

PAST, PRESENT & FUTURE

Volume
May 2017

Spring into Summer

MESSAGE FROM THE CHAIR, ANDY WIESE



Exciting things are happening in History, and we want you in the mix!

2016-17 has been a great year for the History Department! We celebrate faculty promotions (two!) and new hires (three!), books and articles in abundance, and exciting initiatives for students and faculty! Our new **"Masterclass" Series** brings students face to face with outstanding academic visitors for in-depth discussion and networking. This Spring, we kicked off a new program of **History Careers Workshops** with a visit from the FBI - just one place where the research and analysis skills learned in History are in demand! We expanded our **Study Abroad opportunities** with summer programs in **Barcelona, Florence, and London**, where students learn history *where it happened* and prepare for work in the global environment! New collaborations with the Graduate School of Public Health, the Barron Veterans' Center, and the Digital Humanities Initiative expand the role and reach of History across campus. At the heart of everything we do is the History classroom, where students learn essential skills in research, communication and critical analysis, coupled with deep explorations of "how the world works," yesterday and today. Our classes span the globe and cross the millennia, from the worlds of ancient warrior women, Greco-Roman witchcraft and Medieval Saints through the trading empires of Venice and Great Britain, the histories of science, religion, gender and sexuality, the environment and much more. History is a world to explore, and we want you to join us! Follow us on **Facebook** - @SDSUHistory - and share your ideas and latest exploits!

Most of all, **we hope that you will SUPPORT us!**

Contributions to the SDSU **"Friends of History"** make our special programs possible (and they are tax deductible). Please, be generous!

Make your contribution on our Facebook page or online at <http://history.sdsu.edu/give.htm>. Contact us via email: (History@sdsu.edu). We can't wait to hear from you!

WELCOME TO OUR NEW DWIGHT STANFORD CHAIR, PROFESSOR PIERRE ASSELIN



Pierre Asselin is originally from Quebec City in Canada. He holds a Bachelor's degree from Glendon College (Canada), a Master's degree from the University of Toronto, and a Ph.D. from the University of Hawaii at Manoa. His area of primary expertise is the history of American foreign relations, with a focus on East and Southeast Asia and the larger Cold War context. He is a leading authority on the Vietnam War, a subject matter that has fascinated him ever since he watched Sylvester Stallone's *Rambo: First Blood Part II* in high school. Asselin is particularly interested in the decision-making of Vietnamese communist authorities in the period 1954-75. He speaks Vietnamese and regularly travels to Vietnam for research. His interest in internationalism and transnationalism during the Vietnam War has taken him to various other document repositories, including the Algerian National Archives.

Asselin is the author of *A Bitter Peace: Washington, Hanoi, and the Making of the Paris Agreement* (University of North Carolina Press, 2002), which won the 2003 Kenneth W. Baldridge Prize, and *Hanoi's Road to the Vietnam War, 1954-1965* (University of California Press, 2013), winner of the 2013 Arthur Goodzeit Book Award. He recently completed his third book, *Vietnam's American War: A History*. Scheduled for release from Cambridge University Press in January 2018. The book surveys the Vietnamese communist experience during the Vietnam War. Other recent and notable publications include "The Democratic Republic of Vietnam and the 1954 Geneva Conference: A Revisionist Critique" in *Cold War History* (2011); "Revisionism Triumphant: Hanoi's Diplomatic Strategy in the Nixon Era" in *Journal of Cold War Studies* (2011); and "'We Don't Want a Munich': Hanoi's Diplomatic Strategy, 1965-1968" in *Diplomatic History* (2012).

Asselin is co-editor of *The Cambridge History of the Vietnam War, Volume III: Endings* (Cambridge University Press, forthcoming [2020]). He recently started work on his fourth book project, a history of the "global Vietnam War," which casts the American war in Vietnam as a global political, social, and cultural phenomenon that irrevocably changed the world and served as harbinger for myriad international and transnational causes. In addition to relating the history of the conflict itself, the book will address the war's effects in the United States, Western Europe, the Communist World, and the so-called Third World.

Asselin has lived in Honolulu for the past 26 years, and taught at Kapiolani Community College, Chaminade University, and, most recently, Hawaii Pacific University. He is an avid stand-up paddler and hockey player, as goalie. He is joining us in San Diego with his wife, Grace, an accomplished political scientist, and their cat, Ursula, an accomplished albeit odd-looking stray.

WELCOME OUR NEW PROFESSOR OF HISTORY AND DIGITAL HUMANITIES DAVID CLINE

David Cline is an historian specializing in 20th-century U.S. social movements, oral history, the digital humanities, and public history. From 2011-2017 he was Assistant Professor of History at Virginia Tech and Director/Associate Director of the Graduate Certificate in Public History there. He was also affiliated faculty in Africana Studies, Women's Studies, and the program in Material Culture and Public Humanities. Since 2013 he has also been a Lead Interviewer and Research Scholar for the Civil Rights History Project of the Library of Congress and the Smithsonian Institution's National Museum of African American History and Culture.

Cline has worked extensively in oral history and public history, and from 2008 to 2011 was the Associate and Acting Director of the Southern Oral History Program at the University of North Carolina at Chapel Hill. His public and digital history projects have included an augmented and virtual reality experience of a World War I battlefield site in Vauquois, France; an augmented reality iPad-accessible application that helps teach African American history and the skills of historic inquiry; major national oral history projects and local projects focusing on African American and LGBTQ history, museum and historic site exhibits, and a historical marker project to mark the Cherokee Trail of Tears in North Carolina.



Cline's most recent book is *From Revolution to Reconciliation: The Student Interracial Ministry, Liberal Christianity, and the Civil Rights Movement* (The University of North Carolina Press, 2016), of which *CHOICE* recently said: "Every academic and church library should acquire this timely, important book." Nominated for the 2017 Oral History Association Book Prize, this work examines the story of the Student Interracial Ministry, which was founded at the same time and place as its better known ally the Student Nonviolent Coordinating Committee; in contrast to the latter, however, the seminarian members of the SIM wanted to not only dismantle Jim Crow in the South but also change the mainline Protestant churches' approach to racial issues. Cline is also the author of *Creating Choice: A Community Responds to the Need for Abortion and Birth Control, 1961-1973* (Palgrave Macmillan, 2006), which explored community reproductive rights networks in Massachusetts prior to the Roe v. Wade decision. He is currently finishing a book that uses oral histories to delve into the African American experience of the Korean War and to connect these to the civil rights movement.

Cline holds a BA in African Studies from Macalester College, an M.A. in U.S. History with a certificate in Public History from the University of Massachusetts at Amherst, and a Ph.D. in U.S. History from UNC Chapel Hill. Before turning to U.S. history full-time, Cline worked as a journalist, arts administrator, and publicist for a dozen years. A native Southern Californian, he has formerly lived in Western Massachusetts, Minnesota, North Carolina, and Virginia. He is also interested in African culture and history, and has lived and worked several times in Kenya.

DOING ANCIENT HISTORY AT SDSU

On September 20, 2016, a small group of graduate students from the History Department – Samantha Young, Christine Wong, and Michael Lopez – traveled with Professor Elizabeth Pollard to Los Angeles to attend a production of the second-century CE play *Mostellaria*, by Plautus. Given that many of Plautus' plays may well have been acted by slave performers who did a degree of extemporizing on stage, Professor Amy Richlin (UCLA, and the dramaturge for the Getty Villa production) has argued that these plays may well offer some of the few authentic slave voices from Roman antiquity.



On October 28, 2016, the History Department helped to sponsor the Archeological Institute of America (AIA) speaker Professor Pearce Paul Creasman (University of Arizona) to offer two lectures at SDSU: "Dendrochronology and Ancient Egypt: The Key to Time in the Mediterranean World?" and "Excavations at a Forgotten Female Pharaoh's Temple of Millions of Years." The midday dendrochronology lecture was attended by about 80 students, faculty, and community members, all of whom got a healthy dose of skepticism about putting a calendar date on anything prior to the 7th-century BCE that was balanced with the promise that tree-ring data will help us to learn a lot more about climate and exchange in ancient Egypt. The ca. 110 students and community members who attended the female pharaoh lecture later that evening heard fascinating arguments and evidence for the [purported] burial of

Tausret, grand-daughter of Ramesses II.



