

CAL STATE EAST BAY DEPARTMENT OF

HISTORY

EXTRA! EXTRA! EXTRA!

WANDA RETIREES!

*A DEPARTMENT IN
MOURNING*

"the day we have all feared has arrived..."

cont'd page 5

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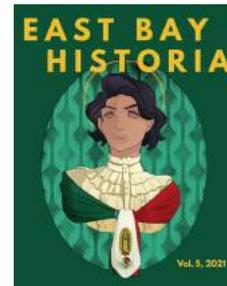
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Zoom





CONGRATULATIONS GRADUATES!

To our graduates, in this most unusual of years...

We extend our most heartfelt congratulations to you on earning your degree in History from the California State University, East Bay. Your History Faculty are so thrilled to have been part of this journey with you.

Under ordinary circumstances, we would be cheering you in person, applauding your accomplishment and (loudly) extending you our best wishes. Unfortunately, we could not gather in person this year. Nevertheless, we wanted to express to you our sense of the importance of your History degree and the important work you did to earn it.

With your extensive course of study, you enjoy a special kind of wisdom – a careful way of assessing claims about the past, with the ability to sift valid claims from spurious ones. Given this expertise, you are in a position to tell your family, friends, and community faithful stories about the past. We believe this is among the most meaningful and valuable kinds of work that we, as historians – a group that now includes you – can do in this world.

You will also bring this expertise into all kinds of important professions. In time, you will discover meaningful careers that will add to your sense of usefulness and accomplishment. This is because History majors are brave persons, with a keen humanity about them. You practice a mode of thinking wedded with empathy that this world needs and indeed values.

Learn the past. Understand the present. Shape the future. This is our mission in the Department of History at Cal State East Bay. We hope you will carry this sense of our work with you always.

We have so very much enjoyed being your faculty and guides in the study of the past, while always keeping an eye to today.

We look forward to supporting your next steps with references, letters of recommendation, and advising about careers or graduate programs (please stay tuned for several events in early Fall for our 2020 and 2021 graduates). For now, take this moment to relish your achievement.

Congratulations again!

Yours very truly,
Professor Bridget Ford
Chair, Department of History

STUDENT & ALUMNI NEWS

CONGRATULATIONS !!!!

Ivana Kurak (BA, 2016; MA, 2020) has been awarded the **2020-21 Harrington Outstanding University Thesis Award** for her work "Mothers, Goddesses and Hippies: Counterculture Women in the American West, 1967-1977"

On working at **California History** at its home base at CSUEB

Jacob Roberts: "I have had a wonderful experience working for **California History** here at CSUEB over the course of this semester. It has been a real treat working with Mary Ann Irwin and reading the most up-to-date scholarship being created by historians. I've learned many skills that I believe are valuable to me as a historian and for my future endeavors due to my work on the journal. It's been amazing to read all of the scholarship being produced by historians especially in this unique time of COVID - definitely been a worthwhile experience."

Isabella Mariano: "In Fall 2020, I started my exciting experience at the **California History** journal. For a graduate student in the History program, it is an incredible opportunity to explore a wide variety of research in many fields. I love to read and review submissions to the journal. I also value the experience of finding new books for the journal to review, lining up qualified reviewers for recently published books, and corresponding with publishers and scholars because it allows me to explore what professional historians are researching and publishing, and to add to my own portfolio of work as a professional historian."

AMAZING NEXT STEPS!

Miguel Huanaco (MA, 2020) was accepted into the Ph.D. program for History at the University of Nevada, Reno. He will study Latin American history and continue with his research on Mexico's Movimiento de Acción Revolucionaria (MAR).

Alberto Mora (BA, 2019) was accepted into the MA program in Latin American Studies at Stanford University and will be attending beginning Fall 2021.

Rebecca Weber (BA, 2019) was accepted into the MA program in Gender History at the University of Glasgow.

Bodhi Young (BA, 2020) will be attending Hastings School of Law beginning in Fall 2021.

MA candidate **Isabella Mariano** has been invited to present her original research at the AHA-PCB Conference in August! She will be speaking on "American Gynecology in the 19th Century: The Story of the Doctor-Patient Relationship."

Congratulations & good luck Isabella!!

HISTORY DEPARTMENT SCHOLARSHIPS

This year the History Department awarded **\$10,150 in scholarships and awards** to twenty students for their outstanding work in a particular course, or for excellence across the major. Scholarships are made possible by the extraordinary generosity of donors to our department!

Dr. Elizabeth McGuire writes, "Being chair of the scholarship committee has been one of the most rewarding, and challenging, aspects of my job here at East Bay." But while the job has its challenges, McGuire says it's more than worth it: "The very best thing about it is that moment when we announce winners. Seeing students' faces and knowing the very real impact the scholarships can make is such an amazing feeling."

This year's winners are:

Richard B. and Evelyn Whitman Rice Outstanding Senior Award: **Keith Vazquez**

Gerard C. and John M. Stanley Scholarship: **Adriel Valadez**

Judith M. Stanley Scholarship in Women's History: **Kendra Rocco**

Richard B. and Evelyn Whitman Rice Outstanding UG Award: **Mateen Tutakhil, Yousef Nasser, and Joseph Crudup**

Blanchette Family History Scholarship: **Lorenzo Hernandez**

East Bay Historian of Exceptional Promise: **Sophia Oneal Roberts**

John and Ruth Sandoval Scholarship in History: **Leilah Hussain**

Dan Gilliard Award for Outstanding Work in Historiography: **Cameron Price and Emil Pasion**

Richard B. and Evelyn Whitman Rice Award for Outstanding Capstone Paper: **Travis Van Oosbree and Karla Vega**

History Department Award for Outstanding Work in Public History: **Jennifer Shaw**

History Department Award for Outstanding Work in the Teaching of History: **Anthony Bush and Carol Brown**

Morby Award for Outstanding Work in World History: **Kendra Rocco, Miriam Okenketa, Ana Herrera, Caleb Brown, and Muzammel Gouhary**

Congratulations, scholars!!

FOCUS ON FRIENDS

IN APPRECIATION AND CELEBRATION OF THE CSU EAST BAY FRIENDS OF HISTORY

In this year of odd interaction and warped perceptions of time, we did not arrange an interview with an outstanding member of Friends -- although believe me when I say we remain so thrilled and tickled by the ongoing support of this membership. While so little was "normal" this year, what remained constant was the support of our donors, as evidenced most prominently by the scholarship funds we were able to give out this year, which inspired and rewarded our remarkable History majors and graduate students who dug in and did incredible work in spite of all of the challenges they faced, in school and in life. Thank you, Friends, for helping us acknowledge their efforts.

