As you peruse this issue of “Past, Present, and Future” you will see that state budget cuts and furloughs have weighed heavily on instructional programs, faculty salaries, and overall morale this academic year. Nonetheless, one of the missions of the History Department, to instill a life-long love of learning, comes shining through in each of the featured articles. A career in history affords rich opportunities at all stages of the life cycle. Thus the experience of Stephen Griffin, one of our many successful graduate students who is teaching advanced history in San Diego; and the stellar publishing record of Dr. Clare McKanna, a lecturer of many years who exemplifies the teacher-scholar model we uphold and respect. There is also the inspiring example of Dr. Paul Vanderwood, a professor emeritus who never retired from conducting original research, publishing fascinating books, and sharing his critical findings with the wider community.

We conclude with fond memories of Drs. Daniel Rader and Riz Oades, honored professors of history, who have left their legacies to the students they taught and the colleagues with whom they exchanged ideas.

Friends of History has become ever more important as state support for teaching and learning shrinks. We want to take this opportunity to thank our donors and share some of the ways their contributions have helped. Together with other academic departments, we cosponsored the speaking engagements of two distinguished scholars for our students and faculty. The first one, by Jean Pfaelzer, was entitled “Driven Out: The Forgotten War Against Chinese Americans,” and the second was by Dr. Susan Rubin Suleiman, C. Douglas Dillon Professor of the Civilization of France at Harvard University, who presented “Irène Némirovsky: Questions of Jewish Identity in France, Before and After the Holocaust.” We are also cosponsoring the meeting in San Diego of the World History Association in June 2010. The themes of this major professional conference are “Gender in World History” and “The Pacific in World History.” Thanks for helping us continue to bring new findings in the historical discipline to students, faculty, and the wider San Diego Community.
I recently sat down with Dr. Clare McKanna to discuss his award-winning book, *Court-Martial of Apache Kid: Renegade of Renegades*. First I asked Dr. McKanna about his career in history and his teaching at San Diego State University. He got his Master’s degree in History from San Diego State in 1968. By the 1980s, he was interested in the experiences of ethnic groups in America. Dr. McKanna then went on to get his PhD in History at the University of Nebraska-Lincoln in 1993. He became interested in the treatments of ethnic peoples in the judicial system in the second half of the 19th century. He discovered that criminal court cases, specifically homicides, provide an excellent source of information for studying how Native Americans and Latinos fared in the legal system, because homicides require much more investigations and lengthy procedures than other cases, thus affording historians rich materials.

As a lecturer for more than 25 years in the History Department, Dr. McKanna has taught and introduced a wide range of courses including the history of Latin America, comparative US/Latin American, Native American, and the Borderlands. He is currently teaching an upper-division course on California History. It is a demanding course, which covers a slew of topics ranging from California Indians, the Gold Rush, Race and White Flight in Los Angeles, to Disneyland, Dodgers, and Freeways. The course also challenges students to do primary research at the San Diego Historical Society in Balboa Park.

An authority in the field of legal history and the treatment of ethnic defendants in the American West, Dr. McKanna is a prolific writer. In addition to his award-winning book, he has published four other monographs, including *Homicide, Race, and Justice in the American West, 1880-1920* (1997); *Race and Homicide in Nineteenth-Century California* (2002); *The Trial of “Indian Joe”: Race and Justice in the Nineteenth-Century West* (2003); and *White Justice in Arizona: Apache Murder Trials in the Nineteenth Century* (2005). He has also published numerous articles in many prestigious scholarly journals such as the *Western Historical Quarterly, Journal of Social History, Pacific Historical Review, Journal of American Ethnic History, and American Indian Quarterly*.

While discussing with him his earlier works, I learned a great deal. For example, the Chinese, such as those in San Francisco, had the lowest conviction rate compared to other ethnic groups, due in part to the language barrier investigators and attorneys encountered. Additionally, the Chinese in California had extensive social networks at their disposal so that they gained access to successful representation, when they were accused of crimes.

