the same time. When his store was shut down, he had to say goodbye to the people that he viewed as his family. He shared a common bond with them in the sense that they were all part of the Latinx community. He lives alone in hi-rise complex downtown. By the end of the first week of shelter-in-place, he began having anxiety attacks from a fear of dying alone and no one knowing even though he was surrounded by 10,000 people within two blocks of his home. By the end of the second week of shelter-in-place, he decided to open the blinds and walk out on to the balcony. At 8 pm he witnessed thousands of people banging pans, cheering and singing medical workers. He felt a new sense of community and no longer felt alone.

The final story is one of resilience and hope during the onset of the pandemic. Melinda a friend from Vancouver, Washington was engaged and planning an unforgettable wedding in Las Vegas. She was widowed at 40 and didn't get to have a first wedding, so this was a dream come true for her. Unfortunately, that dream had to change. The wedding was planned for late April 2020, but her dream wedding was collapsing with hotel, airline, and venue cancellations. This would not deter her, or her fiancé. They cleared and leveled land in from of their home surrounded by forest and created a drive-in themed wedding (including popcorn) They stood under a gazebo with a close friend who was ordained to do the ceremony. Family and loved ones looked on from their cars and honked their horns when they became husband and wife. Her wedding may not be the one she dreamed of, but it will be one of the most memorable moments of her life. Especially since the local TV channel was there recording it for the newscast.

5 C'S FOR TEACHING ONLINE DURING A PANDEMIC*

By Dee Andrews
PROFESSOR EMERITA

An Open Letter to the CSU East Bay Faculty

In History, we often talk about the 5 "C's" of historical thinking: context, complexity, change, causality, and contingency. That last — the BIG unexpected event – you may have noticed is what we're going through right now.

So that led me to think of a similar scheme for what we're facing in our courses at this time: how to get students through without sacrificing quality or expectations, not to mention the body of learning that we hope our students will take from our courses, and that they deserve to have.

So here it is. It may sound like a series of commands, but that's not the intention. What I'm aiming for is more like an acceptance of a state of instructional being to get our students through this thing, as simple as that. Hence all the -ing words.

1 CONSISTENCY

Making a plan that focuses specifically on how students can move through the course successfully for the rest of the semester, and sticking to it (this may entail converting large assignments into a series of small ones for a step-by-step process).

2 CLARITY

Being sure all expectations are clear, in a revised syllabus sent directly to students, not just posted on Blackboard; and showing exactly what students need to do to receive a CR grade.

3 CERTAINTY

But being sure to USE Blackboard! (word is a lot of faculty don't? Say What?): grading assignments as quickly as possible; making sure grades – and the percentage of course requirements completed — are clearly posted week by week; and assuring students you are available on email.

4 COMMUNICATION

Reminding students of upcoming assignments; and letting them know when their grades are posted, and precisely when they can reach you on email.

5 COMPASSION

Reaching out right away to students having difficulty, or contacting Students Services to do so; and remembering that we have no idea how their circumstances may have changed, including whether or not they have access to course materials (and if they don't, well then there's the matter of substituting new ones: or new assignments).

IN SUM

We need to be flexible, but not to the point of incoherence. The flexibility should be coming from our side of things, not demanded of our students.

*Originally published on *Academe Blog* (April 13, 2020). https://academeblog.org/2020/04/13/the-5-cs-for-teaching-in-a-pandemic/

ALUMNI NEWS

Alberto Mora
BA 2019

I just started graduate school at San Jose State. I'm in the M.S in Justice Studies Program. Its an interdisciplinary program that covers topics like History, Criminal Justice, Law, and Political Science, and my area of focus will be immigration. I was a bit nervous when I started because all my peers are in the law enforcement field or aspiring lawyers, however, the readings in both courses have been about historical contexts like immigration law over the past 200 years and how colonialism in the Americas has led to strict adherence to Christian interpretations on sexuality. In short, I've covered a lot of history stuff that is second nature to me now and readings are not that bad considering all the readings I had to do back at CSUEB

Alberto Mora (BA 2019)

BARBAMÓS! THE *BERKELEY BARB*

Diana Stephens
MA 2011

The first time I saw the *Berkeley Barb* was on College Ave. in 1974. I had just moved with my mom from Wisconsin, and Berkeley was the first place she took me. Yes, she was a bit unconventional. I was fifteen at the time and very curious, so admittedly the controversial and risqué content in the *Barb* was a draw.

