This was a very productive year for the Department of History. Faculty members won awards for their teaching and research and students also received numerous awards and scholarships. As you peruse this issue of “Past, Present and Future” you will be able to read about four new books and numerous papers on a variety of topics ranging from different aspects of American history and foreign relations to the history of Venice, Latin America and the Ancient World. Some of these publications attracted media attention by both local and national newspapers.

Media impact is an indication of how faculty at our department have been able to ask new questions and throw new light on issues of concern for public opinion, such as the impact of race on religious life, the suburbanization of the United States, American intervention abroad and the role of Middle-Eastern knowledge on Western science.

History students have also been very active. Thanks to their excellent work they obtained funding for research and travel from our university and also from national and international institutions, such as the German Academic Exchange Service (DAAD). This year our students won the majority of the grants from the Graduate Student Affairs Travel Fund. Many history students gave excellent presentations at the Student Research Symposium at SDSU where Caitlin Wion won the Dean’s Award for her research. In addition to conducting fascinating research, some of our students have also revitalized Phi Alpha Theta encouraging others to join, have fun while learning history and improve their academic record.

As the year ends, I also want to take advantage of this opportunity to welcome Annika Frieberg, our new professor specializing in European history, the Holocaust and the German/Polish border, who will be teaching and conducting research in our department. Specializing in media and border studies and with a focus on political history, Prof. Frieberg will bring yet another angle to what is already a diverse body of scholars.
2013 APPLEBY LECTURE—DR. JOAN WAUGH
BY MARY CLIPPER

On April 19, 2013 the San Diego State University’s Department of History hosted the annual Andrew Bell Appleby Memorial Lecture. The Department welcomed Professor Joan Waugh who presented her lecture “U.S. Grant and the Nature of Surrender During the Civil War.” Professor Waugh of the UCLA History Department specializes in the Civil War, Reconstruction, and the Gilded Age eras. She has published numerous essays and books on topics of the Civil War including: her prize-winning *U. S. Grant: American Hero, American Myth*, (University of North Carolina Press, 2009). Other works include *Unsentimental Reformer: The Life of Josephine Shaw Lowell* (Harvard University, 1998); *Civil War and Reconstruction, 1856 to 1859* (Facts on File, 2003, 2010); *The Memory of the Civil War in American Culture* (University of North Carolina Press, 2004), and *Wars Within A War: Controversy and Conflict Over the American Civil War* (University of North Carolina Press, 2009). She has won numerous teaching awards and in 2013-2014 will hold the Stephen and Janet Rogers Distinguished Fellowship in Nineteenth Century American History at the Henry Huntington Library in San Marino, California. Dr. Waugh is currently researching two book projects: a study of Harvard-educated Union officers and the topic of this lecture, an examination of the nature of surrender during the civil war.

Dr. Waugh’s lecture explained how the terms of surrender set by Ulysses S. Grant at Fort Donelson, Vicksburg, and most notably at Appomattox in 1865, set the tone for the reunion of the nation in the aftermath of the Civil War. She argued that although Grant was relentless in crushing the rebellion militarily, he was very aware of the need to set conditions of surrender that would allow the Confederacy to maintain their dignity. Grant accepted the surrender from Lee at the Appomattox Court House and allowed him along with his officers to ride away and return to their homes. She stated that both Grant and President Lincoln wanted to pave a way for reconciliation and lasting peace with the Confederacy. This would only be attained by first insisting that the people of the Confederacy swear allegiance to the United States and accept the emancipation of the slaves. Beyond this, the dignity of the people of the rebellious states needed to be preserved in order to foster an environment for reconstruction. She stated that Grant is remembered for his magnanimity at the surrender at Appomattox, which led to the reconciliation of the Union.

The lecture was followed by a lively discussion between Dr. Waugh and the faculty of the SDSU’s History Department regarding the originality of magnanimous surrender in the context of U.S. and world history.

Mary Clipper is a graduating Senior in the History Department.
Prof. Frieberg is originally from Sweden but has lived a nomadic life style since 1993 moving between four different countries and six different American states. She completed her undergraduate degree in history and German studies at Denison University in Granville, OH, and her Ph.D. in Modern and Central European history at the University of North Carolina-Chapel Hill. She has previously taught at universities in Colorado and at Indiana University Bloomington where she is currently the Visiting East European Lecturer in the Department of History and at the Russian and East European Institute.

