

NEH Application Cover Sheet (ZH-258522)

Humanities Access Grants

PROJECT DIRECTOR

Aeleah Soine
Associate Professor of History
1928 Saint Mary's Road
Moraga, CA 945752744
USA

E-mail: ahs3@stmarys-ca.edu

Phone: 925.631.4139

Fax:

Field of expertise: Women's History

INSTITUTION

Saint Mary's College of California
Moraga, CA 945752744

APPLICATION INFORMATION

Title: *Partners in Public History: Training Students and Engaging Communities*

Grant period: From 2017-05-01 to 2020-09-30

Project field(s): Public History

Description of project: The History Department at Saint Mary's College of California seeks a Humanities Access grant to engage in the study and practice of Public History. It is embarking on a three-part program: 1) new undergraduate courses introducing students to Public History theory and practice through coursework, research, and public presentation; 2) partnerships with Asian-American and LatinX immigrant community organizations including internships providing direct services and a digital humanities project for the primary benefit of the organizations; and 3) a History Day mentorship program introducing middle-school children to historical inquiry and research and to the prospect of college attendance. The project will primarily benefit young adults; it will also benefit families and youth associated with community partners; and middle-school children (age 12-14) in partner schools.

BUDGET

Outright Request	0.00	Cost Sharing	50,000.00
Matching Request	50,000.00	Total Budget	100,000.00
Total NEH	50,000.00		

GRANT ADMINISTRATOR

Elizabeth J Gallagher
1928 Saint Mary's Road
Moraga, CA 945752744
USA

E-mail: egallagher@stmarys-ca.edu

Phone: 925.631.4223

Fax:

Project Narrative

Partners in Public History: Training Students and Engaging Communities

A. Project Description

Humanities program the grant would support: The History Department at Saint Mary's College of California seeks a Humanities Access grant to engage undergraduate students in the study and practice of Public History, which represents "the many and diverse ways in which history is put to work in the world."¹ This project endeavors to create a public history curriculum that reflects Saint Mary's mission and the needs of our diverse Bay Area communities to offer education for the underprivileged, as a tool of intellectual liberation and social mobility. We seek community partners who mirror the socioeconomic and ethnic diversity of our student body and want to enrich their own work with historical perspective and public engagement. Together, we are embarking on a three-part program: 1) developing and offering new undergraduate courses introducing students to the theories and practices of Public History through humanities-based reading, discussion, independent research, and public presentation; 2) matching students with local partners for community engagement and internship experiences providing direct services and a digital humanities project for the primary benefit of the partner organizations; and 3) establishing a mentorship program for college students to close the loop by introducing middle-school children to historical inquiry and research, while also helping them to see themselves as historical thinkers and first-generation college students. The project will primarily benefit young adults: undergraduate students (age 18-25), families and youth associated with our community partners (all ages), and middle-school children (age 12-14) in our partner schools.

Program genesis and history: This program began as a response to student need. In the past decade, history alumni have increasingly sought out graduate programs and careers in public history and museum studies, including work at startups and nonprofits that connect communities with their own histories. According to the best practices of the National Council of Public History (NCPH), public history can provide a means of connecting with and supporting local community organizations in the "creation of new knowledge and applied uses, including independent thinking, nurturing personal identity, developing strong and resilient communities, making informed decisions, and inspiring leadership."² Yet, in a survey of universities in our region (population 7.1 million³), only two institutions (Stanford and CSU-East Bay) offer undergraduate concentrations in public history; several others offer a single cross-listed course (usually housed within Art History or Museum Studies). Our program will focus on public programming and outreach to communities rather than the curation of museum and archives collections; this best suits local need, student interest, and the resources and expertise of campus and community partners.

As with other history and humanities programs, our department is grappling with declining enrollments and pressure on students to justify the importance and usefulness of studying the humanities, including History. In fall 2016, the department's external program review recognized the "continual process of adapting its curriculum to changing circumstances," and strongly "urge[d] the department to make [the development of applied history courses] a top priority" (Nasstrom, *Letter*, 11/29/16). The Dean of Liberal Arts concurred (Hughes, *Letter*, 3/9/17) and recommended this grant as an opportunity.

Evidence of significant humanities content and intellectual value. As an institution committed to educating low-income, underrepresented minority, first-generation college students and returning veterans, the fraught tension perceived between practical skills tied to socioeconomic mobility and the skills of the liberal arts is not new. However, the history faculty continues to believe in the humanities as an essential piece of the liberal arts and their habits of mind (critical thinking, reading, and writing).

¹ National Council on Public History, "How do we Define Public History?" (accessed April 2017): <http://ncph.org/what-is-public-history/about-the-field/>

² National Council on Public History, "Best Practices in Public History: Establishing and Developing a Public History Program" (adopted February 2016).

³ Bay Area Census 2010, <http://www.bayareacensus.ca.gov/bayarea.htm>

Public History represents a synthesis of these skills for our students by instilling the professional skills sought by employers, the empathy and cultural competency needed to work among diverse local communities, and the disciplinary understanding to expand the public's historical consciousness.

Dr. Soine will begin this work in January 2018 with an Intersession course, "Asian-American Voices in Public History" (syllabus attached). During three on-campus meetings per week, students will engage in readings locating Asian-American experiences in broader historical narratives, then transition to facilitated public history "lab" workshops with experts (professional museum and IT staff, Saint Mary's Asian and Pacific Islander Resource Group). The fourth day each week will be full-day field trips to the Asian Art Museum; Asian-American Theater community; Angel Island Immigration Station; Chinatown; Japanese-American History Museum; and Oakland Museum. Students will also work independently with local organizations for 20-30 hours. The course will culminate in a final exhibition of digital humanities projects presented collectively at the museum, illuminating the diverse Asian-American voices and experiences captured through qualitative research by students with and for their organizational partners. These activities highlight the historical, technological, and humanistic skills required to represent the stories and experiences of a community underrepresented in the metanarratives of history.