On October 29, 2016, Professor Walter Penrose and Professor Pollard were joined by seven MA students in History at the local Friends of Ancient History meeting. Around 45 attendees heard two papers and formal responses on 4th-century BCE Athenian diplomatic relations and on 4th-century CE power transitions (specifically Emperor Julian's epistolary claims to authority). MA students had an opportunity to network with faculty and graduate students at ancient history PhD programs in Southern California, and were even invited to submit papers to be considered for the peer-reviewed UCLA graduate student publication.

In January, a group of graduate students joined Professor Pollard at the Getty Center in Los Angeles for a tour of the Art of Alchemy exhibit.

In February, the San Diego chapter of the AIA together with the History Department sponsored a talk by Professor Bjørn Lovén (University of Copenhagen) who discussed his underwater archaeological research on the Piraeus, the harbor of 5th-century BCE Athens.

About ten History 503 students joined the Humanisti group for a bus-trip to the Getty Villa on April 22. Students got a tour of some of the artifacts from Professor Jennifer Starkey (SDSU, Classics), and Professor Pollard led a tour of the Villa (a reconstruction of the Villa of the Papyri destroyed in the eruption of Vesuvius in 79 CE) and gardens. The day culminated with participants enjoying a performance and artists' talk-back of the *Homeric Hymns* by the Four Larks (<http://fourlarks.com/>).

In May, Professor Pollard's History 620 class celebrated the successful conclusion of their Graduate Conference in Greek and Roman Magic and Witchcraft Accusation by attending a performance of Aristophanes' *Lysistrata* at University of San Diego.

2017 APPLEBY LECTURE

This year the History Department hosted James C. McCann of Boston University who gave a lecture on April 21 about the historical ecology of the Blue Nile in Ethiopia. The recipient of a number of grants and awards, McCann is the author of five books and a great number of articles on topics ranging from the history of Ethiopia and the agro-ecology of tropical disease to the history of food and cuisine in Africa and the Atlantic world. Decades of work in the agro-environmental history of Africa has led McCann to serve as consultant for OXFAM (UK), OXFAM America, Norwegian Save the Children, UNEP, and American Jewish World Service. He has recently received a Guggenheim Fellowship for his work on Ethiopia, and a George Perkins Marsh Prize for Best Book in Environmental History. In his lecture, McCann talked about water and power in two senses. First, he explained the historical context of the use of water generated electric power for a country and a transnational region: in this case, the Blue Nile River that empties the Ethiopian highlands and feeds the Nile watershed as it flows west and then north to Sudan and Egypt. Second, he also gave a history of water and power in the sense of people's beliefs about water, its meaning, and control of it. The aim of the lecture was ultimately to show that what peoples believe about the power of water may be as important as its reality.

MASTERCLASSES IN THE HISTORY DEPARTMENT!

The History Department initiated a "masterclass" series in the spring semester for visiting scholars, historians, and speakers who are invited to campus. A masterclass provides an opportunity for these guests to teach a course to undergraduate and graduate students in History, and share with them some of their research in the form of a seminar-like sessions. In the spring semester, the Department hosted the following three masterclasses:

- 7 March 2017: "Excavating into the Archives: Archaeology, Social Contexts and Unknown Characters in Sicily," by Dr. Antonino Crisà, Research Fellow in the Department of Classics and Ancient History at the University of Warwick.
- 23 March 2017: "From Real to Reel," by Felicia Lowe, Award Winning Independent Producer, Director, and Writer
- 21 April 2017: "African history's global contexts" by James C. McCann, Professor of History, Boston University

STUDENT OUTREACH: EXPLORE SDSU HISTORY!

BY DAVID HOLLINGSWORTH

“Greetings, comrades!” Explore SDSU, a campus-wide open house for prospective and incoming students to visit SDSU, was held on March 18. This year’s Explore SDSU was a busy one, with the area between Hepner Hall and the Love Library packed with tables and volunteers handing out information and talking to whomever would listen. History and Social Science faculty and students volunteered, eager to recruit students.

When taught well, history connects the past to the present and makes the past relevant. Thanks to encouragement from Professor Eve Kornfeld, her Social Science and History undergraduate and graduate students decided to run with that theme and bring the past to life. Literally. We dressed as different historical characters from the past: some as specific historical figures, others as character types from a certain historical moment. I became Fidel Castro; Social Science major Alex Silva was Emiliano Zapata; David Bethe was a 19th-century U.S. marine; Eric Johnson was a California gold miner, complete with his own mining pan and plastic bucket of muddy water. Derek Bell (attired as a Soviet sailor), Matt Baukol (dressed as a pirate), and Andrea Alvarado (a flapper for the day) displayed their graduate and senior thesis research on trifold boards. Many of the costumes were provided in part or wholly by Stephanie Lopez Griswold, who also dressed as a 19th-Century pioneer.

The day was a blast. Many of us stayed in character as we spoke to those who passed by. After friendly and often flamboyant greetings, we discussed the benefits of history as a field of study. In particular, we tried to dispel the myth that teaching is the only career choice with a history degree. We spoke of museum curating, law school, and other professions for which a history degree can open the door. We also tried to impart how personally fulfilling it is to have an informed understanding of the past. Education, after all, is not just about finding a profession; it is also about enriching ourselves and our understanding of the world. As we described our passion for history, our community spirit and engagement were visible to all.

It was quite the crowd. Some of those we talked to were high-school seniors and community college students who had already been accepted to SDSU and were trying to decide. Others were high-school juniors and younger community college students not yet ready to apply, but still wanting to get an idea of what SDSU has to offer. There were even some middle and elementary-school students. Almost every student we encountered was with a parent, many of whom asked for pictures. We happily obliged.

It was a wonderful experience. We got to act silly, discuss our passion, and help promote the program which has given us so much. In explaining the benefits of studying history to prospective and incoming students, I was reminded of why I chose this field. Perhaps that was the most important impact of the fair on those of us who volunteered.



FIRST SCHOLARLY BIOGRAPHY OF CHARLES JAMES NAPIER

In November, Ed Beasley published *The Chartist General: Charles James Napier, the Conquest of Sind, and Imperial Liberalism* (Routledge), the product of several years of archival research. The book is the first scholarly biography of Napier. Around 1840, tens of thousands of people paraded in torchlit marches through the industrial cities of England, demanding universal suffrage and a share in making economic policy. Napier became commander of the army trying to repress them. But he had written books on social reform, and he agreed with the workers – the British government employing him did not. He worked hard to keep the peace, going down mines to talk to the men and leading his soldiers into churches to worship alongside the Chartists. But then he went to Sind (Southern Pakistan) and conquered it, ruling as a military dictator for several years. How could Napier work to prevent bloodshed in England but then go and provoke what many people thought was an unnecessary war of conquest in South Asia barely two years later?

Beasley traces Napier's life from his boyhood during a bloody rebellion in Ireland in 1798, to the devastation he observed as an officer in Spain during the Napoleonic Wars, to the 1820s when he was a reforming governor of the Greek island of Cephalonia. Napier developed strong ideas about how decent governments ought to take care of the poor, because the rich can take care of themselves. But however much Napier backed social reform, he never backed domestic unrest; he had seen what violent conflict could do to civilian populations. So he was on the side of the Chartists – and in Sind he was on the side of the common people against the Baluchi tribesmen who had conquered them two generations before. Napier believed he was conquering Sind in order to free the people.

Napier's life illustrates the universalizing tendencies within western ideas of freedom, Beasley argues. Reform at home and liberation abroad can be two sides of the same coin. But liberating people is hard. In Sind, Napier failed to understand the finer details of farm life and local law. He wound up entrenching the local elites rather than reforming them.

Later Napier would run into still other problems with imperial conquest. As Commander in Chief of the Indian Army in 1849-50, he found that the Governor General, Lord Dalhousie, was using special forces under civilian command to burn hill villages in Punjab. Napier was incensed that war was being made on women and children. He wanted to apologize to the tribal leaders and hire them as a border force. Instead the burnings continued, inaugurating nearly two centuries of British or American intervention in that region. Napier came home to England and crusaded against Dalhousie, finishing his angry book on the subject only on his deathbed.

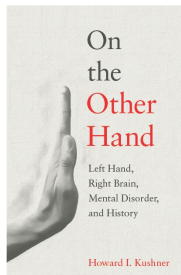
The author of three previous books on British supporters of empire and on the development of racial pseudo-science, Beasley is currently writing a volume on the history of diabetes in the nineteenth century.