Her research is concerned with Polish-German relations during the Cold War, with transnational and national memory, and with the rebuilding of Central Europe after the Second World War. Her book project, *Costly Reconciliation: A Transnational Media Network in Postwar Polish-German Relations*, explores how Poland and West Germany formed functioning politico-cultural relationships in postwar Europe. Specifically, she shows how bilingual media activists from the borderlands renegotiated their mutual relations in the aftermath of war, expulsions, and genocide to lay the groundwork for the official rapprochement spearheaded by Willy Brandt’s Ostpolitik. The study utilizes interviews with, and correspondences among, early media activists, as well as radio and television manuscripts and broadcasts to trace the dialogue between Poles and West Germans in the late 1950s and into the 1960s. It is the first study to systematically investigate the media’s and media activists’ role in the reconciliation of two countries that, before 1956, seemed hopelessly embroiled in a mutually antagonistic relationship defined by past crimes, chauvinism, and Cold War rivalries. The research raises questions about the long- and short term choices inherent in initiating the peace process, and about memories and perspectives that are included or omitted in a cross-national media dialogue. Lately, she has become intrigued with concerns of gendered violence in post-conflict societies and her next project will focus on this question. Dr. Frieberg has published multiple articles, including “Reconciliation Remembered. Early Activists and the Polish-German Relations.” in the volume *Remapping Polish-German Memory* by Indiana University Press in 2011. She speaks four languages, Swedish, English, German, and Polish.

Dr. Frieberg’s larger teaching interests include German and Central European history in the 20th century. She has taught courses on the study of comparative genocide and ethnic cleansing within a Central European framework and on questions of nationalism, space and ethnicity in Europe's borderlands and the Habsburg Empire. At San Diego State, she will be teaching courses on German history, Modern European history and the Holocaust. She also hopes to have the opportunity to approach borderland studies comparatively through film, literature and scholarship since San Diego in itself constitutes a multilingual and multicultural borderland.
STAR TREK IN HISTORY
BY JOHN PUTMAN

Star Trek is more than simply just an interesting television series; it is deeply embedded in American culture. While the several Star Trek series may not have garnered many acting and production awards, it has been arguably more socially and culturally influential than any single television show. Aside from its five television series TOS, The Next Generation (TNG), Deep Space Nine (DS9), Voyager (VOY), and Enterprise (ENT), which together produced more than 700 hour-long episodes, it inspired a short-lived early 1970s Saturday morning cartoon and is presently filming its twelfth feature film. Even those who have never watched a minute of the show know who Captain Kirk and Mr. Spock are, or have heard the phrase "Beam me up Scotty." Beyond the sheer scale and lasting power of the shows and movies, Star Trek has produced more than a thousand novels and comic books that continue to take readers to where no one has gone before as well as has spawned numerous fanzines and even fan-produced hour long web episodes.

Star Trek’s commercial influence—disappearing transporter coffee mugs, replica ships models, action figures, t-shirts, and even the Klingon bat’leth I have hanging on my office wall—would be impressive enough. Yet, even academics ranging from sociologists and physicists to religious studies scholars have produced numerous articles, books, and dissertations scrutinizing the meaning and impact of Star Trek. College students can take anthropology, sociology, information studies, and even history courses like mine that use Star Trek to explore American culture and society. Science fiction shows like Star Trek offer a unique avenue to investigate important issues or ideas because the genre has traditionally attracted authors and artists who wish to offer social and political commentary. Star Trek creator Eugene Roddenberry, for example, consciously developed his series to address important issues like war, race, sex, technology, and the human condition that 1960s television largely ignored.

Although today critics often ridicule the original Star Trek for its plywood and styrofoam sets and campy acting, TOS was the first television series aimed at adults to tell sophisticated morality tales. Star Trek featured the first multi-racial kiss on television, when Captain Kirk kissed his communications officer, Lieutenant Uhura. The multi-ethnic nature of the bridge crew as well as its positive message that humanity would overcome the social strife, racism, and war that plagued the 60s helps explain the show’s broad and lasting appeal.

