



A PUBLICATION OF THE CHICO STATE HISTORY DEPARTMENT

www.csuchico.edu/hist  Vol 1 No 1 Spring 2009

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Chair's Corner

Laird Easton

Welcome to the first issue of History

News, the newsletter of the History

Department of California State

University, Chico. We hope to reach the

community of Chico State history alumni,

current students, and friends of the

department, informing them of the works

and days of our faculty but also asking to

hear of their news and views. I would love to receive any feedback or suggestions

about this inaugural issue from you. Just write to me: leaston@csuchico.edu

This year began with many changes here on the top floor of Trinity Hall. Three colleagues retired after many years of dedicated service to their students and to the department: **Charles Geshekter** (Africa), **Nasim Jawed** (Middle East—Nasim did return to help us out by teaching a section of Middle Eastern history this fall), and **Cliff Minor** (ancient history). We will miss them very much. At the same time we welcomed two new colleagues: **William Campbell** (colonial America) and **Jessica Clark** (ancient history) of whom we are inordinately proud. You may read about them later in this issue along with our new superb new hire from last year, **Jason Nice** (early modern Britain). Finally, after yeoman-like service to the department as chair, **Jim Matray** (American foreign policy) stepped down and I have replaced him.

We also lost our dear colleague **Weikun Cheng** (East Asia) who died, along with his wife and their nephew, in a tragic car accident in December 2007. We miss him terribly. Phi Alpha Theta, the student honors society, and the History Club are looking for contributions to create a collection of films on historic subjects in his

honor, as Weikun was a frequent host for film nights, as well as a very active advisor to the History Club.

This past year the History Department faculty, already one of the most honored in the entire University, received a series of prestigious fellowships and prizes. **Kate Transchel** (Russia) won a Lantis Fellowship to pursue research on the sex trade in Russia and Eastern Europe. These fellowships, intended for faculty in mid-career, were inaugurated three years ago. So far the History Department has won one-third of them, Stephen Lewis having been awarded one the first year of the competition. **Laird Easton** (modern Europe and Germany) is returning back to work having spent the entire last year, 2007/2008, on a National Endowment for the Humanities Fellowship finishing his translation of the diaries of Count Harry Kessler. This was one of four which the department has been granted over the years (Judy Raftery once and Larry Bryant twice). **Tim Sistrunk** (medieval and environment) won the first Paul Persons Sustainability Award in November for his contributions in teaching environmental history. **Bob Cottrell** (20th century American) was named a Fulbright Fellow in Russia, where he will occupy a Distinguished Chair in American history for the spring 2009 semester. And we ended the year by celebrating the naming of **Robert Tinkler** (Civil War and southern) as the Outstanding Teacher for CSU, Chico, 2008/2009, a much deserved award. The History Department faculty now counts among its member three Outstanding Professors (Bryant, Cottrell, and Easton), two Outstanding Teachers (Steiner and Tinkler), one Outstanding Advisor (Steiner), and one Outstanding Faculty Service Award recipient (Emmerich).

Our students, too, continue to excel, capturing more than their fair share of awards and honors. A history major has been the recipient of the College of Humanities and Fine Arts Outstanding Student Service Award in 2003, 2004, 2005, and 2006. Another won recently the University's Outstanding Thesis award. Our student organizations, Phi Alpha Theta, the national honors society for history majors, and the History Club, are very active, organizing films series, debates, field trips to areas of historical interest, as well as participating in regional academic conferences where they bring home their fair share of prizes. They also publish each year their own journal, *The Chico Historian*. Graduates of our master's degree program have been accepted at doctoral programs at Berkeley, Chicago, Indiana, the University of London, North Carolina, Ohio State, Texas, and Wisconsin, among others. Others have landed teaching jobs at community colleges across the West. Some history majors earn certificates from our program in public history and find rewarding jobs in both the private and public sectors. Many of our majors go on to the certificate program and eventually teaching positions in secondary schools; others enter law school and other professional programs, while still others go directly into the business world where their research and writing skills are greatly appreciated.