The *Barb* was published from 1965 until 1980 and was a regular source of information for young people during those turbulent years. We appreciated the unvarnished facts about things that interested us, whether it was the anti-war or civil rights protests, environmental issues, local music events, hook ups through the classifieds, and with help from Dr. HIP, facts about drug use and sex.

I didn't think about the *Barb* for a long time; decades went by before I encountered it again. After teaching high school English and history, I took time off to raise my kids and get my master's degree. I was at the Berkeley Main Library's resource desk ten years ago when it occurred to me to ask about the *Barb* and, surprisingly, the librarian had never heard of it. Turns

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.

out the library had a bound set of all 15 years, and I quickly gleaned that the earliest issues were significantly tamer than the ones I had seen in the 70s, which led me to ask the questions that ultimately provided direction to my thesis on the Gender Revolution. The best part of my research was interviewing people who had worked at the *Barb* (referred to as "*Barb* vets" or "*Barb*arians"), others who were featured in the *Barb*, and even some who simply felt influenced by it. The *Berkeley Barb* had humble beginnings and became one of the most popular underground newspapers in the world with a circulation of 90,000 by 1969. To say the *Barb* was controversial is an understatement; it was totally outrageous yet strangely on point.

Through those interviews I developed relationships with the publisher, Max Scherr's, daughter Raquel, Yippie activist Judy Gumbo Albert, peace reporter Gar Smith, and editor and photographer John Jekabson. It was this group in particular, and many other vets as well, that came together to develop the 50th anniversary reunion events in August of 2015.

"The Berkeley *Barb* had humble beginnings and became one of the most popular underground newspapers in the world..."

"To say the *Barb* was controversial is an understatement; it was totally outrageous yet strangely on point."

It took us a year of planning, but we accomplished a lot. The Berkeley Main Library helped us kick things off by providing us space for several exhibits showcasing the history and extraordinary characters that made the Berkeley Barb so unique. The San Francisco Chronicle featured the upcoming reunion on the front page of the Sunday paper, which included a two-page spread in the back. It seemed the Barb was finally enjoying some respect from the straight press.

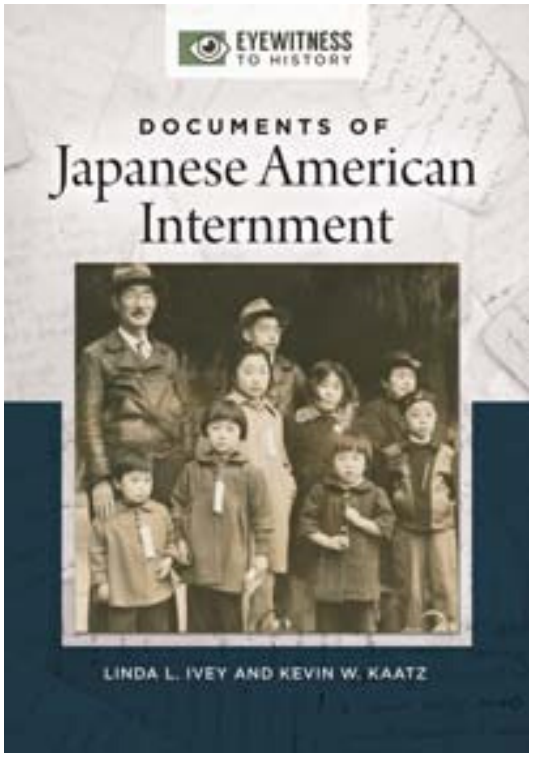
The celebrations opened with a photo and art exhibit at Harold Adler's Art House. The reunion pre-party and free concert featuring Country Joe McDonald, Scoop Nisker and Sal Valentino was at the Freight & Salvage. The library hosted an all-day program featuring feminist cartoonist Trina Robbins, a panel of *Barb* editors and staff, the poet Alta, a panel of historians and archivists, and Eugene Schoenfeld (the Dr. HIP). Lastly, we had a film festival at the East Bay Media Center with rare shorts, a mini-documentary by Lenny Lipton, *Hookers* a film produced by Max Scherr, *The Thursday Club* about the Oakland PD's clashes with student protestors, and Mark Kitchell's Academy Award nominated film *Berkeley in the Sixties*. It was a week full of celebration and appreciation.