TNG, DS9, VOY, and ENT continued this larger message, though they portrayed a more complex, complicated, and many would argue, realistic universe. In 1987, TNG introduced a new generation to Roddenberry’s positive perspective as well as tackled new social issues like terrorism and torture. Star Trek’s ultimate achievement is that it places these controversial issues and events in a different time and space allowing viewers to explore them in an indirect, less threatening manner. It forces us to confront our own stereotypes and personal biases and imagine a better world. In short, it tells stories that have something important or insightful to say. TOS’s “A Private Little War,” for example, urged viewers to consider American policy in Vietnam, while TNG’s “The High Ground” offered a more complex view of terrorism and ENT’s “Stigma” encouraged a more sympathetic view of the AIDS crisis.

In some ways little has changed since TOS premiered in 1966, through reruns, novels, and fan-produced episodes Star Trek continues to encourage us to examine ourselves and humanity through the lives of Starfleet, androids, and aliens. So next time you run across an episode of TNG on the Syfy channel or hear Sheldon and Leonard play Klingon boggle on The Big Bang Theory or see the latest Star Trek ornament at your local Hallmark store, take a moment to think about the social and cultural significance of a not so simple sci-fi show called Star Trek.
It was one of the most pleasant surprises of my life when, in May 2009, I received an email from Professor Warren Cohen informing me that he, along with Walter La Feber and Akira Iriye, wished for me to participate in the creation of a new edition of the Cambridge History of American Foreign Relations. Cambridge was looking to revise the four-volume first edition from 1993, and I was nominated to write an entirely new volume one, replacing the original version authored by the now-deceased Bradford Perkins. Making the news even more exciting was that the proposed volume was quite similar to a book I was currently working on, one which required only minor adjustments to conform to the new project. My joy at this great opportunity was tempered somewhat by receiving, along with nearly 500 other SDSU lecturers, a layoff notice that very same week. But being laid off did function as a sort of unpaid sabbatical, allowing me lots of time to work on the book.

Dimensions of the Early American Empire, 1754-1865 is the culmination of my 30-year exploration of the interrelation of expansionism, Union, and nation in US history. I argue that expansionism is the prime mover of antebellum US national history, and that the early US is best understood as a successor empire to the French, Spanish, and British empires in North America, rather than the isolated, inward looking republic that some historians characterize it as. The expansionist tendency, in order to be successful, required the creation of a strong political Union. In turn, a strong Union required the invention of the nation to provide it with popular support. Notwithstanding a range of nation-building endeavors designed to bolster the Union, economic and ideological differences over slavery in the western territories ultimately destroyed it. So in essence, my book is a theory of American foreign relations that is also a theory of the origins and nature of American political unionism and popular nationalism. We’ll see how it is received...
SENATE EXCELLENCE IN TEACHING AWARD

On March 11th Dr. Elizabeth Ann Pollard, Associate Professor in the Department of History, was honored with the SDSU Senate Excellence in Teaching Award. She gave a lecture at the Payne Goodall Alumni Center entitled "Roman Magic and Mediterranean Margins: Meeting at the Crossroads of Pedagogy and Scholarship." During her presentation, Dr. Pollard explored the dialectic between her teaching and field-specific scholarship. She explained how questions from students (such as "what did witches look like in ancient Rome?" and "how 'real' is the magic in Harry Potter?") and a variety of pedagogical conundra (ranging from student-use of Wikipedia and disengagement in jumbo-sized lectures) encouraged new directions in her scholarship on witchcraft accusations in the Roman Empire and the wider Indo-Mediterranean context of the Roman world. Elizabeth Pollard earned her Ph.D. in Ancient History in 2001 from the University of Pennsylvania. In 2002, she joined the SDSU faculty as an Assistant Professor. Prof. Pollard's scholarship investigates magic accusations against women in ancient Rome, images of witches in Greco-Roman art, Roman-Indian trade in world historical context, and the impact of world historical thinking on traditional Greek and Roman history. She has taught a wide variety of courses at SDSU -- from 15-student seminars to 500-student jumbo-sized lecture courses -- and has published articles on the role of web-based technologies such as Wikipedia and Twitter in teaching, learning and writing about history.

THE COLOR OF CHRIST

BY EDWARD BLUM

How is it that in America the image of Jesus Christ has been used both to justify the atrocities of white supremacy and to inspire the righteousness of civil rights crusades? In The Color of Christ, Edward J. Blum and Paul Harvey weave a tapestry of American dreams and visions--from witch hunts to web pages, Harlem to Hollywood, slave cabins to South Park, Mormon revelations to Indian reservations--to show how Americans remade the Son of God visually time and again into a sacred symbol of their greatest aspirations, deepest terrors, and mightiest strivings for racial power and justice.