Activity Timetable: Partners in Public History

	YR 1: 2017-2018	YR 2: 2018-2019	YR 3: 2019-2020
Fundraising	-Ask key prospects for gifts -Identify Year 2 donors -Secure \$25k by 5/1/18	-Deepen donor relationships -Identify additional donors -Secure \$25k by 5/1/19	-Maintain and deepen donor relationships for ongoing program support
Partnership Development	-Build partnerships with community organizations and middle-schools	-Deepen local partnerships -Pilot History Day mentoring in middle schools -Place intern 1 (summer 2019)	-Solidify local partnerships -Refine mentoring program -Host History Day Fair -Place intern 2 (summer 2020)
Curriculum Development	-Pilot experimental Intersession course (Jan)	-Pilot experimental semester-long course	-Refine and integrate semester course into History program
Faculty Development	-“Teaching History” conference (May 2017) -Project director attends NEH workshop	-3 faculty to PH conference -On-campus trainings: 2 speakers in Public History (PH) for 6 faculty + 2 community partners	-1 faculty to PH conference -On-campus trainings in PH: 1 speaker, 1 day-long workshop for 8 faculty + 6 community partners
Student Training	-Introduce/generate public history interest via field trips, guest lectures, & community engagement	-Pilot student preparation for semi-autonomous PH work with expanded set of community partners	-Refine student preparation for PH work with staggered rotation of community partners and schools
Institutionalize Public History	-Introduce public history to the campus, create enthusiasm and support from campus partners	-Develop/institutionalize PH concentration in curricula -Apply to host History Day competition on campus.	-Plan faculty course rotation, process for matching students and partners. -Expand History Day outreach

Program goals. Our primary goal is to develop, pilot, and implement Public History as a new concentration within our major/minor program. Because Intersession courses are all electives, the January 2018 pilot will engage students from across the College; this will serve as a pilot for a semester course also attractive to students beyond majors and minors. A Humanities Access grant would advance the design of our humanities-based Public History program by supporting a team of six History faculty, the Dean of Liberal Arts, Advancement staff, donors, and community partners to:

- Engage in comprehensive faculty development with experts in Public History practice and pedagogy;

- Design sustainable and productive public programming and outreach with community partners;
- Invest in technology and resources to support students and community partners in digital humanities projects, such as preservation through digitization and “Voice in Public History” exhibition series;
- Host middle-school children on campus for research and mentoring visits; and
- Leverage NEH funds with institutional support and fundraising to provide support for the program’s launch and for its post-grant continuation.

B. Connection Between Partners in Public History and the Needs of Populations Served

Humanities activities and serving the needs of children, families, and young adults. Saint Mary’s history students are first introduced to public history, its controversies, politicization, and connection to popular and mass culture, in the *Introduction to Historical Methods* course. The program culminates with a senior thesis capstone in which students independently apply qualitative methods of historical interpretation to primary and secondary research. The significance of this research is presented in a public exhibit of research posters, which invites a broad audience of students, faculty, staff, and families to consider the relevance of history in contemporary life. For young adult students, the NEH grant would support enhancement of developmental learning with a new Public History concentration to bridge the bookends of our history curriculum and integrate institutional commitments to The Common Good, Community Engagement, and the development of meaningful professional lives.

As Saint Mary’s navigates what it means to live in a diverse, inclusive nation, we understand that answers to historical and contemporary challenges lie in our neighboring communities as much as in the classroom. As shown in the Campus and Community Partners chart (attachment #5), Saint Mary’s Teacher Education program has partnerships with schools that serve high percentages of English Language Learners and students who are eligible for free or reduced lunch. These are among many long-established and newly-developing partnerships, such as the neighboring Monument Corridor. The History Department will deepen and broaden these relationships with school-aged children with the first humanities-centered initiatives, targeting potential first-generation college students through National History Day participation and mentoring. Saint Mary’s students would become early models for middle-schoolers: introducing them to campus life (library, cafeteria, classrooms), the value of studying “what people have thought, done, and achieved,” and the skills of historical literacy, information technology, and qualitative humanities research methods. These local History Day scholars may also find themselves returning to campus for county or regional competition, deepening the middle-school to college pipeline.

By practicing public history with community partners who share a commitment to preserving historical traditions, achievements, and struggles, we will support public awareness of and pride in local ethnic, socioeconomic, and cultural identities. This expansion of our curriculum contributes to the NEH’s initiative to enrich The Common Good directly. Saint Mary’s already explicitly includes pursuing The Common Good in our curriculum, which is one premise of the History Department’s own curricular innovation. Another is Saint Mary’s Yellow Ribbon Program, a Standing Together initiative, which matches VA funding of tuition, fees, and other educational expenses exceeding the highest public in-state undergraduate tuition rate. Our latest Yellow Ribbon graduate will continue her senior research on the Civil War in the History PhD program at Texas A&M next fall. Public history expands the traditional research-based outlet for talented history graduates by connecting them with practical experience in community organizations, museums, schools, and public institutions, which will only further solidify the connections among History, the Humanities, and The Common Good for our students and communities.