We do have two news items, however, that warrant special notice:

***THE RETURN OF HANK!** Yes, it is true -- Cal State East Bay has pulled Hank off the emeritus bench for the expertise our campus lacks, and realized we quite sorely needed. This past fall, on the heels of some tough conversations on campus on the nature and impact of the words we teach and publish, the Faculty Affairs Committee was charged with forming an ad hoc **Committee on Academic Freedom**, to develop a policy on academic freedom for the campus. It was with terrific luck that currently one of the foremost experts on this topic happens to be **Professor Emeritus Henry Reichman** -- our Hank! -- and he agreed to assist this committee in developing a clear set of guidelines. Hank presented on academic freedom via Zoom this spring, and will be doing another talk in the coming fall at Back to the Bay. Hank has written prolifically on this subject matter since departing East Bay, stemming from his passion and his work as Chair of Committee on Academic Freedom and Tenure of the American Association of University Professors. Writes Hank, "It's been an honor and a pleasure to be asked back to campus to assist in this important effort. After all, it was at CSUEB that I first became involved in and passionate about shared governance and academic freedom." Hank has already published one book on the subject, *The Future of Academic Freedom*, and has another, *Understanding Academic Freedom*, coming this October -- both by Johns Hopkins University Press. Amazing work, Hank. This campus is lucky to have you!

HONORARY FRIEND OF HISTORY** -- The department has officially proclaimed ***the first Honorary member of the Friends of History, our very own **Wanda Washington, Sherpa Queen Emerita of History at CSU East Bay**. This is a lifetime membership, and according to the official documentation, entails absolutely no overtime, address lists, mass mailings, room reservations, paperwork, hospitality or annual speaker attendance required. What warrants this unprecedented honor, you ask? Are you curious to learn more about this friend-for-life? Well... read on!

The reign of **WANDA WASHINGTON**

THE QUEEN IS RETIRING. ALL HAIL THE QUEEN.

By Linda Ivey

Perhaps it was best, in retrospect, that the department was functioning remotely when the time came. Indeed, the timing worked out quite well for Wanda Washington, who got to quietly celebrate 25 years in service at Cal State East Bay and announce her retirement on April 30. She'll be the first to tell you she tears up quite easily. I'll be the first to tell you the rest of us would have been clinging to her ankles, refusing to let her leave the building. Instead there is a strange sensation shared among the History faculty. We *know* she has left, but until the Fall, and the cautious re-population of the campus, I am fairly certain we all remain in deep denial.

In lieu of such dramatic scenes, the faculty said their goodbyes to their sherpa in personal notes, congratulatory cards, and a brief but lovely tribute during our annual student history conference. We have yet to return full-time to a department without Wanda. I worry about us.

Wanda Washington came to the history department two years into her 25-year tenure. I imagine most of you reading this newsletter have a Wanda moment, where she managed and conquered a seemingly unsolvable problem for you, all whilst conquering a dozen other tasks and showing respect to everyone who came her way. Me, personally? I was department chair for 7 years. I started right on the heels of receiving tenure and could not possibly have been more clueless about the job I had taken on. I quickly came to understand the truth in the words all of the faculty who had preceded me had often recited: Wanda was the real boss. Cute quip? Nah. Sincere reality. At the end of my first year as chair, I had to write a performance evaluation for Wanda. What a farce! It was clear she should have been the one giving me constructive feedback.



I felt just plain silly evaluating her. I felt that way for seven years.

In 2015, Wanda was honored with the Connie Sexauer University Treasure Award- an award named after a staff member who was universally valued, and one who had in fact been an important mentor to Wanda. Wanda is a treasure indeed -- and while I bemoan her retirement on behalf of the department, of course we collectively so sincerely wish for her to bask in the glow of a career bathed in universal respect and love.

"We have yet to return full-time to a department without Wanda. I worry about us."

In the words of another former chair, Dr. Nancy Thompson, "A retirement is a bittersweet occasion... While Wanda looks forward to a happy and active retirement, she can also look back with pleasure and pride on the many lives she's touched as a member--indeed, as *the heart*--of this department."

Emeriti faculty, too, recall working with Wanda with utter fondness. Bill Reuter expressed deep thanks to her, describing her "the stalwart pillar of the department." Dick Orsi adds that he and Dolores got one heck of a gumbo recipe from her and Rick (I want a copy!) and Hank Reichman recalled what a coup it felt like to bring her to the department in the first place.

Wanda is indeed universally adored on campus, especially in the department -- that is truth. I'll forever be grateful and humbled to have gotten to know the funny person in addition to the kind person, the person who would gossip a bit, and secretly roll eyes with me (when that was due), and never call me out on my inability to stop eating smarties. Wanda, I loved working with you -- the capable you, the kind you, and the truly genuine person you are. Happy retirement, my friend -- you deserve it.

FOREVER FRIEND

"Some years ago a group of History majors put together a book that was a take-off on the popular Where's Waldo? books. Their version, called Where's Wanda?, was a tribute to the many and varied things that Wanda did to keep the History department running smoothly.

The students knew what I myself observed, most especially while I served as chair of the department. Wanda's job requires a phenomenal ability to keep track of a dozen major things that need doing, while also juggling a constant stream of smaller requests from faculty and students. Does a faculty member need a key? Wanda's glad to help. Does a student need a form? It's not an interruption. Despite the constant demands on her time and attention, Wanda has always remained cheerful and patient. If the History Department seems warm and welcoming, she deserves much of the credit."

--Professor Emerita Nancy Thompson

I would be walking down the hall and out of nowhere hear, "Good morning, Anna." Without even seeing me she knew the sound of my footsteps. It turns out she knew the sound of almost everyone's footsteps, which doesn't surprise me at all. Wanda is an incredibly perceptive person who takes the time to get to know the campus community--especially the students. She can easily recount stories of history majors from 10 or 15 years ago! Which is why the student body adores her and why she always has a line of students outside her door. Wanda, thank you for being the heart of the History Department for so many years! We will all miss you dearly!

-- Professor Anna Alexander

A special announcement from Department Chair Dr. Bridget Ford while honoring Wanda during the History Student Conference:

We have a special tribute to a person who has also made the study of history possible here at Cal State East Bay: Mrs. Wanda Washington.

Here, in the presence of our students, our faculty, and our emeriti faculty, we wish to recognize and honor Wanda's superb career at our campus.