A HISTORY OF THE LEFT HAND

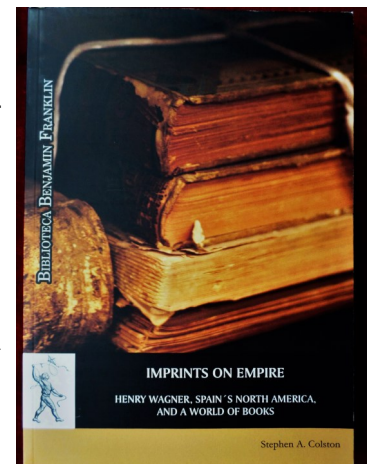
Emeritus Professor Howard I. Kushner's *On the Other Hand: Left-Hand, Right-Brain, Mental Disability, and History* is being published by Johns Hopkins University Press, 2017 (August).

Approximately 10 percent of humans are left-handed and have been since the late Stone Age. Non-human mammals are handed and/or pawed, but none favor one hand or paw exclusively to the extent that humans do. Despite the attention that left-handedness has received, almost every question about its origin, extent, function, and consequences remains unanswered. *On the Other Hand: Left-Hand, Right-Brain, Mental Disability, and History* examines this history and the impact of left-handedness on human cognition, behavior, culture, and health. For most of human history, left-handedness has been stigmatized. The words "left" and "left hand" have negative connotations in all the world's languages. These attitudes are reinforced in practices aimed at restricting the use of the left hand to the most disdained, but necessary, human tasks. Left-handers historically have been viewed as disabled, whose cure included forced switching to right-handedness. Similar to other disabled persons, left-handers have sought to eliminate the discriminations they experience while constructing positive identities about their condition and capacity. The reported number of left-handers is significantly lower in Asia and Africa than in the West. Whether this disparity results from biological or cultural differences remains contested. However, it seems to be a rule that the lower the *reported* prevalence, the greater the social stigma and discrimination toward left-handers. Given the combination of stigma and the alleged relationship between left-handedness and mental disabilities, why are there any left-handers at all? This question has led a number of researchers to point to persistent reports that left-handers display greater creativity and intellectual prowess than right-handers. *On the Other Hand: Left-Hand, Right-Brain, Disability, and History* examines left-handedness not only for what it discloses about its origins and persistence, but also for what engagement with left-handedness reveals about science, culture, social, and power relations.



FIRST BIOGRAPHICAL STUDY OF HENRY WAGNER'S SCHOLARSHIP ON SPAIN

Stephen A. Colston's *Imprints on Empire: Henry Wagner, Spain's North America, and a World of Books* was published by the University of Alcalá's Instituto Franklin in 2015. The book appeared as part of the "Biblioteca Benjamin Franklin" series. Henry Raup Wagner (1862-1957) was a prolific scholar who examined Spain's possessions and claims to empire in North America from a panoramic perspective that extended geographically and chronologically from Central Mexico in the sixteenth century to the Alaskan coast in the eighteenth century. Because Wagner constructed his many studies with features that he drew from both rare book librarianship and the discipline of history, his imposing corpus of work defies rigid disciplinary categorization. Based on unpublished correspondence and other manuscripts from libraries throughout the United States, *Imprints on Empire* is the first biographical study to interpret in any substantial way Henry Wagner's evolution as an important scholar of Colonial Spanish North America within the intellectual and cultural settings he labored for more than three decades. Appendices of previously unpublished materials include a voluminous study Wagner developed over a period of twenty years on early European (principally Spanish) accounts about Spain's discovery and conquest of Aztec Mexico.



TOWARD A GLOBAL HISTORY OF SAME-SEX MARRIAGE

How did same-sex marriage become legal in so many countries throughout the world in the last decade? The most common answer to this question focuses on the rising global acceptance of lesbians and gays among straight people. This answer, however, masks a neglected parallel transformation. Earlier in the twentieth century, especially in the 1970s, gay and lesbian activists throughout the world did not aspire to be legally married. Instead, they wanted to be the catalyst for sexual liberation in society. In their view, marriage was an authoritarian framework, under which gender roles were solidified and sexual experimentation was curtailed. For same-sex marriage to become a reality across the globe, both heterosexual people, and gays and lesbians had to change their expectations and worldviews. Through a social and cultural history of gender and sexuality, Pablo Ben explores this dual transformation of mainstream heterosexual society and gay subculture in a recent article about this topic in Argentina, where same-sex marriage became legal in 2010.

In the 1970s, most straight couples celebrated church weddings and marriage for life. Divorce was illegal (until 1987), and separations were rare. Male and female gender roles were clearly differentiated. Among gay men, on the other hand, it was very difficult to see long-lasting relationships much less people living together. Although a sense of community existed, most gay men related to their peers through brief and random sexual intercourse, frequently in public spaces. The life of heterosexual people and that of gay men could not have been further apart.

In the last four decades, however, a profound and parallel change in the daily life and customs of both heterosexual and gay people has brought them closer. In the 1980s, cohabitation and divorce became a common experience among heterosexual couples, and both phenomena became more prominent since. Female participation in the job market and in politics also grew significantly. As these transformations deepened, daily life eroded the understanding of marriage as sacred and challenged traditional gender roles in society. Meanwhile, sex among gay men in public areas was declining. Phone lines first and the internet later allowed gay men to connect with each other without meeting in public. This helped them avoid the scandals that were often used by homophobes as proof of their deviancy. As heterosexual marriages became more temporary, lesbian and gay couples were becoming increasingly more visible, and their relationships more enduring. It is this dual transformation that was crucial for both the rise of increasing tolerance in mainstream heterosexual society, and the interest in legal sanction for their relations among lesbians and gays. This is a pattern that Ben has explored for Argentina through statistics, ethnographic work, and bibliographical review. The trends he describes point towards a much broader global transformation that also took place in other regions of the world.



Lesbian and gay activists demanding the right to marry in front of the Argentine Congress in Buenos Aires, 2010.

Pablo Ben and Santiago Joaquín Insausti, “¡Éramos tan diferentes y nos parecemos tanto! Cambios en las masculinidades hétero y homosexuales durante las últimas cuatro décadas,” in José Javier Maristany & Jorge Luis Peralta (eds.) *Varones minados: Aproximaciones a las masculinidades en Argentina* (La Plata: Editorial de la Universidad de La Plata, In Press).

A PEEK AT PROFESSOR EDGERTON-TARPLEY'S FORTHCOMING ARTICLE IN *SOCIAL SCIENCE HISTORY*

Professor Edgerton-Tarpley's scholarship focuses on cultural and political responses to disasters in late imperial, Nationalist, and Mao-era China. Because the prospect of fellow humans starving or drowning is so disturbing, famines and floods generate intense discussion of a given culture's ultimate values and priorities. Yet conceptions of what ethical responses to disaster entail are neither static nor universal. Since publishing a book on Confucian responses to famine in late-Qing China in 2008, Professor Edgerton-Tarpley has been researching how Chinese responses to and conceptualizations of disasters changed following the collapse of China's imperial order in 1912. In recent years, she has published a series of articles on two related disasters – the Yellow River flood of 1938-47 and the related Henan Famine of 1942-44 – that struck North China under Nationalist Party (Guomindang) rule. Her forthcoming article for *Social Science History* extends her research on the Yellow River Flood beyond World War II, into the Chinese Civil War between the Nationalists and the Chinese Communists. Both the article itself and the map designed to accompany it make extensive use of firsthand material collected in 2013, 2014, and 2015 during Edgerton-Tarpley's NEH and UGP-supported summer research trips to the Yellow River Conservancy Commission Archives in Henan, China, and to three archival collections in Taiwan. Moreover, the research conducted for this analysis of Civil War-era rhetoric and mobilization tactics in the face of flood disasters paves the way for Edgerton-Tarpley's current focus on Maoist responses to disaster.