C. Sustaining the Partners in Public History Program

Institutional mission, personnel, governance, facilities, and resources. Founded in 1863, Saint Mary’s College is associated with the Christian Brothers, a Catholic teaching order founded by John Baptist De La Salle. As part of its “Lasallian” mission of serving students who might not otherwise have the opportunity to attend college, Saint Mary’s trustees direct that at least 20% of undergraduates must be

Pell grant-eligible. The undergraduate population is comprised of 24% low-income, Pell grant-eligible students; 59% women; 41% men; 49% students of color; and 34% first-generation college students.⁴ Since 2015, Saint Mary's College has been designated as a Hispanic Serving Institution. If funded, this would be the College's first NEH challenge grant. The History department has sound support from partners and collaborators: the School of Liberal Arts, Library, Art Museum, January Term program, Core Curriculum Committee, Catholic Institute for Lasallian Social Action (CILSA), Asian-Pacific Islanders Resource Group, Office of Student Success, Ethnic Studies program, Advancement Office, and Office of Research.

The History faculty take primary responsibility for sustaining the proposed Public History curriculum and its Community Engagement projects. By seeking professional development funding for all six ranked faculty members, they are renewing a commitment to collective design and implementation of public history courses and activities that will broaden the reach of historical literacy through critical thinking, appreciation of the past, and an obligation to seek out and evaluate evidence in the present. Like the other core history courses, Public History will rotate among all of the faculty members. Community partners likewise will change to match professors' areas of expertise, such as Asian-American, Latin American and LatinX, African-American, transnational (e.g. immigration, health care), environmental, gender, and California histories. Our long-term goal is to increase the number of public history courses and community engagement experiences, eventually designing a post-baccalaureate program for history professionals.

Collaborators and community partners. Our San Francisco Bay Area location—a diverse ethnic, cultural, and socio-economic meta-community—presents rich opportunities to work with individuals, organizations, and public history sites. Donna Graves, a nationally-recognized public historian working locally, has confirmed her interest in facilitating faculty training on campus. Since the intersession course offering was approved (Jan Term, *email* 4/6/17), Dr. Soine has spoken with the Vietnamese American Community Center in Oakland and the Japanese American Citizens League in San Francisco, receiving strong interest in this collaboration (see support letters). With these partners, students will engage with primary sources through institutional records and oral histories, and/or support direct services such as tutoring and educational programming. We continue to identify potential Asian American partners, particularly in the areas of art and theater, historical sites, and new media. See attached chart for details and the status of our outreach.

As a Lasallian institution, we are part of a global network of K-12 schools and universities with established ties to educational partners such as De La Salle Academy in Concord, CA, 15 miles from campus. Through our graduate school of education, we have professional connections to public and charter schools such as Aspire Lionel Wilson Prep, where we have been in contact with Principal Michelle Cortez about piloting a mentoring program for National History Day. In spring 2019, we will choose one or two schools to pilot the History Day mentorship program with us, and then expand to as many as four schools in spring 2020.

D. Fundraising Strategy and Planned Grant Expenditures

Fundraising strategy. Saint Mary's will raise at least \$50,000 in matching funds in the first two years of the grant to support *Partners in Public History*. Our strategy to achieve the required match includes:

- Apply to foundations that support education and the humanities, both national (Andrew W. Mellon Foundation; Henry Luce Foundation, a current Saint Mary's grantor), and local (Dean & Margaret Leshner Foundation, Y&H Soda Foundation), requesting funding in the \$25,000-\$50,000 range.
- Apply to statewide independent nonprofit organizations such as the Japanese American Community Foundation, California Japanese American Community Leadership Council, and California Latino Legislative Caucus Foundation. These organizations fund projects in the \$5,000 to \$20,000 range.

⁴ Saint Mary's Institutional Research, 2017.

- Saint Mary's College Advancement team, led by Assistant Vice President for Development Carolyn Otis Catanzaro, will also seek out funding from private donors with an interest in this area.
- The School of Liberal Arts advisory board will make raising funds for this project a top priority.

Planned expenditures of combined Federal and non-Federal funds in grant years two and three. All expenditures are for program enhancements or expansions; no Federal funds will supplant institutional funds.

A total of **\$34,031 will support salaries and wages**. The faculty project director and co-director will dedicate 12.5% time each in one year to plan, develop, and implement all aspects of the project. A student program assistant (7 hours/week, academic year) and administrative assistant (2 hours/week) will support the project. The museum preparator and administrator will each dedicate 20 hours per year to curate the exhibits. **Fringe benefits of \$9,026** are calculated using Saint Mary's faculty/staff rate of 31%.

Coordinated **faculty development** activities will significantly enhance the Public History expertise of all History faculty. **Consultant fees of \$5,571** will support 3 **visiting scholars** to present on critical PH topics—two in year 2 and one in year 3. In year 3 an expert **consultant** will lead a full-day **residency workshop** for 14 faculty and community partners.

Travel funds totaling \$13,865 will support visiting scholar travel; participation of 4 faculty in the **Public History** conference; project director travel to meeting in Washington, D.C.; community partnership development; and buses to bring middle-school students to campus for History Day in years two and three.

Materials and supplies totaling \$10,491 include resources to print and mount physical and digital exhibits; promotions, web presence, dissemination, and signage; digital archiving; meals during faculty development sessions; and lunch vouchers for students attending History Day on Saint Mary's campus.

Internships of \$5000 each—**\$10,000 total**—support one student in 2019 and one in 2020. **Indirect costs totaling \$17,015** are calculated at Saint Mary's Federally negotiated rate of 50% based on salaries and wages. The **total project budget is \$100,000**.

E. Public History Partners Assessment, Measurements, and Impact

Qualitative and quantitative: History faculty will collect student and community partner feedback through course evaluations and survey of community partners on their experiences of the January Term course. We will keep records of potential and engaged community partners, including the middle-school History Day participants. We can then track relationships and data on the number of partners identified and engaged, as well as the events and initiatives to support them in doing their work.