Next Friday, on April 30, Wanda will retire from Cal State East Bay, after 25 years on campus, with 23 with the Department of History. It is fitting that we offer our congratulations to Wanda at our History Student Conference, given her dedication to our university's students for so many years.

I checked the numbers: since Fall of 1998, Wanda has supported 1,077 History students in earning their Bachelors' degrees and MA degrees. You heard that right: 1,077 college and Masters' degree graduates.

And then there are the American Institutions certifications, for the study of United States and California history and government, required of all CSU graduates. I'm guessing that Wanda has seen close to 5,000 Cal State East Bay undergraduates through to certification! They may save our democracy yet!

In light of her work, the Cal State East Bay History Faculty are honoring Wanda's extraordinary 25-year career, and her contributions to historical understanding and knowledge of our region, country, and world, by henceforth re-naming our annual conference:

The Wanda Washington History Student Conference

On behalf of the History Faculty, I congratulate our dear friend. And we wish her so much joy and happiness in her retirement.

Thank you, Wanda. From everyone in the History Community. Thank You.

This is the Modern Age: Student Experiences with Zoom

Ari Diaz

I still vividly remember the week of March 9th when it was announced there was a possibility that all in-person classes might be moving to Zoom. Zoom almost sprang out of nowhere. I've heard of Skype before but Zoom, to me, felt like the new kid on the block (even though they've been around since 2011). Sure enough all in-person classes were eventually moved to Zoom that same week. It has been about nine months since and we are still using Zoom. We'll be using it for spring semester too and who knows after that. Opinions vary on Zoom classes among students and I've interviewed a few who had time to review these past months on Zoom.

Keith Vazquez was a sophomore when we switched to Zoom back in March. The transition from in-person classes to Zoom went relatively well for Keith as teachers already had a good understanding of Zoom and how it works. The problems laid more with the classes themselves and the course work as Keith says, "Though, the hardest part was how to finish or move projects. I had a group project for a philosophy class that just became a nightmare to organize and present due to zoom." Classes like physics didn't feel the same since there was no access to the lab or necessary equipments and as well with the Wind Symphony, "...all of our classes moved online and all of our events got canceled. We did our best to still play, like doing solo performances at home but it wasn't the same or the best." Keith is now in his junior year and taking six classes this semester. Although he says Zoom classes have improved with quality and the teachers have become more versed in Zoom, it still isn't the same as in-person classes, "I wish all my classes were in person, I find the online zoom model to be far more difficult..." and "...it's still so hard to learn and keep up with everything when it's all online." Keith will be taking just one class next semester and hopes it will be better than these last two semesters.

Bodhi Young is a graduating senior and he found the initial transition to Zoom "rough" and it's because of a feeling many of us students probably relate to, "the worst part was the feeling of optionality. Online Zoom classes felt so optional even though they weren't." I've struggled with this and I'm sure students have as well. Bodhi says this semester has been even more challenging, "maybe it's the difficulty of my classes, but dealing with Zoom classes has made juggling work, school, and personal time super difficult." Bodhi is in a unique situation as he's graduating. He was extremely disappointed to find out that this semester would be moved to Zoom and by extension, the graduation ceremony would most likely be moved to Zoom. In his own words, "I just miss seeing everyone, and being that this is my last year, it sucks to know that I won't be able to experience that again at East Bay." He says these past few semesters with Zoom have been "disheartening" and says, "...but, it was the best East Bay could do so I can't be mad at them..." and adds, "tuition should've been slashed but otherwise they did the best they could to get us an education." This is something that I know all us students can agree on.

Jacqueline Torres is a junior, transferred from Citrus College in Glendora. Jacqueline has the unique circumstance of experiencing Zoom classes with a community college and university. In the spring semester she felt it was okay to have Zoom classes, this being one of the many reasons why, "in one of my classes at Citrus, for math, the lectures were being recorded." She says East Bay teachers don't really do that which was one of her criticisms about her Zoom experience here at the university. This fall semester was her first semester here at East Bay and since she won't be having the traditional university experience she had "mixed feelings" about having all classes moved to Zoom. One

Zoom school, cont'd

positive outcome was being able to stay home and not worry about money so much, "It was also a huge relief financially because I didn't know how to afford the housing, plus meals and gas in my car." Jacqueline has a learning disability so it was difficult at first to get used to Zoom classes. I asked her if Zoom classes are better for someone with learning disabilities in comparison to in-person classes and in her opinion she said, "I think Zoom classes are helpful because it allows me to record the session. If I want to, I can save the chat as well." Although she says it can be helpful if some sort of closed captioning was added.



On Instagram I made a poll asking students if their Zoom experience was positive or negative. 59% percent voted positive and 41% voted negative. Only 22 students voted so I'm not sure how scientific this poll was but I believe it might be a good indicator of how students felt these past few semesters. I asked the three students I interviewed if they believe Zoom classes should be offered as an option once the pandemic is over. One student said it should only be used as a back up, one student believed that Zoom classes can be used for more hands-off teaching courses, and the other student believes there should be an option for Zoom classes. They all believe that Zoom is here to stay, for better or for worse, and only time will tell in what capacity and how normalized Zoom will be in our universities and colleges.

From Behind the Desk **Teaching During the Pandemic** *-Linda Ivey*

There's a great social media video that has made the rounds, featuring a person -- a professor --

teaching along over zoom and smoothly offers further explanation with a "wait -- let me just share my screen." What follows is a long, incredibly awkward couple of minutes of the professor's eyes darting about the screen with a series of unending clicks in the futile attempt to smoothly engage in the technology laid before them. I was never able to smoothly share my screen. Never.

Amid the fumbling, the cameras-turned-off, the utter lack of discernible engagement with the words coming out of your mouth, there ended up being much to appreciate about a year of teaching on zoom. Most notable to me were the students presentations of work.

With much less fumbling, students spoke with relative ease to the screens they were sharing, describing (in one case) orally and visually how they navigated through a series of primary sources to piece together a narrative of a past event. I also found the dynamic of one-on-one zoom meetings for advising or office hours really positive and as personal as a face-to-face meeting. And as for helping students get their education during a global pandemic? I had a student logging into a synchronous on-line class from Kazakhstan! The timing may not have been ideal for him, but he was there.



Left: screen shots lead to interesting insights on being a student in your own zoom classroom.

In short, faculty, students, staff -- we pulled this off. I look forward to those in-person connections again, be it in the classroom, during office hours, or even in department meetings. But I will also miss some of the unusual things that became the norm:

Anna's cats draped on her shoulders during meetings; funny asides from students in the chat; seeing glimpses of my colleagues' worlds off-campus; not seeing Vahid's face. Just kidding, Vahid! I miss your face! (The man never turns on his camera.) All in all, zoom school was okay be me. And Anna's cats.