Abstract of "A River Runs Through It: The Yellow River and the Chinese Civil War, 1946-1947," *Social Science History* 41.2, Summer 2017

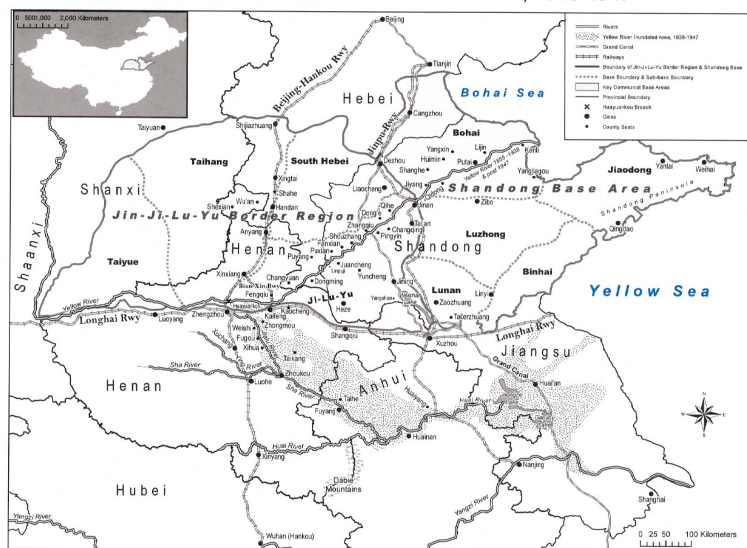
In June 1938, China's Nationalist government breached a major Yellow River dike in a drastic attempt to use flooding to slow the full-scale Japanese invasion of China. The strategic breach caused the Yellow River to abandon the northern course it had followed since 1855, and led to eight years of catastrophic flooding in areas in the path of the river's new and ever-shifting southeastern course. After World War II, the Nationalists, with extensive aid from the United Nations Relief and Rehabilitation Administration (UNRRA), aimed to close the breach and divert the river back to its pre-1938 course. However, the Chinese Communists had taken control of

much of that northern course, and local interests there voiced fierce opposition to the plan to bring back the river. The Yellow River diversion project thus became intensely politicized. This article examines how the diversion plan became embroiled in the Chinese Civil War of 1946-49, how the river's return to its northern course in 1947 impacted communities in its path, and how the Communists and Nationalists imagined the river and made different tactical and rhetorical uses of it during the war.

Existing scholarship on the strategic breach and ensuing flood focuses primarily on Nationalist-controlled areas of Henan, Anhui, and Jiangsu that were flooded when the Yellow River changed course in 1938. Very little has been published on what happened to communities along the river's Com-

munist-controlled northern course through Hebei and Shandong when the massive river suddenly disappeared from those areas due to the breach, or just as suddenly returned in 1947. This article thus contributes in significant ways to scholarly evaluations of the impact of the breach and flood. Professor Edgerton-Tarpley finds that the campaign to reroute the river was complicated not only by the civil war but also by tension between local and national interests within the Communist Party, and that UNRRA's attempts to mediate between the Nationalists and Communists at times put the organization at odds with both parties. Moreover, she demonstrates that in 1946 and 1947 the intense struggle to tame, make strategic use of, or cross the Yellow River became an important metaphor for the battle to control China.

The Yellow River and the Chinese Civil War, 1946-1947



PUBLIC HISTORY OPPORTUNITIES: CREATING A MUSEUM EXHIBIT

This fall, a group of 20 undergraduate students enrolled in Professor Sarah Elkind's California History began researching the history of the nineteenth-century ceramics trade between Puebla, Mexico, and San Diego. Their goal, ultimately, was to create a museum exhibit for Old Town State Historic Park on the commercial ties that linked remote Mexican provinces during the brief period between Mexican Independence and the Mexican-American War. This project builds upon a longstanding partnership between San Diego State's History Department and the state park.

This project, called "The Art and History of Presidio Ceramics," uses archaeological finds from the San Diego Presidio to engage students in go's early nineteenth-century history. studied collection of Mexican majolica ed from the San Diego Presidio. While that brought these ceramics to San Diego and glaze techniques used to produce Historic Park has agreed to purchase for museum exhibits.

Professor Sarah Elkind secured fund this project. Students also re-Success Fee program to help them con-Santa Barbara. Students presented their Symposium this spring; one presenta-



interdisciplinary study of San Diego State holds a large, un-and galena-ware ceramics excavat-history students examined the trade go, art students researched the clay them; Old Town San Diego State accurate replicas of the ceramics

a President's Leadership Grant to ceived funding from the Student tinue their research in archives in findings at the Student Research tion won the President's Award.

FILM SCREENING OF "AMERICAN UMPIRE"

On October 28th, the SDSU School of Theater, Television and Film, and the History Department cohosted a screening of the documentary "American Umpire." Based on Elizabeth Cobbs' book, titled *American Umpire*, the film raises the question of the quality and limitations of interventionist American foreign policy around the world since World War II. Written by former SDSU Dwight E. Stanford Chair of U.S. Foreign Relations History, *American Umpire* argues that the United States, originally aiming for the role of an arbiter in world politics, was gradually drawn into ever more intense engagement with global affairs. The fundamental question now, however, is whether the nation should function as an empire, an "umpire," or alternatively have an even more diminished role in world affairs.

The documentary discusses expansive military involvement around the world as damaging and costly for the United States and recommends, by contrast, an expanded European role on the world scene. Film director James Shelley and Cobbs, now based at Texas A & M University as the Melbern Glasscock Chair of American History, were in attendance and participated on a discussion panel following the screening of the documentary. Other participants on the panel included SDSU and University of San Diego faculty Annika Frieberg, Ali Gheisari, and William Weeks. Questions discussed at the panel included the current levels of international tensions, the practical possibilities for a diminished American role internationally, and the potential for increased European involvement around the world. Other questions concerned alternative approaches to armed intervention in world affairs. The event was well attended for a Friday evening, and the audience was deeply engaged in the conversation that followed the film.

AN AWARD WINNING DOCUMENTARY FILM

“An Open Door: Holocaust Haven in the Philippines”

Best Feature Documentary Award at the London International Filmmaker Festival of World Cinema, February 2017

Bonnie Harris, Lecturer in History at San Diego State University, is seen in company of diplomats from all over the world; she was invited to attend a select showing of artifacts from child survivors of the Holocaust at the International Holocaust Remembrance Day commemorated at Yad Vashem in Jerusalem on January 26, 2017. Harris attended as the special guest of the Honorable Nathaniel Imperial, Philippine Ambassador to Israel, who had hosted a special screening of the documentary “An Open Door: Holocaust Haven in the Philippines” the previous day as part of the celebratory events marking the 60th anniversary of diplomatic relations between Israel and the Philippines. Harris has been researching and publishing on the rescue of Nazi persecuted refugee Jews in the Philippines for the last 14 years and has partnered with the award-winning filmmaker, Noel “Sonny” Izon, in bringing this much overlooked Holocaust rescue story to the big screen. The film has garnered nominations and awards at film festivals in Berlin, Milan, and London to name just a few. Future screenings of the documentary will take Harris back to the Philippines and Israel for more special event showings, along with screenings in France, Spain, South Africa, Canada, Holland and Australia.

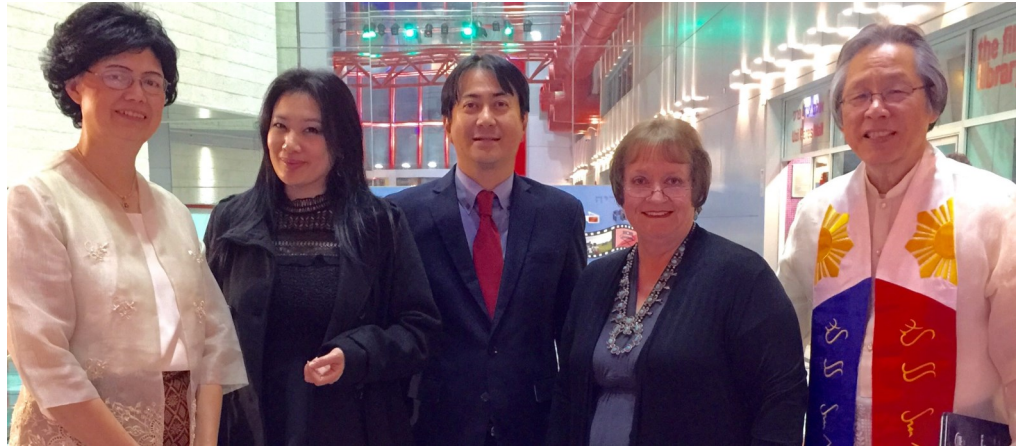
In the 1930's, when nations of the world closed their doors to Jewish refugees fleeing the growing horror of Hitler's Germany, the Philippines chose to do what others would not – save those lives. On July 6, 1938, some 80 delegates from 32 countries around the world met at a French resort in Evian-les-Bains at US President Franklin D. Roosevelt's request to address the growing Jewish refugee crisis in Hitler's Greater German Reich. Over 200 international journalists and representatives from Jewish relief organizations recorded 10 days of deliberation by the delegates that ultimately failed to perform the task for which they were assembled – to save Germany's persecuted Jews through orchestrated resettlement. It can be characterized as one of the greatest diplomatic and humanitarian failures of 20th-century Western civilization. While these relatively low-level diplomats – mostly from the Western nations in Europe and the Americas – lamented the plight of the refugees without offering any solutions, the small Asian nation of the Philippines had already set a rescue plan into operation.