Programmatic: The second assessment marker will be adapting the one-month Intersession course to a 15-week semester and introducing theme rotation. This will require department-wide professional development (workshops with guest trainers, conference participation, and reading colloquia on disciplinary best practices). The goal and assessment metric will be to propose and gain approvals from the Undergraduate Educational Policy Committee (UEPC) for a new public history requirement in the History program and the Core Curriculum Committee for recognition for contributing to the College's *American Diversity*, *Community Engagement*, and *The Common Good* learning goals.

Impact: The History Department and College will deem *Partners in Public History* to be a success if it contributes to positive outcomes in any or all of the following ways: integrating more community engagement experiences into the History and liberal arts curricula, offering tangible benefits to our community partners, increasing enrollment numbers in History courses, tracking the number of K-12 students mentored and introduced to a college campus for the first time, and examining students' ability to demonstrate an understanding of diverse local histories through community partnerships qualitatively in reflective writing. We will also query the impact of this project through the Alumni Office by tracking the career and service paths of History majors and minors into future public history endeavors.



Applicant Institution: *Saint Mary's College of California*
 Project Director: *Aeleah Soine, PhD*
 Grant Period: *5/1/2017 - 9/30/2020*

OMB N 6 4 Ex 6/ /2

	Computational Details/Notes		2016
I. Program Budget History			
History Faculty	Six History faculty received a total of \$7,951 to support professional development,		\$7,951
Professional Development	including conference attendance, in 2016-2017. Requested NEH funds would		
	supplement, not supplant, institutional investments in faculty development.		
Teaching History Conference	Saint Mary's supported two faculty to attend this conference at UC Berkeley, May 2017		\$200
Course Fees for Materials	19 students paid a \$30 course fee each for color printing and mounting for public		\$570
	research presentation in 2016-17. Similar fees would support project exhibition costs.		
Community Engagement	Students received reimbursed funding for travel to and from community partner sites.		\$900
student support	Average annual cost: \$900. Similar funds would support student travel for this project.		
Total budget:	\$9,621		
	By Certification Deadline 2018 (\$25,000 or \$50,000)	By Certification Deadline 2019	Total in Matching Gifts (\$50,000 or \$100,000)
II. Fundraising Details			
Total to be raised (1:1 ratio)	\$25,000	\$25,000	\$50,000
Projected sources of matching gifts and anticipated totals from each source	Local Bay Area foundation prospects: \$25,000		
	Leshner Foundation, Soda Foundation, and others		
	Statewide CA independent organizations: \$10,000		
	Japanese American Community Leadership Council, Japanese American Community Foundation, California Latino Legislative Caucus Foundation		
	Private donors: \$10,000		
	National Humanities-focused foundations: \$25,000		
	Mellon Foundation, Luce Foundation		

	Computational Details/Notes	YEAR 2 2018-2019	YEAR 3 2019-2020
III. Projected Expenditures			
1. Salaries and Wages			
<i>Faculty project dir., acad. year</i>	Aeleah Soine, Assoc. Prof., 12.5% FTE, base rate (b) (6) in year 3		(b) (6)
<i>Faculty Co-PD, acad. Year</i>	Elena Songster, Assoc. Prof., 12.5% FTE, base rate (b) (6) in year 2	(b) (6)	
<i>Museum administrator</i>	John Schneider, 20 hrs total / year @ (b) (6), 1.5% escalation yr 3	(b) (6)	(b) (6)
<i>Museum preparator</i>	Patrick Maisano, 20 hrs total / year @ (b) (6); 1.5% escalation yr 3	(b) (6)	(b) (6)
<i>Administrative assistant</i>	Administrative Assistant TBD (1) @ 2 hours per week base rate (b) (6); 1.5% escalation in year 3	(b) (6)	(b) (6)
<i>Student staff</i>	Student program asst. @ 7 hrs * 26 wks * (b) (6) (year 2); (b) (6) (year 3)	(b) (6)	(b) (6)
2. Fringe Benefits	Using Saint Mary's rate of 31% for staff and academic year faculty		
<i>Faculty and staff</i>	Benefits @ 31% * grant-supported salaries and wages	\$4,497	\$4,529
<i>Student staff</i>	No benefits are charged on student wages during academic year	\$0	\$0
3. Consultant Fees	Fees include 2% escalation in year 3		
<i>Visiting scholars</i>	Two local experts in year 2; one local expert in year 3 @ \$450	\$900	\$459
<i>Workshop facilitator</i>	National expert (1) in year 3 at a fee of \$3,000		\$3,000
<i>Campus Partner Stipends</i>	Campus partner / lecturer stipends @ \$200: 3 per year	\$600	\$612
4. Travel Costs	Travel except mileage includes 2% escalation in year 3		
<i>Professional development</i>	4 faculty to PH conference - three in year 2; one in year 3	\$6,000	\$2,040
<i>Visiting scholar travel</i>	Travel to bring in local speakers @ 100 miles RT @.535 per speaker	\$107	\$54
<i>Workshop facilitator travel</i>	Travel to bring in national speaker, year 2		\$1,428
<i>Partnership travel</i>	Local mileage for Project Director / Co-PD to visit partner sites. 12 trips/year * 40 miles round-trip * \$.535 Federal mileage rate	\$257	\$257
<i>Middle school student travel</i>	Buses to bring students to campus: one in year 2; two in year 3	\$649	\$1,324
<i>Project director</i>	Required trip to Washington, D.C. for PD meeting with NEH staff	\$1,750	