The Legacy of 1968

The department has launched a new public Roundtable Discussion series on the occasion of the anniversaries of memorable historical events. This September the first of these Roundtables was held on the fortieth anniversary of 1968. Participating were John Boyle (professor emeritus, Asia), William Campbell (colonial America, Canada), Stephen Lewis (Latin America), Jeff Livingston (modern America), Judith Raftery (American education, women), and Robert Speer (senior editor, *Chico News & Review*). Laird Easton moderated. Several of the participants have submitted the following reflections on the meaning of 1968. You may read them below. Meanwhile stay tuned for next year when, on November 9, 2009, the twentieth anniversary of the fall of the Berlin Wall, we will have a Roundtable Discussion on the fall of communism in Eastern Europe and Russia.

John Boyle

A central issue—if not the central issue—defining America in the tumultuous year of 1968 was the war in Vietnam. In looking at the Chinese scene in 1968, we find tumult of epic proportion, but it had little or nothing to do with Vietnam or the war that was going on there. Both China and the United States took measures to avoid direct confrontation. The U.S. explicitly promised that our planes would avoid penetrating Chinese air space and that we would not launch ground attacks into North Vietnam. Consequently, the Vietnam War did not evolve into a U.S.-China conflict in the same way that the Korean War did in the 1950s.

Nineteen sixty-eight found China in the midst of its decade-long Great Proletarian Cultural Revolution. It began in 1966 and ended only with Mao Tse-tung's death in 1976. The most chaotic and far-reaching manifestations of that violent upheaval were in full evidence in the year 1968.

Chairman Mao, to give him credit, was wrestling with some of the central challenges of the modern world. He spoke of the "three great disparities": between those who labored with their minds and those who labored with their hands; between the city and the countryside; and between men and women. His ideal of socialism, to correct those

inequalities, had not materialized in the 20 years of Communist rule of China and so he called for an ever-sharpening class struggle and a greatly expanded list of "class enemies" who must be "re-educated."

To do so he unleashed the youthful "Red Guards" who were rampaging at full fury in 1968—so out of control that Mao would, indeed, by 1969 be forced to admit that they were a failure and in need of a violent purge themselves.

What was the reaction of the best-trained China scholars in the United States during and immediately after the Cultural Revolution? It might deserve another forum to explore the question fully but my take on this question is that they were largely uncritical and accepting of the boasts of the Maoists that a new and healthy society was being created. The opposite was true. Chinese today commonly refer to the era as a "nightmare," a "lost decade."

Laird Easton

1. *When seen in a global context that includes the Chinese "Cultural Revolution" and the "Prague Spring" as well as the student unrest in North America and Europe, the major cause of the upheavals of 1968 is demographic. The extraordinarily rapid growth in the population and the arrival on the scene of millions of new young adults would have led to some sort of explosion regardless of any other circumstance, such as the war in Vietnam. Beneath history is demography.*
2. *Particularly important are the subset of students, overeducated and underemployed. These always represent the "dangerous supplement" in history. The role of students in 1968 recalls their role in the revolutions of 1848 in Europe. They add the same romantic and comic quality to the events of 1968 as they did to the revolutions of 1848.*
3. *The only possible ideological component linking the Chinese "Cultural Revolution" with events in the rest of the world is the idea of a "revolt against the cadres," that is a suspicion of and anger against older bureaucrats and experts. But in the case of China, it was an emotion manipulated by Mao from the top, rather than a grassroots movement as in the West.*

Interestingly the young Red Guards were almost hysterical in their sexual Puritanism, at the moment when sexual mores were loosening in the West. This hysterical repression of sexuality, evident in the memoirs written by women of the "Cultural Revolution," strikes me as over-determined in the Freudian sense. In other words, it had sexual roots. I wonder if any work has been done on this?