The Center for APPLIED HISTORY

at CAL STATE EAST BAY

Learn the past. Understand the present. Shape the future.

This past year the Department of History laid the groundwork for the Center for Applied History (CAH). We may still be several years away from officially chartering the CAH, but we are having a lot of fun creating programming and imaging where this new initiative will take us!

So what is the Center for Applied History? Right now it is serving as a clearinghouse to showcase the powerful work that our students and faculty have created using the methods found in public and digital histories. When we reconceived our BA program during semester conversion, we added a requirement that all History majors take a course in applied history--Public History, Digital History, or Teaching History. The goal was to have our students graduate with a resume full of hands-on history projects like oral history interviews, podcasts, digital mapping, and scholarly publications to help them secure fulfilling employment. And they are doing exactly that!

By focusing on socially engaged history that creates history collaboratively with the Bay Area community, we offer students something that they can't find in other History Departments in the region. Now more than ever we need to figure out how best to communicate and market the importance of history to the public. The Center for Applied History helps students experiment with different modes to tell stories and interpret the past.

With the help of an A2E2 (Academic Access, Enhancement and Excellence) grant, we were able to hire student assistants to help in the early stages of planning the CAH. History majors Karissa Cherry, Ari Diaz, Keith Vasquez, and Bodhi Young learned valuable skills in marketing and promotion and revamped our website, created a solid social media presence, and highlighted the projects that students have completed in their classes. Podcasts about the ancient world,

exhibits about Stalingrad, and historical blogging about the presidential election are just some of the projects that students have done in their classes. With the help of our student assistants, those projects are no longer buried in blackboard sites, but they are made available to the public on our department website.

Creating programming to help students more fully understand the possibilities of applied history was a major component of the Fall 2020 semester. With the help of Mary Ann Irwin, all our majors were given the opportunity to visit her graduate public history class and hear from guest speakers who have exciting careers using applied history. Guest speakers from the California African American Museum, the Presidio Trust, and the California Academy of Sciences, among others, offered our students insights about using history outside of the classroom.

The A2E2 funding also allowed us to hire teaching assistants for our lower-division classes, which gave our majors hands-on experience with facilitating discussions and improving student learning. The students took what they learned in their HIST 404: Teaching History class, and applied it that same semester in a real-life teaching environment.

The Center for Applied History has the potential to embed history majors into the Bay Area community through applied history projects and internships, and we are eager to continue these investments in community engagement. Check out our website or our social media accounts for updates about events and opportunities related to the Center for Applied History.



Above: Examples of programming from the Center for Applied History

HISTORY IN ACTION:

“NEVER LOSE CONTROL OF YOUR LIFE” A HOLOCAUST SURVIVOR SHARES HIS STORY

On October 28, 2020 our student, faculty and alumni community had a rare chance to hear stories from Holocaust survivor Leon R., the speaker at our Friends of History annual event. The San Francisco Tauber Holocaust Library and Archive put us in touch with Leon, now 88.

Born in Czernowitz, Romania, in 1931, going to school and playing soccer with a best friend, Leon began his life as an ordinary child. Yet his story was extraordinary, not only because it unfolded differently than Holocaust narratives students are perhaps more accustomed to hearing, but also because of the way Leon himself chose to act and the wisdom he gained.

After Romania was invaded by Soviet Russia in 1940, it allied with Nazi Germany in 1941. Like too many others, his family were forced to wear yellow stars, were herded into a ghetto, and then loaded onto a freight train bound for a concentration camp.

From there, Leon's family history was characterized by split-second decisions, happenstance, and twists of fate, each of which played a role in their survival. His mother was able to bribe the soldier walking their group from a riverboat to the Mogilev camp in Ukraine; they made their way to a Jewish ghetto where a starving Leon scavenged for food for his mother and father, who sat propped up on a wall, refusing to lie down for fear of dying. Leon's father was nearly conscripted and his mother survived typhus.

Most incredibly, Leon himself became so sick with typhus that the hospital assumed he had died and he was placed in a morgue. But he survived, and by chance, when he finally came to, he heard his father outside, called to him, and was rescued.

When the war was over, Leon, his mother, and his father walked back to Czernowitz, where they found their old home. His mother opened a deli, but eventually Soviet authorities took his father for interrogation on the assumption that he was a spy. When he was released, the family was determined to leave Romania. Eventually, they ended up right here in San Francisco, where they bought a home. Leon, undaunted by Covid-19, spoke to us from there via zoom.

Leon's story was a true profile in courage. When an audience member asked him whether he had any advice for young people, his answer was surprising. First, he said, always take care of your parents. And second, never lose control of your life.

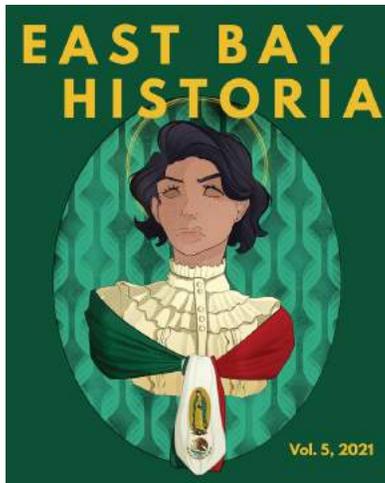


Above: Leon participates in a JFCS program called The Next Chapter, which pairs Holocaust survivors with local high school students for ongoing interactions and conversations. The students then write and reflect upon the stories of their partner.

These answers were a bit unexpected. Even in less terrifying times, parents take care of children. During the Holocaust, it would seem impossible not to lose control of your life. But as a child during the Holocaust, Leon acted with strength and courage to take care of his parents. Together they used every shred of free will they had to survive. Though he did not say so, the message was clear. I did this, and you can too.

STUDENT JOURNAL

The new volume of the *East Bay Historia* is now available!



The History Department is delighted to report another incredible accomplishment of our students that the COVID-19 pandemic was not able to keep down -- the publication of the fifth volume of the *East Bay Historia*. Here we present the introduction to this year's journal written by Editor-in-Chief Jenni Shaw, BA, 2021. It provides but a glimpse of the remarkable job a team of students, working remotely via zoom, put into compiling, editing and publishing this year's edition.

Congratulations to Jenni and the entire editorial team and to their intrepid advisor, Dr. Alexander.

Fantastic work!