I then turned my questions to his award-winning book, *Court-Martial of Apache Kid*, published by Texas Tech University Press in 2009. The book follows the experience of an Apache youth who worked for the U.S. Army as a scout during the various wars against Native Americans. After the Apache Kid left his post to avenge the killing of his grandfather, he was arrested upon his return to his post and charged in a court-martial for desertion and mutiny. Thanks to skillful representation by a military-appointed attorney, he was spared the death penalty, which was deemed too severe for the actual “crimes” committed. The Apache Kid navigated military, civilian, and Apache legal systems before eventually escaping. He was never recaptured and the story of the renegade of renegades grew to become legend.

I asked Dr. McKanna about the significance of his book in helping us understand the larger historical context. He pointed out that the Apache Kid represented the complicated and conflicting web of social and cultural commitments in late 19th-Century Arizona that Native Americans had to tightrope-walk in order to survive. Dr. McKanna then noted that the Apache Kid case is one of the first examples of the Native American experience in court-martial law and contributes to our understanding of how the military treated Native Americans. One of the major problems in the Apache Kid case was that white Americans generated all the related sources. Dr. McKanna stressed that even the 700 words spoken by the Apache Kid were translated from Apache to Spanish, then to English. Because of the white-only sources, indigenous agency is much more difficult to tease out, which not only limits our understanding of Native American history, but also makes this topic challenging for historians.

The public reception his book has enjoyed suggests that Dr. McKanna succeeded brilliantly in overcoming these thorny interpretive problems. His *Court-Martial of Apache Kid* won the 2009 Border Regional Library Association Southwest Book Award. He noted that he received the award in Texas at a restaurant where one could see the lights from El Paso, New Mexico, and Ciudad Juarez, depending on the direction one looked out into the night. It seems to me that the location of the award banquet was a fitting place for him to receive recognition.

Dr. McKanna’s pioneering work on homicide is inspiring. He has demonstrated that it is possible to work on a new field, where little or no scholarship is available. Through persistence and hard work, Dr. McKanna has contributed significantly to our understanding of racial and ethnic history and legal history in the American West. The award has not slowed him down a bit, though. He already is working on yet another book, entitled *Reasonable Doubt: The Trial of Ramón Tapia*, which will examine the 1899 murder trial of a Cocopah Indian in rural San Diego County.
Budget Cuts: A Mixed Bag for the MA Program - by Lawrence Baron

I don’t have to tell graduate students about the immediate impact of the budget cuts on their education. They already have noticed that three lectures within their 500 level courses and one to two meetings in their seminars have been cancelled due to faculty furloughs. Faculty members have been mandated to teach 10% less to reflect the 10% cut in their salaries. They are also supposed to assign 10% less reading and writing in their courses. Despite these reductions, however, the number of graduate seminars offered has remained the same.

The Dean of the Graduate Division required MA and PhD programs to accept 15% fewer students next year. The figure for each department is based on the average size of the entering classes over the past three years. Fortunately, the entering history graduate class of 2006 was unusually large. Thus, the department was able to accept 32 new students for the coming fall, but that average inevitably will drop in subsequent years.

The university’s policy of reducing the numbers of new students it admits directly affects the number of Teaching Associates the department can employ. This past year the enrollment in three of the four 500 seat lecture courses (History 100 and 109) dropped by nearly 20%. Fewer TA’s were needed, and those promised appointments either were given one instead of two sections to teach and/or were reassigned to Research Assistant duties. Since more cuts have been made in enrollments of new students for next fall, enrollments in the big lecture classes of 100 and 109 will continue to shrink and the overall number of TAs employed will decrease accordingly.

The number of Grading Assistants the department can assign also depends on overall enrollments. Those enrollments, in turn, reflect the allocation of larger capacity lecture halls to the department. Since some of the courses in which graduate students serve as graders are at the 400 level, the impact of the restrictive admission policies may be slower and less dramatic.

The same kind of downsizing taking place in the economy in general is happening at San Diego State. My own take on it is that there is a de facto process occurring which, in effect, is outsourcing freshmen and sophomore education to the community colleges. If Obama’s Community College Initiative gets passed, more funding will be channeled to the community colleges enabling them to accommodate the overflow of students who applied to CSU and UC schools, but weren’t admitted. This trend should expand hiring at the community college level just as the community college teaching proposal drafted by the history department nears university approval. The governor’s January budget and briefings by university administrators have signaled an improvement in funding for next year. But Sacramento and Long Beach always seem to wait for the summer to announce budget cuts, stay tuned!