4. *The generational conflict in Czechoslovakia is more blurred. It's true that the young intellectuals, artists, and writers of the Prague Spring were rebelling against the fossilized leadership of the Communist Party. But many older Czechs were also opposed to them as well. They were only too cowed and browbeaten by Communist repression to provide the leadership (although some, like Dubcek, did).*
 5. *When looking at Western Europe and North America, the biggest distinction of course is the war in Vietnam. Although European youth did not have to fear being drafted, they did see in it a reflection of the sins of their fathers regarding their colonial past (France and Britain) or their national crimes during the Second World War (Germany especially, but also Italy).*
 6. *European students on the continent were also rebelling against the unbelievably impersonal and bureaucratic nature of the huge state universities they attended. The University of Rome had 100,000 students! Professors were remote figures, classes were packed, and chances of employment equal to one's education were growing dim.*
 7. *What distinguishes the student movement in the prosperous West from those elsewhere is that it was also, and perhaps primarily, a revolt against the affluent society, and particularly against the boredom engendered by a commercial affluence of an intensity never seen before. It was this revolt against boredom that gave the student movements in Europe and America their playfully anarchic quality. One thinks of the Situationists in Paris in May '68, and their slogans "Power to the Imagination" and so on. So too the flight to the land, the creation of communes, the drugs and the rock and roll. Even the New Age vogue that followed in the 1970s. All a search for meaning and a flight from ennui.*
 8. *But so too the darker aftermath of 1968, the terrorism of groups like The Weathermen in the U.S. but particularly the Red Army Fraction in West Germany and the Red Brigades in Italy. The ideological beliefs of these young men and women are*
- of no importance whatsoever. Their motivations were primarily displaced Oedipal rage and the excitement of an adventurous life where the stakes were high.*
9. *In the U.S. the main impact of 1968 was to hijack already existing movements, such as the Civil Rights movement, or the women's movement, and to turn them away from their original assimilationist goals ("we are equal underneath our skin") towards a militant assertion of difference known as identity politics. There's no gainsaying some of the benefits of identity politics, but the political costs were high. Essentially the reason for the domination of the Republican party in the last 40 years has been the usurpation of the Democratic Party by identity politics.*
 10. *Finally, the election of Barack Obama, half-black (African), half-white, and post-1968, may indeed be the signal that the age of identity politics is drawing to a close. And so perhaps—but only perhaps—we are finally emerging from the long shadow cast by 1968.*

Steve Lewis

Mexico's student movement in 1968 was a cultural and political phenomenon that ended up posing the first major challenge to Mexico's one-party state. Instead of protesting an unpopular war, as students did in the US, Mexico's youth decried a hollow "revolution" that, 50 years on, had devolved into an authoritarian regime. Although the ruling Institutional Revolutionary Party (PRI) dished out plenty of rhetoric evoking the popular struggles of Emiliano Zapata and Pancho Villa, its economic model had produced a widening gap between rich and poor. It was increasingly unable to address the needs of Mexico's peasants, workers, and growing middle class.

Young Mexicans expressed their alienation by listening and dancing to rock and roll and embracing the fashions, mannerisms, and lifestyles of youth in Europe and the US. The youth movement took a decidedly more political turn in July 1968, when a hated riot squad was sent in to break up a brawl involving two Mexico City high schools. Days later, when university students organized a march to commemorate Fidel Castro's suicidal attack on the Moncada army barracks in Cuba, this same riot squad provoked more violence and repression. And so it went throughout the summer of 1968—students, and eventually their teachers, protested the most recent abuses of Mexico City's security forces, and the police (and

army) responded with fresh abuses. Within weeks, the country's largest and most prestigious university had been occupied and militarized; tens of thousands of students, parents, and teachers had been arrested; and millions had marched in support of political reforms, the release of political prisoners, respect for university autonomy, and the dissolution of the hated riot squad.