Heroes in the form of officials from the Philippine Commonwealth, its President Manuel Quezon, and US High Commissioner Paul V. McNutt orchestrated selection and sponsorship plans to rescue Europe's stateless people from the uncertain future of a world on the brink of war, which resulted in over 1300 persecuted Jews of Europe finding a haven in the Philippines between 1937 and 1942. These unique and unknown rescue plans stand as a witness to the world of Philippine valor and generosity during a time of moral uncertainty in the world. They demonstrated what can be accomplished when nations' leaders put aside political expediencies and act nobly to save human lives. And while this rescue orchestrated and empowered through President Quezon ultimately saved these refugees from the uncertainty of Europe's future, it also gave them a new welcoming homeland as the Filipino people opened their hearts and accepted them within the fabric of Philippine society – an example of compassion needed in the world today.

AWARD WINNING DOCUMENTARY FILM (CONTINUED)

In addition to rescue by selection and sponsorship, the Philippines became one of the most viable sites for a scheme of mass resettlement of refugees on the Island of Mindanao. President Quezon's generous offer of vast ranches on Mindanao as sites for potential relocation for as many as one million Jews was heralded as having greater immigration potential than Israel, which led to it being labeled a "New Palestine."

The invasion of the Philippines by the Japanese in January 1942, and the subsequent fate of the rescuers and rescuees under Japanese occupation saw a complete reversal of fortune when the Japanese imprisoned all non-combatant civil-



ians from countries at war with Germany and Japan, while leaving all other civilians alone, namely Jewish refugees with German and Austrian passports. Incidents of torture, abuse, and systematic starvation abounded throughout the Philippines during the three-year occupation by the Japanese. The occupation ended violently with the liberation of the islands by US forces. From June 15, 1944, when the Americans first landed on Saipan, it was another nine months until the final release of the Philippines from Japanese control. Over one thousand Jews escaped the holocaust of Manila by crossing the Pasig River to the north, leaving sixty-seven of their members dead and more than two hundred wounded along with the thousands of Filipino victims of Japan's retreat.

This event in history, the rescuing of 1,300 Jewish refugees by the small Asian Commonwealth nation of the Philippines, saved these persecuted Jews of Europe from the fate of the six million who were murdered in the Holocaust, and while 1,300 Jewish lives, when compared to six mil-

lion Jewish victims of Nazi atrocities, are not so many, to those hundreds who found a haven in Manila, each rescued Jewish life was a blessing, as is for the 8,000+ members of their current posterity. The greatest legacy of the Holocaust Haven created in the Philippines will always be this – they healed wounds inflicted by the worst of times as only Filipinos can.



CURATING AN EXHIBITION ON BELLE BARANCEANU

Jennifer Hernandez, Lecturer in History, is curating an exhibition on Belle Baranceanu and her murals which were produced for the La Jolla Post Office and La Jolla High School during the New Deal era. Prior to the onset of the Great Depression, San Diego was viewed as a provincial coastal town, even a cultural wasteland perhaps, but certainly not a major art center. The city always came in a distant third in California behind San Francisco and Los Angeles while young professional artists, in the decades before the Great Depression, centered themselves in New York or Chicago, but not in California. The New Deal, however, brought sweeping changes to the region, and the injection of federal government funds for the arts has had a lasting legacy in both San Diego and La Jolla. Belle Baranceanu arrived in California from Chicago in 1932. Although she was a rising star in Chicago's art world before 1929, Baranceanu was a victim of the economic hard times plaguing the Midwest and the rest of the country. Baranceanu's art career could have easily been derailed entirely, but her talent and determination were recognized, and she was hired to produce art for all of the New Deal era federal government art projects. These projects turned out to be soul saving for the artist and fabulous for the local communities who were given the gift of fine art in public schools, federal buildings and posts offices. La Jolla benefitted tremendously from federal government patronage, and Baranceanu was commissioned to paint two beautiful murals for the city.

The La Jolla Historical Society was recently gifted the cartoon panels for Baranceanu's *The Seven Arts* mural which was produced for the La Jolla High School in 1939-40. Many of the original cartoon panels will be on exhibit along with photographic reproductions of sketches, drawings, and images of the final product. Since the mural was destroyed in 1975 due to seismic reasons, the cartoon panels are the best surviving examples of Baranceanu's work. The second mural, completed for the La Jolla Post Office, will also be discussed and placed in its historical context through text and photographic reproductions. This exhibition seeks to shed light on these cultural treasures and to demonstrate the importance of preserving them for future generations.

Details of the Exhibition:

Art and History Exhibition

Belle Baranceanu: The La Jolla Murals

June 10 – September 3, 2017

Wisteria Cottage Galleries (La Jolla Historical Society)

Dr. Jennifer Hernandez, Curator

Belle Baranceanu

Sculpture The Seven Arts Mural Cartoon

Wax pencil on brown paper, 1939-40

Collection of the La Jolla Historical Society



WRITING AND TEACHING THE FRENCH REVOLUTION

Lindsay Parker has been engaging in current debates about the French Revolution, and how best to understand and implement them in today's classroom. Her chapter in Ben Marsh and Mike Rapport, eds., *Understanding and Teaching the Age of Revolutions* (University of Wisconsin Press, 2017) argues that the thorough integration of women's history into the entire timeline of the French Revolution is critical to our understanding of the revolutionary process. The volume will be published in August, and features a number of authors who are authorities on various features of the Atlantic World revolutions of the eighteenth and nineteenth centuries. The purpose of the essays collected here is to describe how the most current research can be introduced to college students to ensure that new discoveries and interpretations reach undergraduates. Parker's chapter, for example, shows how four decades of women's history in the context of the French Revolution provides not only rich documentation of women's experiences, but also critical methodologies for interrogating the process of historical development. The revolutionary government's inconsistent approach to women's rights allows students to assess the complicated connection between liberalism and gender equality, and prompts them to evaluate the revolutionaries' critical thinking. Because critical thinking is defined, in part, as the practice of evaluating and improving one's reasoning process, learning and debating, the revolutionaries' efforts to think critically about the implications of their doctrine of liberty strengthen students' own critical thinking skills.

Parker also has a contribution in progress to *Critical Concepts: Terrorism* which will be published by Cambridge University Press. This essay is entitled "Carrying Justice in Their Hearts": The Terror in the French Revolution." In their piece, Parker engages research in the history of emotions to understand the experience of the French Revolution's Reign of Terror. Investigations into government policy, often center on the question of inevitability. Were the Jacobins destined to embrace this tactic because of their ideology, or did they reluctantly resort to it as part of the war effort? Parker's interest lies in the emotional environment of the radical phase of the Revolution, and

she attempts to employ the history of emotions in her investigation and revolutionaries' navigation of the Terror. Analyzing private correspondence, she helps her readers understand the complex emotional reasons for supporting the Terror as well as the ways that such a decision led to emotional suffering.

Both of the above essays are extensions of Parker's 2013 book, *Writing the Revolution: A French Woman's History in Letters* (Oxford University Press), which analyzes the largest extant correspondence of a revolutionary woman. Her subject's name is Rosalie Jullien. Jullien's archive of about one thousand letters is valuable beyond its scope; its author was also perfectly posed to provide insight into the public and private spheres of the Revolution. Jullien's husband and son were political elites of minor notability; their private lives intertwined with those of much more notorious men, including Maximilien Robespierre. In *Writing the Revolution*, Parker pursues a detailed investigation of the Jullien family to illuminate the intellectual, material, and emotional world of the French Revolution, indicating how porous the public/private division was at that time.