	Computational Details/Notes	YEAR 2 2018-2019	YEAR 3 2019-2020
5. Supplies and Materials	All supplies & materials include 2% escalation in year 3		
<i>Materials and supplies</i>	Exhibition supplies @ \$2400 over and above amount supported by	\$2,460	\$2,448
	course fees: color printing, mounting, labels, acid-free archiving		
	paper. Year 2 total also includes flash drives/cds @ \$60.		
<i>Promotions and dissemination</i>	Promotions, printing, paper, toner, website, and dissemination costs	\$1,176	\$963
	for Saint Mary's and for partners		
<i>Faculty dev. visiting scholars</i>	Lunch + dinner @ \$40 * 9 attendees * 2 events in year 2 and	\$720	\$367
	1 event in year 3		
<i>Faculty development workshop</i>	Lunch + dinner @ \$40.80 per * 15 attendees * 1 event in year 3		\$612
<i>History Day cafeteria vouchers</i>	For 70 middle school students in year 2; for 140 students in year 3	\$574	\$1,171
6. Services - N/A			
7. Other Costs			
<i>Community internships</i>	Student internships @ \$5,000*, 1 each year	\$5,000	\$5,000
	*includes participant stipend, room, and board		
8. Total direct costs:		\$41,563	\$41,421
9. Total indirect costs:	Calculation: 50% * (salaries + wages)	\$8,437	\$8,579
	<i>Saint Mary's Federally negotiated Indirect Cost Rate is 50% based</i>		
	<i>on direct salaries and wages. It was negotiated with the</i>		
	<i>Department of Health and Human Services 6/11/2013.</i>		
10. Total annual expenses:		\$50,000	\$50,000
VI. Project Funding	a. Requested from NEH (including indirect costs)	Federal Matching Funds:	\$50,000
		TOTAL REQUESTED FROM NEH:	\$50,000
	b. Matching	Third-Party Contributions:	\$50,000
		TOTAL MATCHING:	\$50,000
		PROJECT TOTAL:	\$100,000

Biography and Personnel Responsibilities

Aeleah Soine, Ph.D., Associate Professor of History

Aeleah Soine is a professor of Modern European History, specializing in transnational women's history, at Saint Mary's College of California. She is also a member of the Global & Regional Studies and Women's & Gender Studies governing boards. As a scholar-teacher, Dr. Soine is interested in overlooked narratives and untold stories, particularly those of women seeking inclusion and citizenship through transnational relationships and professional identities. She teaches courses on women and gender, national identity and citizenship, and empire. Her growing interest and experience with Public History began with a course on the transnational origins of social welfare, creating research poster presentations with senior thesis writers, and a travel course tracing the public history and memory of World War I across Europe.

As a first-generation college student, (b) (6), and seventh-grade participant in National History Day, Dr. Soine has built a career around the importance of fostering academic mentorship. She served as a graduate mentor to History Day participants, organized conference panels and articles as president of the Council of Graduate Students and as a graduate representative on the American Historical Association's Early Career Committee. At Saint Mary's College, she is a faculty advisor to first-year High Potential (first-generation) students, a member of the Core Curriculum Committee, and works with transfer students and advisors as Interim Associate Director of Advising.

Personnel Responsibilities

Dr. Aeleah Soine, Project Director

- 2017-2018: pilot *Asian-Americans in Public History* (Interession course), pilot History Day mentors project (spring 2018), attend NEH project directors conference in Washington D.C., launch plans for curriculum design and integration, facilitate experimental course approval and Core Curriculum designations for semester-long course in 2018-2019, facilitate continuing community partnerships, oversee project management, hand off to co-director (summer 2018).
- 2018-2019: on sabbatical.
- 2019-2020: continue project management, oversee departmental staff and student assistants, promote courses and start of Public History concentration, monitor the grant budget, work with School of Liberal Arts and Development office to extend institutional support and investment beyond the grant period.

Dr. E. Elena Songster, Project Co-Director

- 2017-2018: on sabbatical (fall), adapt *Asian-Americans in Public History* Interession course to full-semester course, apply for core experimental course approval and Core Curriculum designations (as instructor) for semester-long course in 2018-2019, recruit and confirm new community partners (spring), draw upon expertise in Asian history to incorporate more on the relationship between the Asian American experience and the Asian context into the semester-long course, including push factors for emigration, the economic relationships formed in trade networks and by money sent back to support both family and political movements, as well as cultural and intellectual exchanges through study abroad.
- 2018-2019: project management, oversee departmental staff and student assistants, promote courses and start of Public History concentration, teach *Asian-Americans in Public History* as a full-semester course, monitor the grant budget, create an application process for summer internship, primary liaison with community partners and schools, plan guest lectures and workshops, host community partner events, oversee History Day mentors, apply to host local History Day competition, advise summer internship (2019), hand off to project director.
- 2019-2020: as department chair--promote courses and start of Public History concentration, work with School of Liberal Arts and development office to extend institutional support and investment beyond the grant period.

Dr. Sheila Hassell Hughes, Dean of the School of Liberal Arts

With administrative responsibility for the History department, Dean Hughes will supervise Program Director Aeelah Soine and Program Co-Director Elena Songster in financial administration, review and approve new courses and consult on course scheduling, build awareness of Public History via promotional materials, meetings, and events, and allocate any needed resources such as the time of other faculty to insure program goals are realized.

Dr. Patricia Kreitz, Dean of Academic Resources

Dean Kreitz will oversee institutional support resources, including the Library (digitization and history research specialist), the Museum of Art, and their staff members: John Schneider (museum administrator), Patrick Maisano (exhibitions manager), Sue Birkenseer (Librarian, history subject specialist), and Elise Wong (Digital Commons manager). The Library and Museum will also promote events they host, and archive public history projects in the Digital Commons.