The overreaction of Mexico's security forces can only be understood within the context of the 1968 summer Olympics, which Mexico hosted. Mexico's ruling party had every intention of showing off the wonders and achievements of its "revolution," and it wasn't about to let student protests spoil the party. On October 2, just days before the opening ceremonies took place, police infiltrated a rather small rally held at the Tlatelolco public housing project. As the rally drew to a close, gunmen began shooting indiscriminately into the crowd. The shooting lasted for thirty minutes. The official death count was 8, then eventually 43, but most independent researchers estimate between 300 and 500 dead, with many more wounded. Three days later, the Olympics opened without a hitch.

The Tlatelolco massacre was truly a watershed moment in Mexican history. Unable to reform itself from within, the PRI staggered forward into the 1970s and 1980s, a time best remembered for irresponsible borrowing and spending, currency devaluations, hyperinflation, and corruption on a previously unimagined scale. Economic meltdowns and political crises forced the PRI to undergo reforms in the late 1980s and 1990s that it had refused to undertake in 1968. These changes may have come too late—in 2000, the PRI lost a presidential election for the first time in 71 years.

Meanwhile, an entire generation was forged by the events of 1968, including today's most prominent writers, artists, feminists, and academics. During the administration of former president Vicente Fox (2000-06), a commission studied the massacre at Tlatelolco. Although some new information was uncovered, ultimate responsibility for the massacre still has not been assigned.

Jeff Livingston

1968 marked the last year of the Sixties as an historical era. In 1969 the Rolling Stones' iconic "Gimme Shelter," which warned of an impending, apocalyptic catastrophe, signaled that the "Swinging Sixties" of Beatlemania, Nehru jackets, and Peter Max psychedelia was dead. In 1968 a series of shocks and convulsions, coming one after the other in rapid succession, left Americans staggering and stumbling, groping for shelter. As historian Bruce Schulman has written, 1968's "real significance lay as a cultural divide. The last days of the Sixties signaled the end of the post-World War II era . . . and the beginning of another age, the long 1970s . . . the great American ride had stalled."

Meet our New Faculty

After a long and unfortunate period where our searches for new faculty were cancelled due to budget cuts, the department has hired three very promising young scholars in the last two years. To celebrate that we have begun an Inaugural Lecture series to introduce our new faculty to the university and community. On November 5, **Jessica Clark** (ancient history) gave a talk on “Mussolini’s Roman History” to a full house in PAC 134. This coming semester, on February 25 at 7:30 p.m. **William Campbell** (colonial America) will give a talk in

PAC 134 entitled “The Opening of the Appalachians in the Mid-18th Century.” If you are around, please attend. It is free and open to the public and will be followed by a reception in Trinity 100. Soon we hope to have **Jason Nice** (early modern Britain) give his inaugural lecture.

Meanwhile I’ve asked our new faculty to respond to a series of short questions I sent them. Here are their answers.



William Campbell

Birthplace

Waterloo, Ontario, Canada

Education

BA: Wilfrid Laurier University, 2000

MA: McMaster University, 2002

PhD: McMaster University, 2007

What is your primary research interest currently?

My current research interests are primarily concentrated on the study of European-Indigenous interaction throughout the eighteenth-century colonial borderlands in North America. Specifically, my research focuses on the Haudenosaunee, the Ohio Country, traders, treaties and Crown agents as they struggled to solidify a place in British North America on the cusp of the Revolutionary era.

What or who aroused your interest in this field?

My interest in the field stems back to an undergraduate course in cultural geography that addressed native treaty history in North America. Early in graduate school, the writings of Richard White, Alan Taylor, Dan Richter, and Colin Calloway interested me considerably and influenced enough to pursue a PhD in colonial North America history.

What other topics within your general area interest you?

In the general area of early American history, I am also quite interested in the history and accounts of “contact” between indigenous and European peoples in both North and South America.

What courses do you enjoy teaching the most?

Colonial America

Are there any courses you would like to develop?

The history of Irish republican music!

What aspect of living in Chico has surprised you the most?

The kindness of Chicoans and the very agreeable climate. Oh, and the fact that I can buy a gun in the drugstore.

If there were one thing you could do to improve the quality of life in Chico, what would it be?

No comment.