And that was not all. While making these plans, gathering our resources and contacts, and getting the word out, we also built our website. This is the most important accomplishment as it has served so many purposes and made so many things possible. Researchers like it because it features a word-searchable digital archive of the Berkeley *Barb*s we've been able to locate and scan (they must be loose, not bound). Independent Voices and Reveal Digital partnered with us to develop the archive and made it available to everyone for free. The website also shares the history of the *Barb*, reminiscences and stories from staff and friends, and many images from its pages. The website has become the meeting place for all things *Berkeley Barb*, so please join us at www.berkeleybarb.org.

Feeling I had done everything possible to give the *Barb* the attention and appreciation it deserved, I was surprised to receive an invitation from the California Historical Society in San Francisco to help develop the 50th anniversary celebrations for the Summer of Love. This was a 50th anniversary on a whole new scale and I am so proud to have been a part of it. All of the major institutions seemed to want to celebrate, City Hall, the museums, and the entertainment and tourism industries all kicked it into high gear. It was exponentially more political, thus confounding, but a very fun summer.

Nowadays I field the inquiries that come through the website. A father told his son about being featured in an article in the *Barb* and the son wanted to thank us for making it possible to look it up, print it, and present it to his dad. College students working on video projects, a PBS station back east doing a film biography, book publishers looking for permissions, and a widow with hundreds of never seen before photos by her late husband who briefly worked at the *Barb* have been the various kinds of people who have reached out to me. It has been my hobby for so long it seems some people think it's my job, and it is very satisfying to be providing so many people with information and resources that wouldn't otherwise be there.

My next project will be to make sure everything I have been collecting along the way is archived appropriately. The Berkeley Historical Society has been very helpful in that regard. In the meantime, I will continue to share this unique part of Berkeley's past with all you history buffs!



NEW FACULTY BOOK

Linda Ivey
PROFESSOR

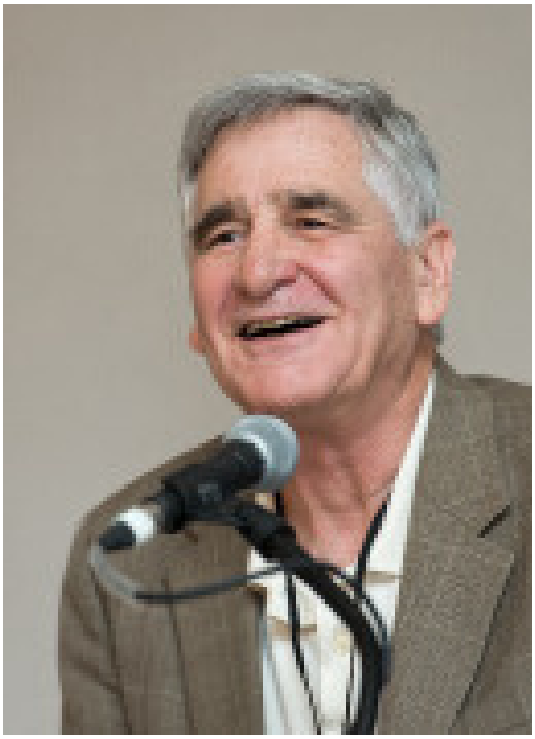
Kevin Kaatz and my newest book, *Eyewitness to History: Documents of the Japanese Internment* is complete! We were able to produce a book that we felt said something new about ways in which to engage with this history.