Graduate Student News

The Following SDSU History MA Recipients Have Been Accepted into Doctoral Programs:

JOSHUA ALEXANDER, Arizona State University
NAN BACA-WINTERS, University of California, Irvine
DENNIS BEESLEY, American University
MATT JUNE, Northwestern University
ROB PALERMO, University of Notre Dame
SHANE SAUM, Ohio University
SA WANKIER, University of California, Irvine

(Continued on Page 4)
Appleby Memorial Lecture, “A Global War on Whom, Exactly?” - by David Vidal

On March 19th, James Gelvin, professor of Middle Eastern History at the University of California, Los Angeles spoke on the repercussions of the Global War on Terror and the issues that have recently developed. With the new administration and the increased distance in time from September 11, 2001, we have had to be increasingly critical of our language and categorizations of terrorists and other ‘radical’ extremists. Throughout the lecture, Professor Gelvin explained that the people and groups that former President George W. Bush referred to as ‘Islamo-Fascists’ are in fact diverse and vary in goals and methodologies.

Gelvin began by noting that our thinking of terrorism and ‘radical Islam’ has become more sophisticated in recent years; there has been a desire to know more about global issues as they affect more and more people in this interconnected world. Gelvin indicated that the language used to describe America’s ‘enemies’ has changed as well. The old ‘Global War on Terror’ used in the Bush Administration has been changed to ‘Overseas Contingencies Operations’ by the Obama administration. Gelvin’s lecture was organized around radical Islamic movements which he categorized into three different types: 1) defectors, which include reformist and missionary movements; 2) peculiarists, which included Isamo-Nationalist groups such as Hamas; and 3) organizations like al-Qaeda who Gelvin classifies as ‘Islamo-Anarchist.

The main goal of his lecture, “A Global War on Whom, Exactly?” was to challenge our understanding and opinions on what we consider to be radical and extremist. Gelvin noted that our understanding of radical and extremist groups will become increasingly accurate if we designate them less by their religion (Islam) and more by their goals and the methods. Even our concept of ‘Jihadi’ must be challenged. While many Americans consider a Jihadi consistent with Osama Bin Ladin’s interpretation of armed struggle against the enemies of Islam, most Muslims consider Jihad a ‘spiritual struggle’ and not a violent one.

Gelvin added that scholarly interpretations and justifications for violence formed by the Salafi school of thought and preached by people such as Ayman al-Zawahiri have influenced al-Qaeda but came into ideological conflict with other radical organizations such as Hamas, Hezbollah, and even the Taliban because of its regional, Isamo-Nationalist nature (i.e. it is geographically limited and don’t necessarily have a universal ideology). Even in the case of the revolutionary government of Iran, whose leaders aspired to lead a broader “Islamic” movement, eventually found itself tied down diplomatically, absent a national referent. This was evident when the ‘Islamic Revolution’ was not recognized internationally and was eventually forced to refer to herself as the Islamic Republic of Iran.

Graduate Student News—(Continued from page 3)

CHRIS STAAF - was hired to teach history at a university in Atlanta, Georgia.

ELLE VAN DERMARK - was hired to teach history at Asnuntuck Community College in Connecticut.

KEVIN McMANUS - serves as the Facilities Manager of the San Diego History Center. His book A Stroll Along Seventh: A Walking History of the 3500 Block of San Diego’s Seventh Avenue, 1886-2010 will be published soon by the Save Our Heritage Organization and Heritage Press.

The Following graduate Students will be receiving their MA Degree at the May graduation ceremonies:

Jacob Adam
Joshua Alexander
Dennis Beesley
Johanna Bodnar
Michael Crews
Adam Haight
Kevin McManus
Thomas Monteil
Carissa Myatt
Alisa Wankier

Robert Palermo
Jason Perry
Michelle Peralta
Leonard Forest Price
Gerardo Rios
Harmony Summers
Alexandrine Tea
Juan Villanueva
Scott Wagner
Celebration of Life

Daniel Luther Rader was born December 11, 1923, in Helena, MT, the son of Ralph Dennis Rader and Elizabeth Klinefelter Rader. He was a member of Sigma Nu Fraternity at UC Berkeley, where he also earned his PhD in History in 1953. Shortly after graduation, he accepted a faculty position in the History Department at San Diego State University, where he worked for 32 years. He chaired the department from 1965 to 1968. Dan published *Journalists and the July Revolution in France* in 1973 and received the “Outstanding Faculty Award” in 1980. He enjoyed traveling, hiking, gardening, and painting. In 1983 he was the guest Columnist for the *Daily Californian* Newspaper.