Jessica H. Clark

Birthplace:

Boston, MA

Education:

BA, Wesleyan University,
Classics and Archaeology, 2002

MA, Princeton University,
Classics, 2006

PhD, Princeton University,
Classics, 2008

What is your primary research interest currently?

The political consequences of, and means of commemorating, military defeats in the Roman “middle republic” – roughly 218 – 100 B.C.E.

What or who aroused your interest in this field?

A combination, really, of both “who” and “what” – In my second year there, Princeton hired a professor of Roman history, Harriet Flower, who studies memory and elite commemoration in the republic. I wanted to find a topic that would fit working with her, and also allow me to follow up on a longstanding interest in the commemoration of 20th-century wars.

What other topics within your general area interest you?

I’m also very interested in Roman imperialism, the ways the Roman empire had of integrating conquests and culture. One hears the United States compared to Rome with some frequency – there are a lot of historical problems with such a comparison, but it’s part of what makes the topic interesting.

What courses do you enjoy teaching the most?

This is my first semester, so I only have two from which to choose. I’d probably say History 112 classical civilizations,, because I think I’ve learned the most about teaching from it, and it’s been more of a challenge to connect in a satisfying way with the 90-plus students.

Are there any courses you would like to develop?

I’d like to teach a course on the ancient city. We can understand much of what made classical Athens and Rome what they were by coming at their history through urban planning – and I like the idea of students learning to “read” a city through time like they’d read a text.

What aspect of living in Chico has surprised you the most?

This place really has its own culture – Chico is unlike any other place I know, and that is particularly delightful right now, when so many smaller cities and towns are being consumed by homogenizing development.

If there were one thing you could do to improve the quality of life in Chico, what would it be?

One thing? An Ethiopian restaurant. Two things? An Ethiopian restaurant, and more residential housing for the undergrad student body. Subsidized dorm housing for all underclassmen would make a big difference in their academic success, sense of community, and ability to focus on mastering basic college skills. But, make sure the dorms aren’t too close to my restaurant, assuming you meant the quality of my life in Chico, and assuming I can actually have two things.



Jason Nice

Birthplace:

Santa Cruz

Education:

Central Valley High School
(City of Shasta Lake)

BA, U.C. Berkeley 2000;

PhD, University of York (U.K.),
2004

What is your primary research interest currently?

Cultural history of the Council in the Marches of Wales, 16th-17th c

What or who aroused your interest in this field?

Two fortuitous experiences as an undergrad: as a student of Professor Robert Brentano; and as a student in a medieval Welsh language and literature class.

What other topics within your general area interest you?

Individual and collective identities in early modern Europe, from gender to national identity, and their expression in works of sacred history, antiquarianism, chorography, and cartography.

What courses do you enjoy teaching the most?

History 102 (medieval and early modern World) and History 423 (Tudor-Stuart Britain)

Are there any courses you would like to develop?

Instead of "British history," it would be great to offer separate courses on the history of England and Ireland, and perhaps further down the road courses on the history of Wales and Scotland.

What aspect of living in Chico has surprised you the most?

Its qualified cosmopolitanism. Or, the fact that Chico seems at once representative of the far north state, while also self-consciously unique.

If there were one thing you could do to improve the quality of life in Chico, what would it be?

A regular commuter train service between Redding and Sacramento via Chico. It doesn't even need to be high-speed.

Faculty News: 2007/2008

Lawrence Bryant

I published an article "Some Observations on the Staging of Royal Entries: From Ritual to Spectacle" in *French Ceremonial Entries in the Sixteenth Century: Event, Image, Text*. Edited by Nicolas Russell and H el ene Visentin in *Essays and Studies Series*, University of Toronto/Centre for Reformation and Renaissance Studies, Spring 2007.