Student Assistants:

1-2 students per year with history course experience, excellent communication and organization skills, and familiarity with digital media and technology will support program development by curating and editing digital humanities content, and researching and tracking public history internships, creating promotional and informational materials for the Public History program, using social media to promote public history projects and exhibits, supporting History Day mentors with on-campus activities, archiving student produced materials, and assisting with event logistics for public presentations and workshops. Preference will be given to history majors and minors, High Potential or other first-generation, and low-income (Pell grant eligible) students.

Summer Interns:

Each summer intern will be a full-time undergraduate student majoring or minoring in History with a 3.0 GPA or higher, who is selected from among his/her peers for excellent research and communication skills paired with a demonstrated commitment to community engagement and The Common Good. This 10-week internship will provide a stipend, housing allowance, budget for supplies and materials, and faculty support. High Potential (first-generation) and Pell-grant eligible students will receive priority among eligible candidates. The award is applicable to student's choice from among list of approved non-profit partners and is aimed at being mutually beneficial to student and employer through a digital humanities based project, such as conducting and publicly sharing oral histories, primary documents, or integrating institutional histories into broader public narratives.

Saint Mary's College of California
Proposal to the National Endowment for the Humanities
Humanities Access Challenge Grant Program

Partners in Public History: Training Students and Engaging Communities

ATTACHMENT 4: Letters of Commitment and Support

- Sheila Hassell Hughes, Dean of the School of Liberal Arts, Saint Mary's College
- Patricia Kreitz, Dean of Academic Resources, Saint Mary's College
- Vietnamese American Community Center of the East Bay
- Aspire Public Schools Lionel Wilson College Preparatory Academy
- Catholic Institute for Lasallian Social Action (CILSA)



SCHOOL OF
LIBERAL ARTS

May 1, 2017

NEH Humanities Access Program
National Endowment for the Humanities

To the Review Panel:

I am pleased to write this letter of endorsement for the “Partners in Public History: Training Students and Engaging Communities” project proposed for the NEH Humanities Access Program Grant. The proposed project is well aligned with our institutional priorities and resources at Saint Mary’s College and our School of Liberal Arts, in particular; it is highly appropriate to the aims of the NEH and the Humanities Access Grant program; and it has been well designed by diligent and dynamic faculty to make a significant and lasting difference for our History program as well as for our anticipated community partners. I couldn’t be more pleased with the proposal or more confident about our ability to realize it fully with the partnering support of the NEH.

As a small comprehensive university founded on a mission woven of three traditions – Catholic, Lasallian (Christian Brothers), and Liberal Arts – commitments to the common good, to engaged citizenship, and to the well being of communities are at the heart of what we do. Such commitments deeply informed the recent, complete overhaul of our Core Curriculum, and courses that (1) address the common good and (2) incorporate community engagement (CE) are now formally embedded in the “Engaging the World” requirements that all students fulfill as part of the Core for their undergraduate degree. This project would seed the development of a CE course that would be open to students from all majors, thus drawing more students into the practice of public history. This is especially exciting now, as history programs nationally have seen a significant decline in bachelor’s degree recipients in the past few years.¹ This decline reflects the challenge we face in the

<https://www.historians.org/publications-and-directories/perspectives-on-history/march-2016/new-data-show-large-drop-in-history-bachelors-degrees>

humanities more broadly, to communicate not only the personal and intellectual value but also the economic viability of the B.A. degree. According to a 2016 analysis in the newsletter of the American Historical Association, “Historians need to practice communicating that history skills are foundational for many career paths and be able to outline that range of occupations to undergraduates.”² The “Partners in Public History” proposal promises to do just this.

Equally importantly, the project will create and enhance meaningful community partnerships and will contribute to the common good, building our capacity to bring the benefits of historical thinking and history education to children, families, and young adults during the grant term and beyond. In the School of Liberal Arts, we’ve launched a marketing campaign focused on “taking the liberal arts out of the box” (a play on the red “box” logo for Saint Mary’s College – imagine the lid coming off). This includes many aspects, including defiance of the commonly held notion that the humanities are “impractical” or “irrelevant” to everyday life. In literally taking Saint Mary’s College students out of the campus “bubble” or “box,” our shared commitment to community engagement with underserved communities, especially, embodies this transcendence. The Partners in Public History project, with support from our well established Catholic Institute for Lasallian Social Action—a major campus resource supporting community engaged learning and research—will bring students, faculty, and community organizations and their members together to create new historical knowledge for dissemination both within the community and, in partnership with the outstanding SMC Museum of Art, on the campus. It is hard to imagine a more promising nexus of partnerships.

The proposed project will also open new pathways to humanistic understanding and post secondary humanities education among school students—by enriching our existing partnerships with middle schools in Contra Costa County serving culturally and economically diverse and first generation students whom we are well prepared to serve at Saint Mary’s.

Bringing more students into the History classroom, taking historical literacy and history knowledge making into the community through new collaborative partnerships, and bringing the community’s knowledge and its future leaders to the campus to enrich historical literacy and educational aspirations: “Partners in Public History” is a win win win proposal.

I should also say a word about our commitment to raise the necessary matching funds for this project. As Dean of the School of Liberal Arts, I work very closely with leaders on the Advancement staff and share their confidence in our ability to raise additional support from

² <https://www.historians.org/publications-and-directories/perspectives-on-history/may-2016/the-decline-in-history-majors>

among the identified foundation, organizational, and individual sources. I am also in the process of establishing a new Advisory Board for the School of Liberal Arts, to launch in Fall 2017, and have secured the founding members. The board's founding document includes philanthropic giving, as well as fundraising, among its expectations. This project is one of the top priorities I will set for giving in the next few years.