When the world shut down in March 2020 no one anticipated that a year later we would still be participating in classes virtually. Isolation, virtual fatigue, and dissociation has burdened everyone. This year's East Bay Historia, vol. V, is a testament to the strength and resilience of Cal State East Bay students. Our contributing authors went through a stringent review process with multiple revisions. Thank you, authors, for stepping up to make each essay exceptional. With topics ranging from the local history of migrant farmers to composers caught in the politics of Soviet Russia, the East Bay Historia introduces our readers to the variety of topics studied by historians.

Teamwork is the true theme of this year's journal. The editorial board has worked with each other, and the authors, exclusively online. Not having face-to-face interaction has the potential to create a disconnect, but everyone came together as a whole keeping the best interest of the journal at heart. Thank you to everyone on the editorial team for helping to create such a strong publication. A special thanks goes to our assistant advisor, Karla Vega and our design officer, Jessica Spencer for lending us a hand.

One of the most anticipated aspects of the journal is the artwork that accompanies each essay. Our brains are wired to respond to visual stimulation, and the illustrations not only engage the readers, but expands the imagination and retention. In line with remaining a student journal, we collaborated with Professor Joshua Funk at Chico State to have students create these images as part of a digital illustration course. The student artists read the essays published in this volume, interpreted their meanings, and brought them to life in an exercise called editorial illustration. We are grateful to have the opportunity to work with these artists, and Professor Funk as well.

While the journal is the finished product of a class it would not be possible without the tireless leadership of Dr. Alexander guiding us, and Dr. Daniels for acting as an advisor. Every member of the History Department deserves our gratitude, not just for helping facilitate the journal, but for helping each student succeed. I know from my own experience just how much this department invests in its students, and how much encouragement and guidance is offered. I personally would like to thank every member of the History Department for fostering my own growth and seeing potential in me.

Each year that we publish this journal we learn and grow as we go along. This would not be possible without the Friends of History. Their continued support and generous donations allow each volume of the journal to be better than the last. This journal is a passion project. We have all labored to create it, and everyone involved has my thanks. I hope everyone who reads this year's journal will be inspired by not only the words, but also all the work that went into it.

Happy Reading!
Jenni Shaw
Editor-In-Chief

CSU COLLABORATE

Faculty members at East Bay and Chico-- who happen to be brother and sister-- work together to bring history and digital media students experience in presenting the past in vibrant color

For the second year in a row History majors at Cal State East Bay have teamed up with Art majors at Chico State to create the newest edition of the *East Bay Historia*, a student publication that showcases history essays accompanied by interpretive illustrations. The collaboration came together when brother-sister team Josh Funk, Assistant Professor of Digital Media at Chico State, and Anna Alexander, Associate Professor of History at Cal State East Bay, wanted to give their students real-life collaborative experiences in editorial illustration and scholarly publishing.

Three key groups, consisting of dozens of students across two campuses, are involved in publishing the *East Bay Historia*. First, the student authors who are current and former students from Cal State East Bay who submitted their historical essays to be considered for publication. Second, the student artists from Josh Funk's Digital Illustration class at Chico State who read the essays selected for publication and interpreted them through illustration. Third, the student editorial board from Anna Alexander's Public History class at Cal State East Bay who selected and copy-edited the essays for publication, designed and marketed the journal, all while researching copyright law and trying to stay within budget. The project ends up being a semester-long immersive experience with rigorous historical and artistic debates. All of this work culminates in a book-length publication that is distributed widely to students, faculty, alumni, and donors.

While the *East Bay Historia* is a student journal, its review structure mimics professional academic journals to give students a sense of the hard work involved in publishing. In line with academic publishing, every essay submitted for consideration goes through blind peer review where the editorial board gives the authors feedback, requests changes, and decides whether to accept or reject the submission.



Above: Anna Alexander (CSUEB) and Joshua Funk (Chico State)

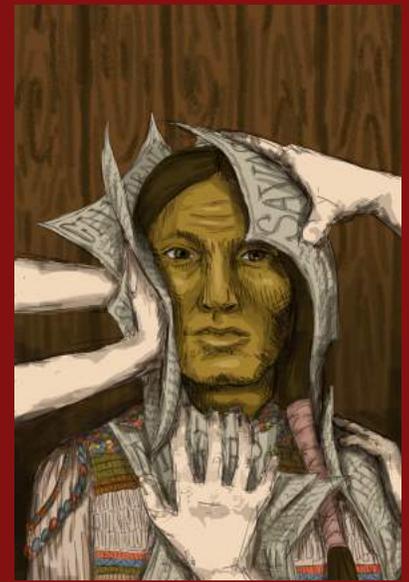
The 2021 Editor-in-Chief, Jennifer Shaw, explains that the "stringent review process with multiple revisions...make each essay exceptional." Student author Adriel Valadez appreciated the editorial board's thorough feedback, which gave him the tools to "create a better version of [his] essay" and to become a better writer in the future. Editorial board member Jacob Sever had "imagined it would be a long process but did not realize how many people had to work together to create a good journal article." For many students this is a wake-up call that writing is a process, and oftentimes a paper's argument will become more dynamic and its prose more eloquent only after several rounds of revision.

For the student artists, it is often their first experience working for clients and tailoring their illustrations to fit a specific audience. Interior architecture major at Chico State, Alondra Cruz, created the illustration for Ruben Cardona's essay "La Ley de Herodes." Alondra explained, "When the editorial illustration project was first introduced I was very conflicted. I have never had the opportunity to work for a client, so I was very nervous to get started." Ruben's paper explores political corruption of 1940s Mexico through the film *La Ley de Herodes*, which according to Ruben was the reason he became interested in Mexican History.

Much of Ruben's essay discussed 1940s political culture in Mexico and the concept of the "dedazo" or hand-picking of political successors. Alondra's illustration of a large hand picking up Mexican President Miguel Alemán (1946-1952) offers a satirical illustration that fits well alongside Ruben's historical essay.



Many of the student contributors used this public platform to expose injustices in the past and present. Journalism major and student artist, Melissa Joseph, wanted to “hold history and its predecessors accountable” through her illustration of the Raphael Hopstone’s essay “By This Barbarous Practice: California’s Press and Rationalizing Genocide.” Melissa explains how she knew “journalism can be weaponized,” yet “never fully considered the history of journalism and how it has negatively shaped an entire ideology of prejudice.” Her illustration of white hands physically smothering a native person with slanderous newspaper headlines piques the reader’s attention to learn more from Raphael’s research.