I had a book review of Michael Wintroub's *A Savage Mirror: Power, Identity, and Knowledge in Early Modern France* published in *Renaissance Quarterly*, Vol. 60, N. 2 (2007). I gave a paper entitled "Valois Ceremonies and Images of French Destiny:1547-1567" at the 121st

Annual Meeting of the American Historical Association, 6 January 2007, Atlanta, Georgia. I was an invited speaker at the *Architecture and Ritual in Early Modern Europe: Interdisciplinary Strategies of Interpretation: 2006-2007 Janson-La Palme Colloquium*, Princeton University, 31 March 2007, where I gave a talk entitled "Allegory and Dynasty: Political Theology, Fictitious Immortality, and Ritual Monuments in Renaissance France." Finally I gave a paper on "The Ideology of the Royal Cultural Mission in Claiming Urban Space in Renaissance France" at the 122th Annual Meeting of the American Historical Association, 4 January 2008, Washington, D.C.

Laird Easton

I had the 2007/2008 academic year off from teaching, supported by a year-long sabbatical and a National Endowment for the Humanities Fellowship. During this period I finished editing and translating Count Harry Kessler's journals, 1880-1918, which will be published by Alfred A. Knopf. In September 2007, I was invited to give a paper at Peterhouse College at Cambridge University in England, in October I presented a paper and gave commentary at a panel at the German Studies Association conference in San Diego, and in April I was invited to give a paper at the Centre Allemand pour l'Historie de l'Art in Paris. In November 2008, I participated in a roundtable discussion on "Transnational Berlin" for The Modernist Association meeting. Finally starting in fall 2008 I began my new duties as chair of the History Department.

Stephen Lewis

In November 2007, Mexico's National Commission for the Development of Indigenous Peoples (CDI) asked me to help them prepare an unpublished manuscript for publication. The manuscript is Mexican anthropologist Julio de la Fuente's massive 1954 study of indigenous alcoholism and Chiapas's unconstitutional state alcohol monopoly. It exposed the illegal practices of so many powerful people in Chiapas that it was never published in its day. My task was to whittle down over 1,000 pages of text into a more digestible 300-page tome. I also wrote the introduction. *Monopolio de aguardiente y alcoholismo en los Altos de Chiapas: Un estudio incómodo de Julio de la Fuente* is due to be published by the CDI in December 2008.

Jeff Livingston

Finished up the last of 3 years as Faculty Rights Chair for the Chico chapter of California Faculty Association. Published a review essay, "Storms in the Land of the Morning Calm," on Allan R. Millett, *The War for Korea, 1945-1950: A House Burning* (Lawrence, KS: University Press of Kansas, 2005), in *Diplomatic History* 31 (September 2007).

Mike Magliari

Michael Magliari held a one-month fellowship at the Huntington Library in June 2007 to conduct research on Indian slavery in California during the Gold

Rush and Civil War eras. He also published an article, "Populist Historiography Post Hicks: Current Needs and Future Directions," in the winter 2008 issue of *Agricultural History*. Magliari is currently chair of the Theodore Saloutos book prize committee of the Agricultural History Society, and is also a member of the editorial board of the *Pacific Historical Review*, the quarterly journal of the Pacific Coast Branch of the American Historical Association.

Jim Matray

Jim Matray spent much of his summer preparing PowerPoint presentations for his first time teaching HIST 130: United States History for the first time at Chico State. He also updated as assistant editor *The Encyclopedia of the Korean War* (ABC-CLIO) for its second printing. Early in October, he delivered an address titled "Needless Quarrel: The Second North Korean Nuclear Crisis" as the Featured Speaker in the Institute for Asian Research Seminar Series at University of British Columbia.