The College will also, of course, continue its usual institutional funding for programs, courses, student support, operation costs, etc., including for the courses developed and offered in the course of the grant. We will, additionally, provide support for institutionalization of project activities as the grant cycle closes.

Finally, I hold the project director and co director, Drs. Ae Leah Soine and Elena Songster, in the very highest professional esteem and have absolute faith in their ability to lead this work with their History Department colleagues. Dr. Soine, for instance, has demonstrated a growing appreciation for the way public history can deepen and enrich not only her own work but also the effectiveness and impact of the History curriculum at Saint Mary's. Both professors are highly conscientious and deeply engaged. They are high achievers who have earned the respect and admiration of their peers. The project couldn't be in better hands.

In sum, I endorse and support his project wholeheartedly and am eager to see it receive the funding it deserves.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sheila Hughes', with a stylized, flowing script.

Sheila Hassell Hughes, Dean
School of Liberal Arts
smh21@stmarys.ca.edu
925 631 4585



Academic Resources

College Archives
Museum of Art
St. Albert Hall Library

RE: Saint Mary's College History Department Proposal to NEH Humanities Access Program, 2017

Dear NEH Humanities Access Program Administrator,

As the Dean of Academic Resources, I am writing this letter to commit the support of both Museum of Art and the Library to the History Department's proposed Public History project. Both the Museum and the Library exist to support our faculty's and students' teaching, learning, and research and we have a strong commitment to the active, experiential learning approach that characterizes this project. One of the College's strategic goals, which is mirrored in both the Museum's and the Library's strategic plans is to prepare students for a meaningful professional and personal life—this project's learning outcomes will help meet that strategic goal.

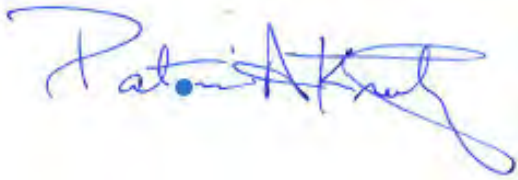
There are a number of ways we could collaborate with the History Department on this project. Some initial ideas are:

- The Museum of Art
 - Lecture on the practice and process of exhibition design, planning and implementation including hands-on training in display creation using both physical and electronic media.
 - Assistance mounting display materials and installing them at a venue to be decided by the Program.
 - Assistance with marketing and publicity of each exhibit, to the Campus community, the general public, and to the Museum's membership, which includes several thousand members in the San Francisco and East Bay communities.
- The Library
 - The History and Ethnic Studies Librarians will work with faculty developing these courses to include training in research skills and effective and ethical use of data, information, and sources.
 - The librarians will also support the History Department's involvement in National History Day with mini-research tutorial, displays, tours, etc., for the middle school children visiting campus.
 - As an incentive and a thank-you for the community partners who choose to collaborate with the History Department on this project, the Library will give them extended Library privileges through out Sponsored Community Borrowers Program.
 - The Library will create a special area in the College's institutional repository, the SMC Digital Commons, where students can put digital versions of their public history project portfolios. These will have persistent URL's so that students can put a link on their resumes enabling potential employers or graduate programs to view their accomplishments. The community partners

can also link to their project from their websites obviating the need for the community partners to store the project content on their servers.

The Museum of Art and the Library are excited to partner with the History Department as they develop this program. We feel it is an exciting opportunity to develop a broader understanding of public history both on campus and in our broader Bay Area communities. And, since a number of the staff both in the Library and the Museum hold undergraduate history degrees, we feel it is a welcome opportunity to help communicate the value of a history major and the variety of rewarding job paths it prepares one to explore.

Sincerely,

A handwritten signature in blue ink, appearing to read "Patricia A. Kreitz". The signature is fluid and cursive, with a large initial "P" and a long, sweeping underline.

Patricia A. Kreitz, Ph.D.
Dean, Academic Resources



655 International Blvd., Oakland, CA 94606
Phone: (510) 891-9999 Fax: (510) 891-9990 Email: info@vacceb.org
website: www.vacceb.net

May 1, 2017

Dr. Ae Leah Soine,
Attn: Drs. Myrna Santiago and E. Elena Songster
Department of History
1928 Saint Mary's Road
Moraga, CA 94575

Dear Dr. Soine,

Thank you for your phone call about partnering with us to place Saint Mary's College students at the Vietnamese American Community Center in Oakland. We are interested in your course on *Asian-American Voices in Public History*, and would welcome Saint Mary's students here in either their community engagement or internship experiences.

The Vietnamese American Community Center of the East Bay (VACCEB) is a non-profit 501(c)(3) corporation with an 18-year history of providing quality service to low-income, refugee and immigrant populations and their families. We offer complete "wrap around, client centrist" services to our low-income clients in a culturally relevant and appropriate way. While all communities are welcome at our Center, our core competency is serving the Southeast Asian refugee and immigrant population including the Vietnamese, Chinese, Cambodian, Bhutanese, and Burmese communities. Because of the Vietnamese community's immigrant experience in the United States, they are in a unique position to provide leadership and guidance to the newer refugees and immigrants. Annually, we serve over 13,500 nutritious meals to seniors and their families four days a week; handle over 1,200 case sessions from translation to advocacy for residents; educate 200+ students in ESL, Computer Literacy, and Job Preparation, conduct health-related fairs serving 1,000+ participants for prevention and wellness (screening, vaccinations, etc.), and run a weekly food bank program passing out 5000 "grocery bags".