REDISCOVERING THE PAST: CELEBRATING WOMEN'S LABOR IN HONOR OF WOMEN'S HISTORY MONTH

BY WALTER PENROSE

On Tuesday, March 7, Dr. Nino Crisà of the University of Warwick taught a “master class” to SDSU History, and Classics and Humanities students and faculty. In accordance with March being Women’s History Month, Dr. Crisà shared insights from his forthcoming book, *When Archaeology Meets Communities: Impacting Interactions in Northern Sicily over Two Eras* (Archeopress, Fall 2017), in which he discusses, among other subjects, the employment of women at 19th-century archaeological digs in Sicily. Women workers were referred to as male in payment records, but photographic evidence, as shown above, reveals a different story. These women were part of a larger network of laborers upon whose backs the antiquities trade was carried. Once the goods reached the hands of antiquities dealers, aristocrats, and government officials, intrigue, infighting, and even illegal removal and sale were commonplace. We look forward to the publication of Dr. Crisà’s new book, which will continue to tell the story he began in his first monograph, *Numismatic and Archaeological Collecting in Northern Sicily during the First Half of the Nineteenth Century* (Archeopress 2012). Dr. Crisà also presented an intriguing talk on the use of tokens in ancient Sicily on March 6. We thank him for travelling all the way from the United Kingdom to enlighten us with two exceptionally interesting and informative presentations.

ARCHEOLOGICAL INSTITUTE OF AMERICA IN SAN DIEGO: EXCAVATING AND EDUCATING

BY CHRISTINE WONG

The SDSU Department of History and the San Diego chapter of the Archeological Institute of America (AIA) co-sponsored a well-attended lecture series here on SDSU campus this past academic year. On October 28, 2016, Professor Pearce Paul Creasman of the University of Arizona gave two lectures. The first one, entitled “Dendrochronology and Ancient Egypt: The Key to Time in the Mediterranean World?” was an informative session studying the use of wood in buildings, ships, and burial sites to date archeological finds. Professor Creasman’s second lecture was entitled “Excavations at a Forgotten Female Pharaoh’s Temple of Millions of Years” and presented findings from the University of Arizona Egyptian Expedition. This presentation showed how recent excavations at the temple of the female pharaoh Tausret, the last ruling descendant of Ramesses the Great, challenged long-held assumptions that Tausret’s primary temple was never completed.

On February 17, 2017, Professor Bjørn Lovén, a Research Associate with the Saxo Institute at the University of Copenhagen and the director of the Zea Harbour Project, shared his research in a lecture titled “The Ancient Athenian Naval Bases in the Piraeus – The Backbone of the World’s First Democracy.” Given that Athens was a prominent naval power in the 5th and 4th centuries BCE, the port at Piraeus was instrumental for Athenian military and naval success. Dr. Lovén’s lecture explored the complex nature of naval construction and ship building, and highlighted the important legacy of the Athenian navy from the late 6th century BCE until the 4th century BCE.

In an exciting conclusion to this lecture series, Dr. Antonino Crisà, a Research Fellow in the Department of Classics and Ancient History at the University of Warwick, presented a lecture entitled “Ancient Tokens and Communities: Insights into Hellenistic and Roman Sicily” on March 6, 2017. Co-sponsored by the SDSU Department of Classics and Humanities, this talk was an outline of Dr. Crisà’s research project on Hellenistic and Roman tokens. The data collected in this project provide context for the use of tokens and coins, and help ancient historians understand how local communities manufactured and used these artifacts in their daily lives. Dr. Crisà also led the very first “masterclass” in the History Department, entitled “Excavating into the Archives: Archaeology, Social Contexts and Unknown Characters in Sicily,” which delved into the history of archeology and showed students the work and thought process behind the excavation of a given site.

SUPPORTING NATIONAL HISTORY DAY IN SAN DIEGO

BY DEREK BELL

At this year's National History Day San Diego, the SDSU History Department proudly issued two distinguished awards and demonstrated strong support from both SDSU professors and SDSU students. National History Day encourages middle school and high school students to participate in local, state, and national history competitions. The student contestants may submit a project, a paper, or a presentation related to the year's historical theme. It is a wonderful event to be a part of, and one that encourages students to continue their engagement in the field of history.

The deserving recipients earned these awards by writing very well-developed historical papers. The winner of the senior division papers was Crystal Sung (pictured below with Dr. Eve Kornfeld), and the winner of the junior division papers was Benjamin LaBelle. The SDSU History Department is very proud of the community and student participation from San Diego County's middle and high schools. This year's turnout was fantastic; the quality of the papers were very high, and the Department owes a big thank you to all the volunteers and organizers who did so much to ensure the event's success.

After a hiatus of many years, the SDSU History Department resumed its participation in NHD with a very large contingent of student mentors, faculty, and graduate student judges. Twelve undergraduate and graduate students of Dr. Eve Kornfeld volunteered as mentors (Adjo Ahossou, Christian Alvarado, Derek Bell, Shawna Bishop, Sherry Boulter, Lino Casas, Stephanie Griswold, Lindsay Lehnhoff, Rachel Muntz, Thanh Nguyen, Jana Peale, and Jasmine Tocki), and two graduate students (Derek Bell and Lino Casas) and three professors served as judges (Dr. Kate Edgerton-Tarpley, Dr. Eve Kornfeld, and Dr. Andrew Wiese). Dr. Kornfeld presented the History Department's prizes at the NHD awards ceremony, and invited the audience of students, parents, and teachers to come Explore History at SDSU.

CONFERENCE ON NIETZSCHE AND CRITICAL SOCIAL THEORY AT SDSU

BY DEREK BELL

In late January, San Diego State University hosted a conference on Nietzsche and Critical Social Theory. The event drew a good deal of intellectual talent from across the country, and as part of an interdisciplinary effort, the SDSU History Department demonstrated great support for the event with both panelists and participants. Two of the highlights from the event included the keynote by Dr. Douglas Kellner (Distinguished Professor and George F. Kneller Philosophy of Education Chair at University of California, Los Angeles) and the final panel session on pedagogy and history featuring Dr. Martin Schwab (University of California, Irvine) and Dr. Eve Kornfeld (History, SDSU). These two sessions stood out as they dynamically presented Nietzschean methodology, and simultaneously engaged the audience and unlocked the wealth of intellect in the room.

After completing his keynote remarks, Dr. Kellner welcomed questions and comments on his work. While this is standard practice for events of this nature, what was exceptional was how Dr. Kellner embraced criticism and transformed the forum from a speech into a seminar. By doing so, Dr. Kellner put a number of subject matter experts in conversation with one another. The result was an incredibly rich discourse and a very charming keynote presentation.

At the invitation of Dr. Eve Kornfeld, three graduate students had the privilege of moderating panel sessions (Stephanie Griswold, Christian Alvarado, and Derek Bell). In the panel, I moderated, Dr. Kornfeld, in true Nietzschean form, inverted the format of the talk. Before presenting her research, she invited the audience to respond to two questions: "What do you remember about your first encounter with Nietzsche, and how do you teach Nietzsche?" The bifocal question engaged professors including Dr. Babette Babich (Fordham University), Dr. Emily Hicks (San Diego State University), Dr. Kellner, and Dr. Schwab as well as a number of SDSU graduates and students: Linnea Zeiner, Jasmine Tocki, Jana Peale, Megan Bacik, and Christian Alvarado. This format cultivated a robust and inclusive conversation about the topic and served as an excellent conclusion to the two-day conference.



The conference on Nietzsche and Critical Social Theory was a fabulous event. A couple of special thanks to Dr. Mike Roberts (Sociology, SDSU) for coordinating such a great event and to Dr. Eve Kornfeld (History, SDSU) for encouraging and enabling graduate students to moderate a number of the conference panels. The experience was wonderful, and a number of us are looking forward to next year's conference.

STEPHEN COLSTON'S 2015 COMMENCEMENT ADDRESS

In the Graduation Ceremony of the SDSU College of Arts and Letters in 2015, Stephen Colston gave a moving address which we are happy to print in this issue of the newsletter. Below you will find an introduction by the then dean of the College followed by Colston's address.

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May 15, 2015

Introduction by Dean Paul Wong, College of Arts and Letters, San Diego State University

Professor Stephen Colston was on our faculty for over 37 years when he retired last May. Holding both a Ph.D. in History and a Master of Library Science degree from the University of California, Los Angeles, he earned his tenure twice at SDSU – first in the University Library and then in the Department of History. As a member of the Library faculty for nearly a decade, he headed Special Collections, the University Archives, and the Center for Regional History. He joined History's faculty in 1986 and taught courses in world history, pre-Hispanic and colonial Latin America, and early California. He has been selected four times as History's "Most Influential Faculty."