Judy Raftery

I presented a paper, "Paz Marques Benitez, 'La Girl Filipina'" at the OAH, New York, March 2008. I had a book chapter "The History of Los Angeles Public Schools, 1850-2001," published in Hynda Rudd, et al, eds. *The Development of Los Angeles City Government: An Institutional Memory, 1850-2000*. Los Angeles City Historical Society, 2007. My book review of Leslie Petty, *Romancing the Vote: Feminist Activism in American Fiction, 1870-1920* was published in *Journal of American History*, 94 (March 2008)

Tim Sistrunk

Tim Sistrunk won the first Paul Persons Sustainability Award in November 2008 for integrating sustainable issues into his teaching. He served as content director for two Environmental World History Institutes for training teachers and as a curriculum writer and reviewer for the California State Education and the Environment Initiative. He also read a number of papers about environmental legal topics including the Natural and Artificial Seasons, Roman Law about nature, Wolves and Vermin, Rats, and English Constitutional History as well as delivering the keynote address in April 2008 at the Phi Alpha Theta Northern California Regional Conference.

Alumni News

Thanks to all of you who sent in your news which was most interesting. We hope to hear from more of you. Just send me a bit about your works and days at: leaston@csuchico.edu. Or you can use the official form for alumni at https://secure.compulog.com/csucalumni/update_form.asp

The following three alumni responded to a survey we sent out in the fall asking, among other questions, for their recollections of 1968 at Chico State and for their most striking memory of the History Department.

John Lorelli, BA 1973, MA 1975

Santa Barbara City College, Director of Bookstore Services.

Please share with us your most striking memory of the History Department at CSU, Chico during your time here: Any class I had with John Boyle or W. H. Hutchinson—marvelous teachers and inspirational in every regard. I have never stopped reading history, have also been teaching it as an adjunct instructor for 20 years at Ventura College, and much of how I teach comes from their example.

Linda Piceno, BA 1974

Retired educator: teacher, counselor, assistant principal, principal, assistant superintendent

Please share with us your most striking memory of the History Department at CSU, Chico during your time here: I got my degree in 1974, and my teaching credential in 1975. Chicano studies and feminism were SLOW to reach Chico! I had two professors who really inspired me: Dr. Lois Christensen, one of only a handful of female professors I had at Chico. I loved her course on women in U.S. history, and later patterned one like it at the high school in which I taught. The other professor was Dr. Hutchinson, "Hutch." He made history interesting and alive!

Other information you would like to share: One of my sons is presently attending CSU, Chico and plays on the baseball team!

Don Hislop, MA 1975

Shasta College, Adjunct instructor in history and political science

Please share with us your most striking memory of the History Department at CSU, Chico during your time here: My most striking memories surround several outstanding professors: W.H. Hutchinson, Clarence MacIntosh, and Lew Oliver. Their teaching was outstanding and has influenced my own teaching for 40 years. Another notable memory was Chico State's miniscule anti-Vietnam war protest spearheaded in many ways by Far East history professor Ed DiTullio. DiTullio was arrested for disturbing the peace by using inappropriate language (I believe he said "bastard" in front of women and children at an anti-war rally in city plaza, and as I remember it, was terminated from the university. I also seem to remember some non-student-appearing individuals on campus taking covert photos of anti-war speakers in the quad.

Chris Grettum, BA 1994

As for myself, here's some general information: 1994-96 Taught English in Prague at Charles University, 96-2002 Worked for Cisco Systems in Customer Service as technical trainer, 2002-Present Quit Cisco to move back to Chico (from San Francisco) to start a family as full time stay-at-home-dad and part time real estate investor. Married to Jamie Grettum (1999)

Interests:

Swimming, hiking upper park and Lassen, fly-fishing throughout the North State, frisbee golf and ultimate, reading 19th, 20th century history (of course), playing harmonica and with my kids (Jay 5, Maggie 4)

Recollections:

- Professor Cottrell's slide shows on America in the 60s—very captivating
- Trying to follow Professor Harvey's lectures
- Professor Peterson's comparative revolutions class—perhaps my favorite of all

- Professor Conlin’s senior seminar (including margarita’s at Tres Hombres)—perhaps the most fun
- Recording Professor Easton’s lectures and writing them out almost verbatim—they were that interesting
- Finally, if there was a film projector (remember those) set up in Professor Easton’s class, we all knew there was a good chance class would be cancelled because he wouldn’t be able to get it to work. (couldn’t resist ;-)

Jessica Herrick, BA 1995, MA 1998

Jessica M. Herrick
Archivist II
California State Archives

I’ve been here at the archives for almost three years now. Prior to that, I worked for JRP Historical Consulting Services for 5 1/2 years, so I have plenty of experience in the public history field. I love my job at the archives—I was in charge of court records for a while, but just recently moved on to state records appraisal, working with state agencies on transferring historical records to us. In addition, I managed to get myself the position of lead exhibit person, for our in-house exhibits and other events such as the State Fair. I enjoy doing the exhibits quite a bit, it is a great way to get to know the collections and learn about a particular subject.