The Color of Christ uncovers how, in a country founded by Puritans who destroyed depictions of Jesus, Americans came to believe in the whiteness of Christ. Some envisioned a white Christ who would sanctify the exploitation of Native Americans and African Americans and bless imperial expansion. Many others gazed at a messiah, not necessarily white, who was willing and able to confront white supremacy. The color of Christ still symbolizes America's most combustible divisions, revealing the power and malleability of race and religion from colonial times to the presidency of Barack Obama. A Publishers Weekly Best Book of 2012 and published by the University of North Carolina Press. The Color of Christ has attracted a good deal of media attention. It was featured on CNN, listed as a "top 10 black history nonfiction" for 2012 in Booklist, mentioned as one of the "best books" of the year in religion by Publishers Weekly and discussed in the Huffington Post, the New York Times and Atlantic Monthly.
A blogger recently asked me to take the “Page 99” test established by the great English writer Madox Ford. (His parents had that wacky British sense of humor.)

Ford famously said, "Open the book to page ninety-nine and read, and the quality of the whole will be revealed to you."

Of course, one frets before a test. What if page 99 of American Umpire (released March 4) was a blank sheet between chapters, or worse, filled with the antlike footnotes that spell geek?

But I now feel I can look Madox Ford in the eye at a Bloomsbury cocktail party.

Flipping to page 99 of American Umpire, I found the dramatis personae all on stage. The year was 1823. The American president (played in this scene by cleft-chinned James Monroe) worries that the United States is unprepared for foreign threats. Craven Cabinet members echo and amplify his fears. The Secretary of State (starring the prickly, gimlet-eyed John Quincy Adams) suffers fools silently, if not gladly, and bides his time before introducing the solution he knows will take others by surprise. Off stage, British Foreign Minister George Canning is overheard in soliloquy, plotting the grand strategy of the Pax Britannica.

On this page and throughout, American Umpire re-examines the familiar terrain of U.S. foreign relations between 1776 and the present, discovering new overlooks and hidden trails that reveal the nation’s place on the terrain of world history.

The first thing it finds is that—contrary to many scholarly and even casual critics—the United States is not an empire. Instead, because of its unusual federal structure, the government has always functioned as a kind of umpire, compelling states’ adherence to rules that gradually earned collective approval.

My book, on page 99 and elsewhere, traces America’s role in the world from the days of George Washington, Abraham Lincoln, and Franklin D. Roosevelt to the present. It argues that the United States has been the pivot of a transformation that began outside its borders, in which nation-states replaced the empires that had dominated history. The “Western” values that America is often accused of imposing were the result of this global shift. American Umpire finds that the United States is distinctive not in its embrace of these new values but in its willingness to persuade and even coerce others to comply. Yet there are costs, some quite terrible. Taking sides in explosive disputes imposes significant financial and psychic burdens. By definition, umpires cannot win.

On page 99, the umpire looks outside the domestic ballpark for the first time, and onto the international playing field. Uncle Sam must decide whether to join with John Bull in defending the right of Spain’s colonies to declare independence. The larger question on Page 99 is whether America should guarantee “international security” to ensure its own, or not?

Here, Friends of History, are the opening lines of Page 99, which introduce the story of the Monroe Doctrine. Tell me. Did I pass the test?
**VENICE**

**HISTORY OF THE FLOATING CITY**

*Venice: History of the Floating City*, the latest book by Professor Joanne Ferraro spanning six hundred years of Venetian history has captivated both specialists in the field and the general public. The 2013 Prose Awards nominated the book and the *Library Journal* selected it as one of the Best Books in History and Biography for 2012. According to David Keymer, the book was selected for this award because:

This is the best book written to date on the Venetian Republic, whose aristocratic government survived with little change for 600 years. It supersedes F.C. Lane's classic *Venice: A Maritime Republic* (1973), updating research and significantly expanding the range of topics to include such matters as gender relations, social deviancy, and marriage patterns, as well as how Venetians used the arts to advertise their identities. Ferraro (history, San Diego State Univ.; *Nefarious Crimes, Contested Justice*) brings impeccable credentials to this enterprise, and it pays off. She doesn't ignore separate events in Venice's history, but she rightly focuses on the slow-moving structures of Venetian life. The text boxes throughout address topics ranging from how gondolas were built to the 18th-century passion for chocolate, and playwright Carlo Goldoni's biography. The book is copiously illustrated and has maps, year-by-year chronologies of political and social events and artistic achievements, and a glossary of Venetian terms in addition to a bibliography and index. VERDICT: In the future, when people want to learn about Venice's history, they'll turn to this book first.