Sometimes social inequalities become so ubiquitous that people stop noticing them all together. Author Adam Christian and artist Danielle Howell refused to let that happen to the issue of homeless, and crafted a powerful essay and illustration to bring forward this silenced history. Danielle Howell spent twenty hours working on her illustration to accompany Adam’s essay, and she sought to create a striking visual of socio-economic inequality:

“My goal was to show how wealthy people go about their days ignoring the inequalities and lack of resources for the homeless community because they are benefiting from those inequalities. I separated the two sides of the illustration with the Golden Gate Bridge to represent the hierarchy of classes and to depict the tent cities that often exist under freeway overpasses. I wanted the sea of tents to replace the ocean that is under the bridge in reality, in order to reflect how prominent the issue of homelessness is. To further symbolize this, I put the bridge at a crooked angle to portray the unsettling imbalance between the wealthy and the impoverished.”



The student artists were able to pinpoint elements in the historical essays and force the audience to contend with the unpleasantness of the past. This was especially true in Jenna Lateano’s illustration of Alberto Mora’s essay about eugenics and forced sterilization of women. The heart of Jenna’s illustration and Alberto’s essay is about the coercion of women, especially women of color. The inspiration for Jenna’s illustration came from the idea that “a woman’s body is her home.” In the case of sterilization, others were often making decisions about women’s bodies and whether or not certain women should be able to procreate. Jenna explains: “I chose to illustrate the right to bodily autonomy as a woman guarding her elegant house by grasping onto it firmly and creating distance between her and the audience with her outstretched legs.” The arresting visual clues you in that the essay is not for the faint of heart.



The *East Bay Historia* has been published out of Cal State East Bay’s History Department since 2017, but when the journal paired up with student artists from Chico State, it enhanced the experience for everyone involved. History Professor Anna Alexander says “my students leave this experience with a sense of fulfillment that they made a lasting contribution to historical scholarship. By tirelessly working together as a team to create something that reaches beyond the confines of the classroom, they develop skills that help them land rewarding careers. Plus, the bonds they make working on the journal are lasting and have helped connect our current and former students in meaningful and engaging ways.” Digital Media Professor Josh Funk explains, “working for a client and competing for publication is a transformative experience. This opportunity prepares our students for the realistic and exciting creative challenges that await them as professional artists. To succeed, they must find innovative visual solutions through additional research, thumbnail sketches, and critique. If they are successful, their illustration will stop the viewer in their tracks and assist the author’s message.”

THE (now-to-be-known-forevermore-as) ANNUAL WANDA WASHINGTON STUDENT HISTORY CONFERENCE

Lights! Camera! Un-mute!

On April 23, 2021, the students and faculty began the familiar ritual of clicking on the designated zoom for a virtual gathering. But it was perhaps a bit earlier than usual, and perhaps there were a few more signs of nervousness behind the faces on the screen... and so began the first **virtual student history conference at CSU East Bay!**

Moderated by Jason Daniels and Anna Alexander, with **live tweeting** courtesy of student Ari Diaz, the conference once again hosted an impressive roster of student research. Fifteen students in total (13 MA candidates and two undergraduates) presented original research based on primary sources. The conference also featured our lunchtime tribute to Wanda Washington, for whom the conference has been re-named (see pg. 7), and the announcements of the 2020-21 student scholarship winners (see pg. 4). In addition to the engaging student presentations, it was a really lovely (almost) end-of-the-year gathering. Congratulations to our presenters!

4TH ANNUAL
HISTORY STUDENT CONFERENCE
CAL STATE EAST BAY



FRIDAY, APRIL 23RD, 2021
9:00 am - 4:30 pm
Virtual Conference
<https://csueb.zoom.us/j/86927661924>
DEPARTMENT OF HISTORY, CAL STATE EAST BAY

HISTORY STUDENT CONFERENCE



SESSION 1

9:00 am - 10:15am

DEMOCRATIC MOVEMENTS AND PRESIDENTIAL POWER ACROSS MODERN NORTH AMERICA



KEVIN GARCIA

MA History Student

"Invoking the Twenty-Fifth: Succession, Vacancy, Disability, and Section 4"



NICK LEMUCCHI

MA History Student

"Forty-Five's Primary Ride: How Trump Secured the Republican Nomination in 2016"



ANDREW GILLIES

MA History Student

"The Nixon Threshold: Executive Prerogative and the Modern Presidency"



RUBEN CARDONA

MA History Student

"Push for Democracy: The Tumultuous 1980s and Their Impact on Mexican Politics"

SESSION 2

10:30 am - 11:45am

MIGRATION, IDENTITY, AND BUSINESS IN 20TH CENTURY CALIFORNIA



VANESSA ARMENTA

MA History Student

"¿Damas o Putas?: Understanding the Root of California Women Stereotypes and the Effect on their Social Identity"



MELISSA GRUJALVA-FOREMAN

MA History Student

"From Dirt to Concrete: Suburban Encroachment on the Rural Fringe in Contra Costa County"



JANET K Aidantzis

MA History Student

"A Resort of One's Own: Women Owners of Summer Resorts at Lake Tahoe: 1900-1920"



NOAH ZACHARY

MA History Student

"The Western Zion: Jewish Immigration and Recreating a Homeland in California Agriculture, 1930s"

HISTORY STUDENT CONFERENCE



SESSION 3

1:00 pm - 2:15pm

VIKINGS, WITCHES, AND GENOCIDE: RETHINKING TRADITIONAL HISTORICAL NARRATIVES



RAPHAEL HOPSTONE

MA History Student

"Bloody Island Investigation: Rethinking Early California History in the Classroom"



PRISCILLA WITHERSPOON

BA History Student

"The Truth about Thor: Viking History and How It's Gone Wrong"



JENNIFER SHAW

BA History Student

"Beyond Spectral Evidence: An Examination of Judicial Reform Prompted by the Salem Witch Trials of 1692"

SESSION 4

2:30 pm - 3:45 pm

INTERSECTIONALITY IN AMERICAN EDUCATION AND ACTIVISM



PAUL MITCHELL

MA History Student

"Revisiting Bruce's Beach: A Case of Race, Power and Gentrification in California's Black Communities"



ELIZABETH STEGNER

MA History Student

"The Plague of Segregation: Educational Inequality in Chicago During the 1918 Influenza Pandemic"



PAMELA GLEASON

MA History Student

"Thank Goodness for the Black Lives Matter Movement: Historiography, Intersectionality, and Reclaimed Truths"

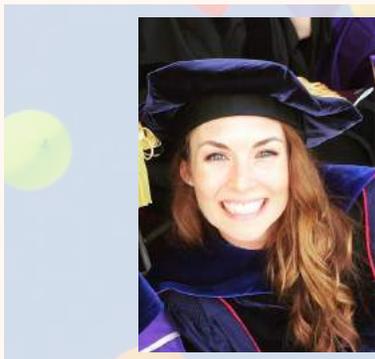


KEVIN DEFOREST

MA History Student

"Points of Collective Consciousness: The Intersectionality of Bay Area Activism and the Disability Rights Movement From 1960 to 1977"

FACULTY NEWS:



**Three cheers to
DR. ANNA ALEXANDER
who was awarded early tenure and
promotion to Associate Professor
in May 2020!**

**Congratulations on such a wonderfully
impressive accomplishment!**

Mary Ann Irwin reports the the *Pacific Historical Review* will publish a peer-reviewed article submitted by CSUEB History Department lecturer Mary Ann Irwin entitled, "Women with Hearts' and the Americanization of Jewish San Francisco, 1850-1880." Woot!!