Matthew Makely, MA 2002

I graduated with an MA in history 2002. My thesis on the Washoe people won the university’s outstanding M. thesis award for 2002. I completed my PhD at Arizona State University in 2007. I focused on indigenous history, with sub-fields in Latin America, and modern America. I gained a tenure track job at Metropolitan State College of Denver in 2007. I am currently turning my dissertation into a manuscript and working on a couple chapters for a separate project. I loved my time at CSU, Chico. Lisa Emmerich, Mike Magliari and the late Mike Gillis proved to be outstanding mentors. I am forever grateful to Lisa who was one of the first individuals to tell me that I should pursue my research with the Washoe. I remember CSU, Chico fondly and constantly let people know about the great scholars and wonderful people in the history department.

Barbara Stengel, BA summa cum laude 1998, MA with distinction 2004

I have been an adjunct professor of history at Yuba College since fall 2004. I was actually hired – over the phone – by one of my former professors with whom I had stayed in touch and who had kept tabs on me. I have been teaching every semester since then. I have taught U.S. history, western civilization, and world civilizations, or world history. Up to now, I was in a unique position at Yuba College in that I was the only one who taught western and world civilizations. I enjoyed my exclusive niche while it lasted. Yuba College just hired a new professor who will take over world civilizations beginning next semester. I will continue to teach western civilization, which is really my favorite, and will also once again teach a U.S. history course.

In the academic year of 2004/05, Yuba College’s Social Science and Humanities Division instituted a new award, the Outstanding Alumni Award, and I was honored to be the first recipient. All in all, I am very happy with the way things turned out. While still a student, I sometimes doubted (how could I not) that the goal of teaching history (only part-time) at a nearby college was realistic. I admit that I was lucky, but my professors at Chico also prepared me, or enabled me to prepare myself, very well. I sometimes refer to myself as a poster girl for dreams come true.

Frank van Nuys, MA 1993

Associate Professor of History
Social Sciences Department
South Dakota School of Mines and Technology

After finishing my MA in May 1993, I did my doctoral work at the University of Wyoming, finishing there in 1997. I taught part-time there and at a community college in Cheyenne before taking a visiting position at Northern Michigan University in 2000. In fall 2002, I accepted a tenure-track position at South Dakota School of Mines and Technology in Rapid City. I am now associate professor of history (actually the only professor of history), teaching the U.S. and western civilization surveys, plus courses in the history of the American West and other topics. My first book, *Americanizing the West: Race, Immigrants, and Citizenship, 1890-1930* was published

by the University Press of Kansas in 2002 and was a finalist for a Western Writers of America Spur Award. I am looking forward to writing a book

about hunting and the American West in the near future. My wife Janet and I have an 11-year old daughter, Maya.

Contributions

These are hard times for everyone, we understand, and for the History Department as well. Even modest contributions, however, help us immensely in our education mission. By contributing what you can to our University Foundation account you can help fund such student activities as Phi Alpha Theta members to attend regional conferences, or the History Club to fund a field trip or film screening, or

the publication of *The Chico Historian*. You may also direct your contributions to any of our scholarship funds, such as the Michael Gillis Scholarship, recently inaugurated in honor of the late and much-beloved member of our faculty. Write me if you want to see the list of scholarships: leaston@csuchico.edu All contributions are tax-deductible, of course.

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Department of History
ATTN: Chair
California State University, Chico
Chico, CA 95929-0735

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