During the last academic year Dr. Ferraro presented her book at a variety of prestigious institutions throughout the United States. In July 2012 she introduced her book at The Timken Art Gallery in Balboa Park. Later in September a large crowd enthusiastically listened to her as she discussed the history of Venice at the famous Warwick's Bookstore in La Jolla. In October 2012 Dr. Ferraro presented her book at the University of Minnesota in the Center for Early Modern Studies and in the 50th Annual James Ford Bell Lecture. In December she was invited by the Save Venice Organization to present her book in New York. In addition, this book also attracted the attention of the local press and she was interviewed by the San Diego Union Tribune about her work.
A PHOENIX HAS RISEN FROM THE ASHES: THE REVITALIZATION OF PHI ALPHA THETA

BY: CAITLIN WION

Someone new to the world of Phi Alpha Theta (PAT) might wonder "how did this group of people get together?" The answer is kind of a long story. In 2010 a small group of students and Professor Edward Beasley decided to bring the honor society back to life at SDSU. The group was small at first, but a few hard working members recreated the organization. Specifically, Amber Tiffany's presidency, hard work, and dedication, aided the club in succeeding and surviving. As more determined students joined the club, the more successful and unique it became.

Currently, I am fortunate enough to be the President of PAT. This past school year we have held two mixers, explored museums, members have presented their research, we have held book sales, and we even went to a Padres game. These diverse activities allow members to interact intellectually as well as have the opportunity to become friends. From the outside this may not seem extraordinary, but there is something happening in PAT.

It is likely that most students decide to join PAT because it looks good on their curriculum vitae. What then makes this group of students special? In reality it is a multitude of things that creates success for us. We have extraordinary members who donate time to meet once a month and plan events. These same members work around their scholastic calendars to attend events and help out any way they can. But there is something else special about us; Graduate Student, Amber Tiffany says that "This group has provided support when classes or life get stressful." Undergraduate Student, Monique Martinez credits the students who are "nice and friendly and who make the 5th floor of Arts and Letters, and most history classes, a welcoming and comfortable environment." The secret formula to Phi Alpha Theta success is simply that we support each other academically and as friends we support each other unconditionally.

Another aspect that helps Phi Alpha Theta succeed is the faculty. Our advisor, Professor Beasley encourages us in all aspects of our education. We are allowed to actually run Phi Alpha Theta the way we want, although Professor Beasley is there to reign us in if we get too crazy-- or remind us when we are not quite crazy enough. The rest of the faculty has supported us and inspired us. Dr. De Vos reminds students to always believe in themselves. Dr. Blum has been a constant inspiration to us as well as a mentor to many of us. Dr. Putman and Dr. Ben have shown us support in everything we do. Dr. Roy and Dr. Putko have taught us all how to survive college and supplied us with endless support. Dr. Elkind, Dr. Edgerton-Tarpley, Dr. Cobbs Hoffman and all the Professors and faculty have supported us in all our endeavors. Every member of Phi Alpha Theta could spend hours listing the ways in which the History Faculty has supported us-- we are eternally grateful and inspired by our department.

This short article cannot possibly say everything important about PAT; however, these factors have created a unique and extraordinary organization in the history department. Indeed Phi Alpha Theta has risen from the ashes to a new life.
### STUDENT SCHOLARSHIPS AND AWARDS

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### STUDENT INTERNSHIPS

Sarah Elkind reported we had 21 students working at seven different sites, including the Nixon Presidential Library and Mystic Seaport in Mystic, Connecticut, in addition to our more familiar placements. The Museum of Man has invited all three of their interns to continue on as volunteers and one Old Town intern has been invited to apply for a seasonal job at the state park. Two archival interns have secured paid internships for themselves this summer, and Danielle Soto has been hired as a museum educator at Mystic Seaport, one of the premier living history museums in the country.

### MOST INFLUENTIAL PROFESSORS

The Outstanding Graduating Senior in History, Tyler Russell, has chosen Professor Mathew Kuefler as his Most Influential Professor.

The Outstanding Graduating Senior in Social Science, Robert Famania, has chosen Professor Edward Beasley as his Most Influential Professor.


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