We also had the research help of the very wonderful **JJ Strauss, Rebecca Weber, Tyler Rust, Ivana Kurak** and **Brooks Moyer** -- Plus **Randy Utz** helping us polish up the text itself. Thank you all!!!

You can pre-order now, folks!

https://products.abc-clio.com/abc-cliocorporate/product.aspx?pc=A5326C

FACULTY AWARDS



Hank Reichman wins the Oboler Award

Professor Emeritus, Hank Reichman, received the Eli M. Oboler Memorial Award for his recent book, *The Future of Academic Freedom* (Johns Hopkins University Press, 2019).

According to the *American Library Association Member News,* the Oboler committee selected Reichman's book "because of its high literary quality, outstanding references and research, and the importance of its message. The selection committee agreed that the content is not just for academic libraries, but also libraries and institutions of every kind that deal with intellectual freedom and censorship. The section committee gave it high marks for interest, readability and relevancy, as many institutions are grappling with these issues regularly."

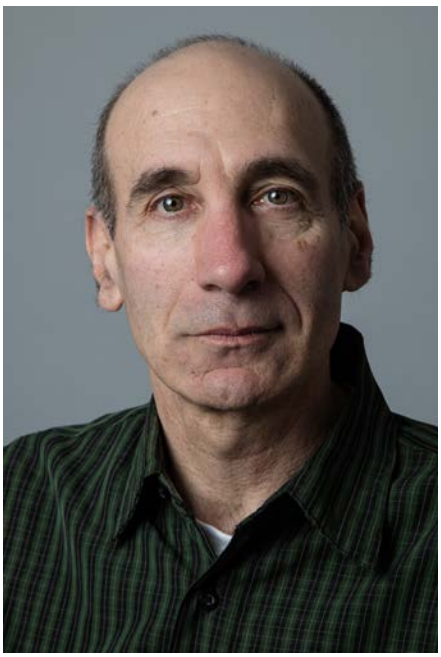
Congratulations, Hank!

Benjamin Klein wins Outstanding Lecturer Award

The University Faculty awarded Dr. Benjamin Klein the Outstanding Lecturer Award for 2020!

Ben has participated in many faculty learning communities, he has been an exceptional mentor to our history majors, and he has tremendously enriched our program with amazing talks and events, bringing notable authors, athletes (Vida Blue!), and documentary filmmakers to our campus.

We appreciate all that you do, Ben, and congratulations on this well-deserved award!



Faculty News

ANNA ALEXANDER

I ventured into U.S. history for the first time and wrote an article called "The Problem of Fire in the American City, 1750-Present" for the *Oxford Research Encyclopedia.* The article should be out this summer. Otherwise, I spent the spring semester trying to prevent my cat from zoom bombing all of my virtual meetings...I was unsucessful.

DEE ANDREWS

My niece, Celeste Andrews, and I are finishing up an article for *Quaker History*, on one of our forebears who took a journey up the Hudson River in New York in the summer of 1821: inspired by a super exhibit on the environmental history of the Hudson River Valley at the New-York Historical Society last summer. Brand-new CSUEB Environmental Studies graduate Jen Riggs is constructing the maps for the piece. Go Jen!

GREGORY BRUECK

This semester I worked with a small group of history majors to create a blog offering historical analysis of the 2020 U.S. presidential election. https://history2020.school.blog/

JOSEPH DUONG

I spearheaded a program at Fremont High School to bridge the digital divided by organizing a Chromebook loan distribution that served 400+ students and families. I picked up and delivered food donations from Arizmendi Bakery Lakeshore to help feed Oakland students and families. Last, I gave a virtual presentation on teaching K-12 in Greg Brueck's upper division history seminar.