Linda Ivey reports: "I came back from a peaceful, albeit odd sort of sabbatical (pandemic and all) and landed head first into to chairing the Faculty Affairs committee of the Academic Senate. I am pleased to report an incredible energy among the faculty, focused on addressing anti-racism in a direct, proactive spirit."

Ben Klein reports: "I used the state of the national pastime in 2020 to frame HIST 480: Baseball in America. We began with a discussion about race and social justice (baseball's reaction to the Black Lives Matter protests) and relations between labor and management after some team owners threatened to cancel the season. In addition, I invited historian Lee Lowenfish to class via new technology (Zoom) for a conversation about Branch Rickey's role in the integration of major league baseball and the creation of the minor league system."

BACK FROM SABBATICAL: Kevin Kaatz!

It was a strange sabbatical. Our daughter's preschool shut down in the middle of March and did not start up again until July, so I was on daddy-duty for that time. After that I was able to get a bit of work done in July and part of August. Elizabeth's kindergarten was totally online, so I spent my mornings through December making sure she was ready to go and working on her assignments... Anyway, it was still a productive time. The previous summer I was a Faculty Research Associate for our Online University. Part of the work was to send out a survey to all faculty who have had training to teach online. I took the results and wrote an article titled "The Joy of Quality Assurance: Evaluating Faculty Quality Assurance Training at a Medium-Size University in the West." It will be published in the *Journal for Educators Online*, July 2021. Next, Randy Utz (one of our MA students) and I worked on an edited volume titled *An Anthology on the Roman World: Republic to Empire*. It was accepted for publication in November 2020 and published by Cognella in January 2021. I also presented at the Cal State Tech Conference in July and also completed two professional certificates through Adobe titled "Digital Story Telling" and "Cultivating Digital Literacy." Finally, another project that was published during my sabbatical was a

Elizabeth McGuire reports: "I am being a student this semester! I'm taking Farsi at CSU Fresno and Dr. Kaatz's Zotero lab from our very own department. Zotero is a big help in organizing research materials, which I am currently doing for my second book, *Communist Neverland*."

Karen Pare reports: "For the past year and a half I have been working on a history of the Mormon temple in Oakland, California... The book will include a history of the temple and of the Church in California, interviews with Church officers and those who were in charge of the massive open houses. Thousands of photos are being sorted and labeled. In my classes at CSU I have experimented with new sources and formats for my courses in the History of Nursing and Women, Gender and Rights in US History. In light of the pandemic, modifications to courses include setting out requirements so that students can work ahead if needed and have more efficient ways to contact me. Students are working very hard and I admire them for getting through this crisis."

In other department news...

California History editor Mary Ann Irwin reports from her headquarters in the CSUEB History Department, that one of its 2020 articles won the **Western Association of Women Historian's Judith Lee Ridge "Best Article" Prize for Diane M. T. North**, "California and the 1918-1920 Influenza Pandemic." When Dr. North saw the first U.S. report about the Wuhan, China, virus outbreak in December 2019, she reports "all my past research, especially reading Chinese missionary reports, physicians' descriptions, and travel accounts, and, frankly, a gut reaction, told me a pandemic would arise swiftly." Dr. North concludes: **"Historians study and analyze the past, but I believe we have a responsibility to use that knowledge to inform the present - be it a question of upholding the rule of just laws, expanding equal rights, conserving the environment, or protecting public health."** Congratulations Mary Ann & the editorial staff of *California History*!!

Diane M. T. North, "California and the 1918-1920 Influenza Pandemic," *California History*, (2020) 97 (3): 3-36, <https://doi.org/10.1525/ch.2020.97.3.3>.

co-edited volume with Prof. Linda Ivey. This book was completed before the sabbatical began, but the publisher delayed it because of COVID. It is titled *Documents of Japanese American Internment* published by ABC-CLIO in their Eyewitness to History series (December 2021).

The academic year 2020-2021 was a weird one in many ways -- but imagine arriving to a new job, in a new part of the country, facing down wildfires and global pandemics, and acclimating to your new students and colleagues only through zoom...

Who could pull that off with grace, humor and apparent ease?

Hey everybody.... get to know

DR. JASON DANIELS!



photo credit: craftily stolen from zoom screen shot

Anna Alexander is one of our faculty members who has spent a bit of time with Jason this past year, meeting up for some socially-distanced bonding -- and she plied him for some info so we could get to know a little but more about our newest department member.

A: Tell us a little about your life before arriving at Cal State East Bay.

J: Prior to joining CSUEB in Fall 2020, I held positions at Black Hills State University in Spearfish, South Dakota (2015-2020), Knox College in Galesburg, Illinois (2014-2015), and Indian River State College in Ft. Pierce, Florida (2008-2014). I earned a BA (2006) and a MA (2008) at the University of Florida and Ph.D. from the University of Warwick (United Kingdom) in 2013.

A: 2020-2021 wasn't a normal year for anyone, but I imagine it was tough relocating and starting a new job in the middle of a pandemic. Tell us about your first year at Cal State East Bay.

J: My first year at CSUEB was a resounding success. I arrived in California in June 2020, found housing relatively quickly, and went straight to work teaching a summer course. From my very first class (HIST 110) to my latest class supervising senior theses (HIST 499), I have been impressed by all of my students and their ability to thrive during these difficult times. Their enthusiasm combined with the overwhelming support of my colleagues made the transition to a new place impressively smooth. I am happy to say I have found a home here at CSUEB and look forward to many fruitful years in the future.

A: What's your area of expertise?