During his term as Chair of the History Department, Dan visited Jess Stoddard during her last semester as a PhD candidate at the University of California Berkeley. Dan brought his wife along, and the two made such an impression that to this day, Professor Stoddard recalls thinking “if everyone at SDSU is like Dan and Barbara, I’m going to live a wonderful life in San Diego.” Dave Dufault has similar memories. He best remembers stories Dan would share with faculty he invited to his ranch. Dan knew his plants and he identified them by their Latin names and explained their histories. No one left Dan’s ranch without new stories about the plant world. Harry McDean heard some of these botanical tales. He also remembers the stories Dan told about Europe. Harry was trained in and taught U.S. History. Dan helped to save Harry from embarrassment, and used every chance to tell Harry about Europe. Harry used this information throughout his life.

Dan took one day at a time, found the good in others, and believed “To be happy at home is the ultimate goal of all human ambition.” *Dan passed away on September 30, 2009.*

Dr. Daniel L. Rader

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Rizalino Oades was born March 27, 1935 in Lumban, Laguna as the eldest of eight children of Lorenzo and Beatriz Oades. He graduated Magna Cum Laude from Far Eastern University with an AB degree in History. Armed with high ambitions, unprecedented motivation, and a love for learning, Riz attained the highest educational level despite his meager financial means. He was awarded a full scholarship at the University of Hong Kong, where he earned a Master’s Degree in History. In 1961, he won the highly coveted Fulbright/Smith Mundt Scholarship that enabled him to continue his graduate studies at Cornell University, New York. Then in 1967, he graduated from the University of Hawaii with a PhD in Asian History. To complement his academic prowess, this well-rounded gentleman also served as a point guard for the varsity basketball team.

Riz accepted a faculty position in the History Department at San Diego State University in 1970, where he settled down and became known as a much respected and admired leader in the community. He was a recipient of numerous prestigious awards and authored several books, including *The Social and Economic Background of Philippine Nationalism, 1830-1892.*

While he was still active as a full-time professor of Asian Studies and History at SDSU, he showed a commitment to public service by writing for a weekly column in the *San Diego Asian Journal* and was a contributor to the *Filipino Press* and the *Philippine Mabuhay News*. He was also active in community organizations such as COPAO. During his retirement as Professor Emeritus at SDSU in 1993, he devoted most of his time and energy as president and co-founder of Kalusugan Community services, a non-for-profit wellness center for the Filipino-American community. Kalusugan’s mission is to promote the health and wellbeing of Filipino-Americans and other underserved groups through positive change in lifestyle.

*Rizalino Aquino Oades passed away October 8, 2009.*
A Conversation With Paul Vanderwood,  
Professor Emeritus Of Mexican History  
by  
Tom Passananti

I recently had the opportunity to chat with Paul Vanderwood, Professor Emeritus of Mexican History at San Diego State. Professor Vanderwood joined the History Faculty at SDSU in the fall of 1969 and taught here for twenty-five years, retiring in spring 1994. He was an immensely popular professor as well as a prolific scholar. As you will see from our conversation, Professor Vanderwood has remained terrifically active during the sixteen years of his retirement.

What attracted you to the study of Latin American history, and Mexico specifically?

In 1963 I was an investigative reporter with Scripps-Howard newspapers working in Memphis, Tenn. The newly founded U.S. Peace Corps was having its troubles: too many volunteers were coming home early. So the Peace Corps hired seven reporters to go abroad and report on conditions among the volunteers. I was one of the seven and was sent to South America. That experience sharpened my taste for Latin American culture, and I craved to know more about it. So I quit journalism and went to the University of Texas to study Latin American history. The Texas library houses a renowned Mexican collection, and it bent me in that direction for my specialty.

What was the most surprising result that came from your dissertation research?

All the literature pictured the Mexican Rural Police Force as an elite constabulary, maybe the best in the world, that always got its man and keep the peace. Digging through the outfit's records I soon pieced together the organization's ordinariness, incompetence and bloated image. I wrote them up as such, but most general textbooks of Mexican history still see them as a skilled, tough corps supporting the government's intentions. So much for my findings. Many historical studies suffer the same fate.