BRIDGET FORD

An article I co-authored with four other CSU history faculty from Cal State Los Angeles, San Jose State, Fresno State, and CSU San Marcos, and one educational psychologist from Cal State Los Angeles, appeared in the *Journal of American History* in March 2020. It provides ways for historians to think about and reckon with "student success dashboards," such as we have in the CSU. In addition, to keep some positivity going, I've been working hard to get to know our newly admitted History majors and enroll them in the right courses in Fall 2020. I also have wanted to make sure they are excited and supported in choosing History as their major, in our current context.

NOLAN HIGDON

My latest book covering the history of fake news and analysis about the proposed solutions for addressing it is coming out this summer: https://www.ucpress.edu/book/9780520347878/the-anatomy-of-fake-news

VAHID FOZDAR

In the last half of the Spring semester I began shifting my remaining in-class lectures to asynchronous online instruction. There were a couple of options to do this, but I finally settled on adding voice recordings to his PowerPoint slides, converting those to MP4 videos, and then making them available through Panopto (an app I had never even heard of before this March). One key lesson I learned is that online narration needs to be a lot more scripted than in-class lectures, where too-formal and overly scripted presentations are not desirable. That said, Peter Coyote--narrator of innumerable PBS documentaries and my hero in the narration "biz"--will have nothing to fear in the way of competition from me anytime soon.

KEVIN KAATZ

I have created a Blackboard course template using the Quality Matters rubric for our online courses. This is a course that other faculty member throughout campus can use to help them design their online classes. Besides online teaching, I've been preparing to go on sabbatical in the fall!

BEN KLEIN

My article entitled "*Minneapolis Fire*: Irwin Klein and the Decisive Moment" appeared in the Winter 2019/20 issue of *Minnesota History*. I taught HIST 405: History Lab for the first time. Students explored Beat poets, the Free Speech Movement, People's Park, the Black Panthers, and the punk scene in San Francisco and the East Bay. My section of HIST 102 met QM standards. And, I organized the fifth annual GameChangers clinic for rec baseball coaches in Richmond.

MARY ANN IRWIN

I was nominated to run for election to the Council of the Pacific Coast Branch of the American Historical Association. I am also now serving my first of three years on the Organization of American Historians' Committee on the Status of Women in the History Profession.

ELIZABETH MCGUIRE

I have been working with the Afghan Coalition to launch an oral history project. I am also writing a book chapter about the son of the American Communist Party leader in the 1930s and 1940s and his adventures growing up in Russia.

NANCY PARK

I finished copy-editing an article titled "Officials and Chinese Justice: Public and Private Wrongdoing in Qing Law," about Chinese law for the French journal T'oung Pao, which is due to be published later this year. On the home front, I have spent a lot of time working on 6th grade math with my son and planted a vegetable garden.

TYLER RUST

I just finished writing an online course for U.S. History called United States History To 1877. It's a complete semester long US History survey, with texts, discussion questions, quizzes, vocabulary lists and essay prompts. I'm releasing it to beta testing over the summer.

CASEY SULLIVAN

This semester I began planning a new course that will debut in the Fall semester. It's HIST 471 -- a research-based course -- that examines World War II and the East Bay. We'll look at some of the major wartime events and developments in California, but more specifically, we'll focus on how the East Bay remembers and commemorates World War II. As part of the course, students will participate in the annual lighting of Mt. Diablo's aviation beacon that commemorates Pearl Harbor day along with local survivors of the December 1941 attack.

NANCY THOMPSON

My article on *Stolpersteine*, the brass memorial plaques that are set into the sidewalks of many European cities to commemorate victims of the Holocaust, appeared in the Spring 2020 edition of *California History*. An earlier version of the article was published in the History Newsletter in Spring, 2019.