J: My approach to the study of history is deliberately transnational and seeks to deconstruct historically prescribed boundaries that limit our understanding of the experiences of African, American Indian, and European peoples across the Atlantic world. To date, I have published three peer-reviewed articles that examine the experiences of Atlantic-world peoples. In particular, my previous research traces the impact of resistance (marronage) on the Haitian Revolution,

the social leveling effects of black and white captivity among American Indians along a "European frontier" (Spanish La Florida), and the relationship between the intercolonial slave trade and early abolitionist efforts in Pennsylvania. My current book project, "Atlantic Estates: Family, Trade, and Plantations during the Eighteenth Century," investigates a single family's management of their collective transatlantic interests in Jamaica, Pennsylvania, and England. I argue that our teleological sense of the rise of the Anglo-Atlantic colonial endeavor deserves re-evaluation by providing a counterpoint to the many tautologous and nationalistic interpretations of Atlantic history that tend to deemphasize the disconnections and discord of the eighteenth century. This work provides an uninterrupted picture of enslavement in Jamaica from its inception through emancipation, a unique perspective on the emergence of Pennsylvania as a center for intercolonial trade, as well as a rare exploration of the role of African slavery in the development of English country estates.

A: You've already become a favorite instructor among students and I'm sure they are eager to hear what classes you plan to teach in the future.

J: Throughout my professional career, I have taught a wide range of American, European, Caribbean, and World history coursework across online, in-person, and study abroad formats. I look forward to continue teaching the US history surveys, the American Revolution, Historiography, and graduate courses in early American and the Atlantic world. In the future, I hope to offer courses in Atlantic world history, Caribbean history, and a study-abroad course in England, Wales, and Scotland with a particular focus on eighteenth-century popular culture.

A: When you're not teaching, researching, and thinking about history, what do you do?

J: When I am not teaching, researching, and writing, I enjoy training for triathlons, hiking, cooking, traveling, and spending time with my amazing wife, Sabrina, and our two Austrian Shepherds, Collette and Cordelia.



CHAIR'S CORNER

Lifelines -- Dr. Bridget Ford

From the Oxford English Dictionary:

"Something that is depended on or which provides a means of escape from a difficult situation; an essential line of communication, supply route, etc."

Each of us looked for lifelines in the last sixteen months, our vulnerabilities made manifest in so many ways. Each of us has also been called upon to scrutinize our environments and circumstances, to understand the forces pulling us forward or carrying us back. For this "Chair's Corner," at the conclusion of an inarguably hard year in history, I would like to describe several "lifelines" that Cal State East Bay's History faculty devised, improvised, and offered—to the best of our abilities—to make sure our students could continue with their degrees, their classes, and their sense of purpose.

First, guided by Dr. Elizabeth McGuire, the Department of History implemented an entirely new advising system for our undergraduate majors in Fall 2020. With innovative Major Planners, available online 24/7 to History majors, combined with an online advising reporting system called Bay Advisor and a comprehensive graduation profile known as the Degree Audit Report, we embarked on a new era of advising. Astoundingly, during the 2020-2021 academic year, our seven full-time tenure-track faculty members reported 234 advising meetings with our History majors. Yes, you read that correctly—234 meetings with students officially reported and recorded within Bay Advisor! Students have a permanent record of our conversations and decisions, and advisors in other offices—Project Impact, EOP, or AACE—are all informed about students' progress in the major. One of the consequences of this robust advising system is that the time-to-degree for our History majors is decreasing, which lessens the expense of college and speeds our students' transition to their next career steps. I can't tell you the joy it gives me to see a Degree Audit Report filled in with our History major classes! I'd like to make the case here that our new advising system feels like a lifeline of sorts—the "supply route," if you will, to the college degree.

Second, in ordinary times, email can feel feeble as a tool of critical human interaction, but this year, it became a lifeline for our History Department. Email truly became a main means by which our faculty and larger History community gave extraordinary, individualized support to our students and programs. Email volume may be one small indication of our attentions here. In a six-month period, between Nov. 1, 2020, and May 1, 2021, I wrote approximately 2,287 work emails (in the prior year, across the same time frame, I sent a thousand fewer, or approximately 1,279 emails).



Pre-pandemic, faculty and students visit the Museum of the African Diaspora, Feb. 2020

I'm still a little agog at this number, but in the twelve months before May 23, 2021, I sent 4,581 individual work emails, according to Google.

Via this "essential line of communication," we quickly called upon every possible university resource, including the robust support offered by the Cal State East Bay Care Team and Student Health and Counseling Services offices. I would like to express my deepest appreciation to Associate Dean Sarah Nielsen and to all the History faculty for being in very quick touch with me to help our students stay the course, in whatever circumstance they found themselves in. I wish to thank students and faculty who let me know when we needed to call in support and reinforcement. It takes bravery to let folks know when things don't feel right. Reflecting upon this long year, I believe that we have been nimble, resourceful, and communicative to reduce stress and create channels for students complete classes and degrees.

Finally, and perhaps most importantly, we have this: "Something that is depended on or which provides a means of escape from a difficult situation." I would like to argue that our history scholarship formed this kind of lifeline in the last year. I believe we all rebounded in seeing History majors' scholarship--whether in writing, in Zoom, or in at the newly rechristened Wanda Washington History Student Conference. For example, as my HIST 301 (Historical Writing) class examined the nineteenth-century abolitionist movement, I could think of nothing more profound than listening to the voices from that era right now. Because of our students' work and research, these voices boomed and thundered from the pages, across the generations, and we heard the clarion calls from more than a century ago. Black and white abolitionists gave us the lifeline of understanding, of insight, of significance—they preserved and lent their posterity to us, so that we can continue the work they began, towards justice and equality. History weighs heavily upon our lives; in reading these abolitionist voices, I felt the pull of a lifeline.

For Wanda Washington!



Celebrating her retirement
after 25 years at
California State University, East Bay

With admiration and warmest regards from all of us
at the History Department!

Anna Alexander
Dee Andrews
Roger Baldwin
Greg Brueck
Steven Cleveland
Jason Daniels
Joseph Duong
Benjamin Feldman
Bridget Ford
Vahid Foedar
Samantha Francois
Richard Garcia
Gerald Henig
Nolan Higdon
Lynn Houlihan
Mary Ann Irwin

Linda Ivey
Kevin Kaatz
Richard Kim
Benjamin Klein
Sophia Lee
Elizabeth McGuire
Richard & Dolores Orsi
Karen Pare
Nancy Park
Robert Phelps
Henry Reichman
William Reuter
Alan Smith
Judith Stanley
Casey Sullivan
Nancy Thompson
Jessica Weiss