What research topics currently interest you?

It seemed to me that historians of Mexico generally neglected the religious and spiritual aspects of that culture. So I first wrote about the famous millenarian movement at Tomochic in the latter part of the nineteenth century. Then I tried to explain how a rapist/murderer came to be venerated as a popular saint in Tijuana and surroundings. In researching that story, I bumped into the world-renowned casino/spa called Agua Caliente which attracted gangsters and movie moguls, aristocrats, diplomats, sports stars and more ordinary folks to Tijuana during Prohibition. That book titled Satan's Playground: Mobsters and Movie Stars at America's Greatest Gaming Resort has just been published by Duke University Press. But now I am back into religion, specifically the serpent-handlers in Appalachia and/or the fascinating religious outlanders that flourish in Nevada's Great Basin up against the Utah border. My curiosity remains insatiable, and I travel a lot hoping to bump into the next writing project.

What Latin American History course did you especially enjoy teaching here at SDSU, and why?

I especially enjoyed teaching the History of Mexico, I think because there were so many Latinos in the class, and smart, young students from Tijuana and other parts of Mexico who taught me as much as I taught them. They were the ones who introduced me to Juan Soldado, the rapist/murderer, now a popular saint in Tijuana. They escorted me to all the colorful rincones of Tijuana (some of which should not be mentioned here). We took camping trips to San Felipe when it was still a tiny fishing village and cavorted at various pachangas that the students organized on both sides of the border. And almost all the graduate students in Mexican history got their theses published as books. They were wonderful times. I still hear from a lot of former students, and it is a pleasure to learn how they are doing. My phone line, blog, and email are open to them.

You seem to have remained very active in the history profession?

Father-Time is catching up with me, but I still lecture and write on history topics. My books remain in print and are used in classes, so I get a good many inquiries about them. I am not much on formal conferences anymore, but I regularly socialize and stay in contact with history colleagues. I travel a lot. It's a good life.

(Continued on Page 7)
Experience from a Former History Graduate—by Stephen Griffin

I majored in history twice at San Diego State. From 2000 to 2005 I was an undergraduate studying primarily U.S. History. I enjoyed my classes, and I think I learned quite a bit about what it means to be a historian. It was a great time to be studying the past. The 2000 election took place during my first semester with all that it entailed. Of course the second year was marked by the tragedy of 9/11, and the subsequent wars that followed. These experiences convinced me that the study of history was important, and that it was too often being neglected or ignored by students today. As history majors we find that hard to believe, but it is true. So, I studied at San Diego State again from 2005 until 2007 completing a Master's in History. Then I set out upon the job market in San Diego. It was less than fun.

It was a great experience though as it taught me about teaching in a way that I was not exposed to at San Diego State. The faster pace of the quarter system, and the teamwork required to coordinate a lesson plan across several teaching tracks was invaluable. I could not have confidently entered a classroom of my own without the UCSD experience. Use the safety net you have now to learn teaching as opposed to TAing.

In the spring of 2008 I started teaching at Palomar College in San Marcos. Since then I've usually taught one or two classes per semester, which is about what I can hope for as an adjunct. Mostly I teach U.S. History, and I teach it with an eye toward making the lessons of the past extremely relevant to the students I see in front of me. We focus on issues of labor rights, capital expenditures, war and peace, and government structure. I hope that they see the importance of the historical method of understanding their present context. What happened yesterday does, in point of fact, matter to what will happen tomorrow.

I wish I could offer sage advice to you as history majors about how to secure lucrative success from what you're studying. My experience taught me two fundamental points. First, get your name out there and market yourself. My jobs came from people who turned me on to opportunities where schools needed someone at the last minute. In each case, I filled a position that was previously staffed, but where the instructor could not fulfill the duties. Prepare a CV of your studies and qualifications and let the local departments know you exist. Second, I learned that most of this is dumb luck. There are so many people with equal qualifications applying to district HR departments that you need to set yourself apart. Participate in the profession while you're staying. Be the historian that you've trained to be. Success will come if you make it happen.

A Conversation with Paul Vanderwood—(Continued from Page 6)

Paul Vanderwood's books:


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