JESSICA WEISS

I worked to support faculty as they transitioned to "emergency remote teaching." The Office of Faculty Development offered new workshops geared toward student engagement pedagogy using tools for online instruction; here were more workshops than in previous semesters and greater attendance as well. I also served on the prize committee for the the inaugural Peggy Renner Award for Teaching and Curricular Innovation give by the Western Association of Women Historians which presented the opportunity to view course syllabi, assignments, and materials for courses that "engage students in exploring the links between contemporary issues ("hot topics") and/or contemporary events and the past." The prize was awarded to a course in Hawaiian history with a strong contemporary social justice component.

CHAIR'S CORNER

I keenly remember speaking with Wanda Washington on Monday, March 16, in the early afternoon: "The public health authorities are telling us to shelter-in-place. You need to get home, Wanda!" We were reading the *San Francisco Chronicle* online, and we couldn't believe our eyes. "Oh my God," we kept saying. My son's school district had already converted to online instruction, as had most others throughout the Bay Area, including CSUEB. But our campus was still open for business that Monday. Wanda stayed that night until 9PM, finishing critical tasks for our faculty, just a few hours ahead of our historic Bay Area shutdown, which began at midnight on March 17. It was the first such shut-down in the nation.

Writing now, more than two months later, we have been sorely tested. Most of us now know someone close to us who has suffered or died as a consequence of Covid-19; most of us also know persons working with great dedication in health care settings or essential businesses. All of our lives are transformed in ways we could not have imagined as we began our shelter-in-place on March 16.

Still, in these two months, we have persevered in our essential jobs: We have taught our courses to the best of our ability; we have met virtually with an External Reviewer and our Dean as part of our Five-Year Program Review; we have completed articles and books; we have welcomed our new colleague, Dr. Jason Daniels; we have provided critical advising to our new Fall 2020 incoming History majors; we have secured university financial investments in a new advising system and a new center for applied history (more on this soon!); and we have published our annual journal, *East Bay Historia.*

And so have our History majors continued in their important work. I had the good fortune of teaching HIST 409, "History Portfolio." Under this unassuming course title, I have read some of the most profound statements about the value and meaning of the study of the past I have ever seen in my career. I provide you with a selection here, from among the 25 students enrolled, most of whom are graduating seniors.

"History gave me wisdom, skill, merit, communication, and humility to say that I don't know everything, or how to fix everything."

As one student explained, "My classes [at East Bay] have taught me that many times an easy surface answer exists; however, a historian must dig past the simple . . . This concept of complexity of the world [has] changed how I approach my life." Along these same lines, another graduating senior observed: "This complexity is what gives a history degree such power." At East Bay, writes another History major, "I was forced to think critically about historical events and ask the questions that weren't immediately presented." And "drilled into our minds," a graduating senior writes, "One of the most important skills a historian must have is tracking down creditable sources and separating them from bogus information." But our students also recognize their perceptive limits: "History gave me wisdom, skill, merit, communication, and humility to say that I don't know everything, or how to fix everything."

Still, by some alchemy, the study of history transforms us personally and deepens our connections to each other, according to our students. As one reflected, "During my

time in the History Department, I have grown exponentially as a person, and as a historian." Another finds that "history has caused me to care deeply about my world, society, and fellow man in ways that I never did before." Here a student captures a notable characteristic of East Bay's History faculty: "The professors I have met in the History Department have made me less pessimistic about change." And this fundamental truth came through in another student's portfolio: "To uncover history is to orient yourself to the world around you, and to learn about your fellow humans; what makes them tick, when they will react and to what, and how power affects the human psyche."

These remarkable statements came to me just last week, as part of our student's final portfolio work. As I write, we are nine weeks into our "shelter-in-place," and much remains tenuous and uncertain. But I'm holding onto these statements as tightly as I can, because they remind me how essential our work as historians is, indeed.

Dr. Bridget Ford
DEPARTMENT CHAIR

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