Professor Colston has published articles in scholarly journals in the United States, Mexico, France, Germany, England, and Spain. During his retirement, he completed a book manuscript about Henry Wagner (a 20th-century historian and book collector) that will be published later this year in Spain by the University of Alcalá's Instituto Franklin.

Retirement has neither slowed Professor Colston's research activities nor has it severed his ties with SDSU. Under the faculty early retirement program, he taught last fall semester, and he is looking forward to returning to the classroom this fall to teach a new group of Aztecs.

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Commencement Address, by Stephen A. Colston, College of Arts and Letters, San Diego State University

Thank you Dean Wong for your introduction.

Graduates, this is the day to recognize your achievements. But I think you will agree that recognitions should include those seated above you, your families and friends, who supported you during your years of hard work that have led you to this event. Please take a moment to show your appreciation to those in this arena who share this special day with you.

I want to offer you my perspectives on your choices of majors in this college and why I believe you have chosen wisely. Your majors are and will continue to be sources of personal enrichment. These are not just high-sounding words. You have studied what it means to be human. You have been in dialogue with people from your past and from your present; you have listened to the voices of the privileged, and you have rescued the voices of the silenced.

This connection with other human beings will forever be a part of you. It will encourage you to rethink your own ideas and assumptions, and engage you in a continuous quest to understand the human condition.

But you also want a good job.

Some of you are about to set on your career paths. Others of you are at present undecided about the paths you may take. But what you all share in common is the completion of majors that have challenged you to develop skills that can serve you well in your professional futures.

Through your hard work, you have honed research, critical thinking, and communication skills that are applicable to many fields. As I see it, the principal goal of your education is not the acquisition of a particular set of facts that were so important to you last week for your final exams but may soon be forgotten. Instead, I believe the greater goal of your majors is the acquisition of a body of important skills – of researching sources, of analyzing books and articles, and then crafting all these parts into well-argued, lucid, oral, and written presentations. You have made your brains sweat to develop these skills that have made you versatile, innovative, and adaptable people, the kinds of people any number of careers seek and reward.

Some of you have the skills to start working Monday morning in your chosen fields. Some of you will pursue graduate work and then embark on your careers. Some of you – and I would venture, many of you – will find it necessary to re-tool yourselves in order to find a position in what has become an increasingly competitive, technology-oriented marketplace.

I hope you won't look at retooling as something to avoid but will see it as something to embrace.

You can apply your skills to other fields and achieve success.

But don't take my word for this.

STEPHEN COLSTON'S 2015 COMMENCEMENT ADDRESS (CONTINUED)

A recent article in the *Harvard Business Review* discussed the ways individuals educated with majors offered by this college have repeatedly proven themselves to be assets in the corporate world by producing work from their skills of research, critical thinking, and effective written and oral communication. Perhaps the most eloquent words describing the virtues of joining your majors with other fields, in this case, the "STEM" (the acronym for Science, Technology, Engineering, and Mathematics) were spoken by the late Steve Jobs several years ago when he introduced a new edition of iPad: "It is in Apple's DNA," he said, "that technology alone is not enough. It's technology married with liberal arts, married with the humanities, that yields us the result that makes our hearts sing."

You now have the skills that can make hearts sing in any number of workplaces – and in the world beyond. We all live in a world of connected landscapes – landscapes formed of family and friends, of community, of country, and of human kind. Through your hard work in this college, you have forged the tools that make it possible for you to be not merely figures in these landscapes but to be individuals who can transform them into better places.

At the very least, you have transformed me. As do many of my colleagues, I often incorporate current research into the classroom. Students' reactions to my works-in-progress – both positive and negative, and always given candidly – force me to make revisions, to give greater emphasis to what "worked" and to rethink what "didn't." You have made me a better scholar.

But even more importantly, many of you have made me a better person. This was something I did not fully realize until three months ago. In February, I received an email from one of President Hirshman's staff about a student I had taught last fall. A couple of weeks before, this student lost his life in a traffic accident, and I was asked to provide President Hirshman with a few words that he might use to craft his letter of condolences to a grieving family that just had lost a son. I did not remember this student – this was a large class – but I had a detailed record of his class work. I replied to President Hirshman's assistant with an all too brief and clinical profile offered by my records – he was a student who had consistently produced exemplary work and showed great academic promise.

I sent "reply" and then "googled" this man's name with the hope that I might find a photograph of him, so I could connect face and name. What I pulled up was his picture accompanied by a news story of his tragic death. It was then that I remembered where he sat, his smile, his wry sense of humor, his engaging questions – I remembered important features

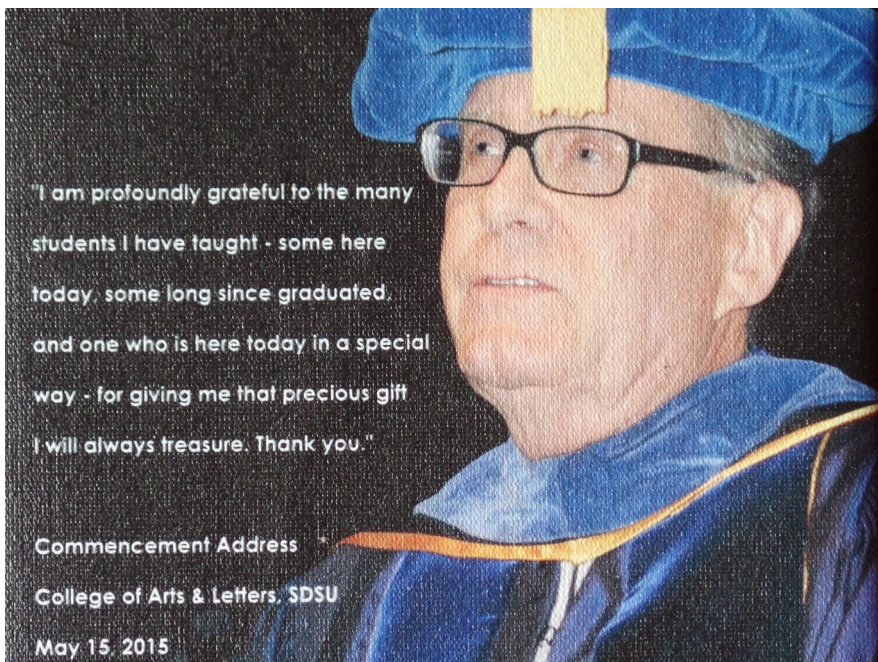
of him. My feelings surged within me (and still do) – of sadness and of anger that the world had lost such a fine person, and of a sense of privilege for having known him if only briefly.

"I am profoundly grateful to the many students I have taught - some here today, some long since graduated, and one who is here today in a special way - for giving me that precious gift I will always treasure. Thank you."

Commencement Address
College of Arts & Letters, SDSU
May 15, 2015

It was in those few seconds of reflection that I realized what mattered to me most about teaching at SDSU: In the process of teaching here, so many of you have shared with me important parts of yourselves – your ideas, your humor, your struggles, your achievements, and your dreams.

I am profoundly grateful to the many students I have taught – some here today, some long since graduated, and one who is here today in a special way – for giving me that precious gift I will always treasure. Thank you.



STUDENT SCHOLARSHIPS AND AWARDS

Appleby Memorial Undergraduate Scholarship	Sohel Bahjat
Richard Ruetten Memorial Scholarship	Aditi Joshi
Lionel Ridout Memorial Scholarship	Anthony Acosta, Stephanie Griswold Edward Purcell
Kenneth & Dorothy Stott Memorial Scholarship	Raul Gonzalez-Varela
Katherine Ragen Memorial Scholarship	Jade Connolly-Cepurac, Sandy Fernandez
Colonial Latin American History Scholarship	Sandy Fernandez, Michael Lopez
Outstanding Graduating Senior in History	Christopher Shelton
Outstanding Graduating Senior in Social Science	Brian Nguyen

FACULTY RESEARCH GRANT

Kathryn Edgerton-Tarpley was awarded a 2017-2018 Fulbright Scholarship for research on cultural responses to calamity in China

SDSU STUDENT RESEARCH SYMPOSIUM AWARD WINNERS

Leah Gregory (graduate student in History), “Did Women Have an Axial Age? Gender and Comic Reciprocity” (Mentor: Professor Elizabeth Pollard), Research Award for Diversity, Inclusion and Social Justice

Andrea Alvarado, Undergraduate student in History and English, “The GenX Files: The Search for Masculinity in 1990s America,” (Mentor: Professor Eve Kornfeld), Library Award

MOST INFLUENTIAL PROFESSORS

The Outstanding Graduating Senior in History, Christopher, has chosen Professor Elizabeth Pollard as his Most Influential Professor.

The Outstanding Graduating Senior in Social Science, Brian Nguyen, has chosen Professor Chiou-Ling Yeh as his Most Influential Professor.

GOOD NEWS FROM STUDENTS AND ALUMNI

Andrea Alvarado (junior History and English major) and **Matthew Baukol** (first-year M.A. candidate in History) presented parts of their Senior Honors Theses (directed by Professor Eve Kornfeld) at the SDSU Student Research Symposium in March 2017. Matt's research, "The Dangling Conversation: Female Correspondence during the American Revolution," applied textual analysis to manuscript collections of Quaker women's Revolutionary writings. Andrea's interdisciplinary research on literature, film, and social commentary, "The GenX Files: The Search for Masculinity in 1990s America," won a Library Award of \$250.

Christian Alvarado, an M.A. candidate in History who is completing a thesis on the University of Ibadan in post-colonial Nigeria has been admitted with full support to the Ph.D. program in the History of Consciousness at University of California, Santa Cruz, for fall 2017. Christian works with Professor Eve Kornfeld (who is directing his thesis), Professor Ed Beasley (who is serving as the second reader of his thesis), and Bill Nericcio (who is serving as the third reader of his thesis).

Derek Bell (first year MA student who is presently working with Professors Eve Kornfeld and Chiou-Ling Yeh on the American Cold War) has participated as a moderator in a Conference on Nietzsche and Critical Social Theory at SDSU in January, and presented his research in two other talks one in Cal State Long Beach on April 14, entitled "'And Then You Destroy Yourself' Richard Nixon, Othering, Race, and Gender" and the other in Cal State San Marcos on April 29 entitled "Neither Crisis, Nor Transition" (a critical response to "Are the Humanities in Crisis or Change").

Sherry Boulter was an Adjunct Lecturer in History at Cuyamaca Community College in fall 2016, and is currently a Teaching Assistant in Thurgood Marshall College's Dimensions of Culture Program at University of California, San Diego. Sherry graduated with an MA in History in May 2016. Her thesis, "Voices that Carry: Women Self-Fashioning as Artists and Changing the Dialogue on MTV in the 1980s," won the Dean's Award at the SDSU Student Research Symposium in March 2016. To complete this project, Sherry worked with Professor Eve Kornfeld (who directed her thesis), Dr. Frank Nobiletti (who served as the second reader of her thesis), and Professor Eric Smigel (who served as the third reader of her thesis). Sherry also presented her research on a panel with Professor Kornfeld, Jasmine Tocki (2016 MA in History), and Jana Peale (2016 MA in History) at the Popular Culture Association National Conference in Seattle in March 2016.

GOOD NEWS FROM STUDENTS AND ALUMNI (CONTINUED)

Stephanie Griswold (second year graduate student in History working with Professors Eve Kornfeld, Annika Fieberg, and Joanna Brooks) has given talks in three different venues: "FLDS Families Facing the Fauxpocalypse: How Continued Threat of the End Times Formed Family Constructs" at the Communal Studies Association Annual Conference, Salt Lake City, Utah, October 5-8, 2016; "Going Down the Road Together or Not at All: A Historical Analysis of Destruction Prophecy and the Transition to One-Man Rule in Short Creek" at the Sunstone San Diego Symposium, San Diego, California, January 28, 2017; and "*Coming to the Crick: A Historian's Approach to Religious and Cultural History Research*" at the Sunstone Colorado City, Hildale, Utah, April 20, 2017.

Domenique Maj (History B.A., 2016) and **Shawna Bishop** (History B.A., 2017) will both publish their History 450 research papers (directed by Professor Eve Kornfeld) in the *Undergraduate Research Journal of the College of Arts and Letters* (URJCAL). Domenique's paper, "San Diego Water Distribution: A Path Towards a Diversified System and the Changing Role of Women," made extensive use of SDSU's Special Collections. Shawna's paper, "Loreta J. Velazquez," applied role analysis and psychological analysis to nineteenth-century manuscripts.

Jana Peale has been appointed a Teaching Assistant in Thurgood Marshall College's Dimensions of Culture Program at University of California, San Diego. Jana graduated with an MA in History in May 2016. She presented her thesis, "Cops & Criminals: Representations of Masculinity in 1970s Crime TV," at the SDSU Student Research Symposium in March 2016. To complete this work, Jana worked with Professor Eve Kornfeld (who directed her thesis) and Professor Elizabeth Pollard (who served as the second reader of her thesis). Jana also presented her research on a panel with Professor Kornfeld, Jasmine Tocki (2016 MA in History), and Sherry Boulter (2016 MA in History) at the Popular Culture Association National Conference in Seattle in March 2016.

Linnea Zeiner, currently a Lecturer in the Department of Classics and Humanities at SDSU and active in the Digital Humanities Program, has been admitted with full support to the Ph.D. program in Communications at University of California San Diego. Linnea graduated with an MA in History in December 2015. She presented her thesis, "Grunge Feminism: Performing Gender Paradox in Queered Plays of Hypertextuality," at the Popular Culture Association National Conference in Seattle in March 2016. To complete this project, Linnea worked with Professor Eve Kornfeld (who directed her thesis), Professor Paula DeVos (who served as the second reader of her thesis), and Professor Jessica Pressman (who served as the third reader of her thesis). Linnea's research on "African-American Quilts as Cultural Strategies within the Social System of Slavery in Antebellum Louisiana," completed in Professor Kornfeld's graduate seminar on "Gender and Families in Early America," won the Dean's Award at the SDSU Student Research Symposium in 2014.

OTHER NOTABLE PUBLICATIONS IN THE HISTORY DEPARTMENT

- Pablo Ben** and Santiago Joaquín Insausti, “¡Éramos tan diferentes y nos parecemos tanto! Cambios en las masculinidades hétero y homosexuales durante las últimas cuatro décadas en Argentina,” En José Javier Maristany & Jorge Luis Peralta (Comp.), *Varones minados Aproximaciones a las masculinidades en Argentina* (La Plata: Editorial de la Universidad de La Plata, in press).
- Pablo Ben** and Santiago Joaquín Insausti, “Dictatorial Rule and Sexual Politics in Argentina: The Case of the Frente de Liberación Homosexual, 1967-1976,” *Hispanic American Historical Review* 97.2 (2017): 297-325.
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- Kathryn Edgerton-Tarpley**, “‘Rice of the Immortals’ or Poison? Famine Foods in Late-Qing, Nationalist, and Mao-era China,” Disastrous Pasts: New Directions in Asian Disaster History Conference, National University of Singapore, November 21-November 22, 2016.
- Kathryn Edgerton-Tarpley**, “The Semiotics of Starvation in Chinese Famines: New Cultural History Approaches to Chinese Disaster History,” Disasters and History Seminar, sponsored jointly by Shanxi University, the Institute of Qing History at the People’s University of China, and the China Association for Disaster Prevention, held at Shanxi University, Taiyuan, PRC, July 30-August 5, 2016.
- Eve Kornfeld**, “On the Border: Representations of Law and Justice in Tony Hillerman’s Navajo Narratives,” Popular Culture Association/American Culture Association National Conference, San Diego, April 2017.
- Eve Kornfeld**, “Beyond Good and Evil: Nietzschean Pedagogy in the History Classroom,” Nietzsche and Critical Social Theory Conference, San Diego State University, January 2017.
- Eve Kornfeld**, “On the Border: Representations of Law and Justice in Tony Hillerman’s Navajo Narratives,” Northeast Popular Culture Association, Keene, New Hampshire, October 2016.
- Walter Penrose**, “From Feminism to Orientalism: Grace Harriett Macurdy on Cleopatra and Antony,” Classical Association of the Middle West and South Annual Meeting, Kitchener, Ontario, Canada, April 5, 2017.
- Walter Penrose**, “Tough Love: Loyalties and Tensions among Ptolemaic Queens and their Daughters,” Society for Classical Studies Annual Meeting, Toronto, Ontario, Canada, January 7, 2016.
- Walter Penrose**, “De-Centering Athens: The Courage and Power of Dorian and Other Greek Women,” Classical Association of the Atlantic States Annual Meeting, New Brunswick, New Jersey, October 21, 2016.

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