As we have talked about with Sarah Dempsey and you, students may be helpful as English-language tutors or working in other ways with adult refugees or immigrants. We would also be interested in more focused projects, such as the offer to have students compile an institutional history booklet/video and/or online content that may be used to promote our tradition and record of service to the Vietnamese-American community in the Bay Area.

Sincerely,

Shirley Gee
Executive Director



Aeleah Soine <ahs3@stmarys-ca.edu>

Community partnership opportunity with the History department at Saint Mary's

Michelle Cortez <Michelle.Cortez@aspirepublicschools.org>
To: Aeleah Soine <ahs3@stmarys-ca.edu>
Cc: Chrissy Greer <Christine.Greer@aspirepublicschools.org>

Tue, May 2, 2017 at 1:57 PM

I apologize for the delay! Attached is our partnership letter. Let me know if you need anything else and we'll cross our fingers that this proposal and project will be successful!

Warm regards, Michelle

Michelle Cortez | Principal | Lionel Wilson Preparatory Academy

Aspire Public Schools

Phone: (510)635-7737 Cell: (415)694-2300

All students should thrive and graduate critically literate and free to choose their college, career, and life pathway.



From: Aeleah Soine [mailto:ahs3@stmarys-ca.edu]
Sent: Tuesday, May 02, 2017 1:38 PM
To: Michelle Cortez <Michelle.Cortez@aspirepublicschools.org>
Cc: Chrissy Greer <Christine.Greer@aspirepublicschools.org>

[Quoted text hidden]

[Quoted text hidden]



St Mary's partnership letter.doc
63K



May 2, 2017

Dr. Ae Leah Soine,
Attn: Drs. Myrna Santiago and E. Elena Songster
Department of History
1928 Saint Mary's Road
Moraga, CA 94575

Dear Dr. Soine,

Thank you for inviting Aspire Lionel Wilson College Preparatory Academy to partner in the National History Day program mentoring initiative. We are interested by the opportunity to engage our middle school students directly in the historical research and presentation process with Saint Mary's College students.

Our school is located in the Sobrante Park area of East Oakland. We serve 520 students in grades 6 – 12, of whom 90% qualify for free and reduced lunch. We largely serve students of color: currently 93% are Latino and 6% are African American. Most students matriculate through our sister elementary schools, Aspire Monarch Academy and Aspire College Academy. The close relationship and affiliation between our schools establishes a relentless focus—starting in kindergarten—with the idea that students will go to college, no matter what community they come from, no matter what the obstacles. With an equity mindset, we work to support our students to develop the strong literacy, problem solving, and content knowledge it will take to not only go to college but successfully complete college and leverage their education as a means to a fulfilled and purposeful life.

We understand that Saint Mary's College students would come to our middle school to assist students with various elements of the History Day project design, research, and presentation. This includes supporting our Social Studies curriculum by deepening students' understanding of topics within World or U.S. History (Grades 6-8) and supporting their development in historical thinking and chronological reasoning. We are particularly excited by the opportunity offered to bring our students to the Saint Mary's College campus for a research field trip. We agree that touring a college campus, using its library for real research, and having lunch with their college student mentors will begin or enhance our middle schoolers thinking about their own college aspirations and potential.

400 105th Ave, Oakland, CA 94603 (510) 635 7737

All students should thrive and graduate critically literate and free to choose their college, career, and life pathway.

Best of luck in your NEH grant application. If this project is funded, we will set up the appropriate consultations between the teacher(s), district administration, the History Department at Saint Mary's College, and the community engagement liaison to discuss further details.

We look forward to working with you on this important project,

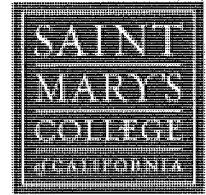
Warm regards,

Michelle Cortez
Principal

400 105th Ave, Oakland, CA 94603 (510) 635 7737

All students should thrive and graduate critically literate and free to choose their college, career, and life pathway.

Saint Mary's College of California
P.O. Box 4595, Moraga, CA 94575-4595
tel. 925.631.4975 fax 925.377.0589
www.stmarys-ca.edu/cilsa



Catholic Institute for Lasallian Social Action

May 3, 2017

Dear Humanities Access Grant Reviewer,

The Catholic Institute for Lasallian Social Action (CILSA) is excited to support the proposed *Partners in Public History: Training Students and Engaging Communities* project. This course, and the planned Public History concentration, contribute to the shared Lasallian mission of our institute and Saint Mary's College through its care for the poor, respect for communities and individuals, and recognition of human dignity through historical study and direct service work.

Dr. Sarah Dempsey, Assistant Director for Community Engagement and Faculty Development, has been talking with Dr. Soine as this community engagement course has been developed. She has connected the History Department with many potential community organizations and schools, including the Vietnamese American Community Center and a long-list of public and private middle-schools that have previously collaborated with Saint Mary's faculty and students. The next step in supporting faculty through the community engagement process is the CILSA Community Engagement Faculty Development Training, which Dr. Soine and Dr. Santiago have registered to attend on August 14, 2017. This timing is appropriate in preparing for the course starting in January 2018.

CILSA will continue to provide one-on-one assistance for other History faculty members revising and developing their own community engagement courses. In addition, CILSA's Engaged Learning Facilitators (ELFs) are student leaders who provide logistical support and work with faculty, students, and community partners to ensure campus/community partnerships are mutually beneficial. In the 2016 - 2017 academic year, CILSA supported 35 faculty members teaching 49 community engagement courses. There were 878 students enrolled in these courses who completed 23,286 hours of service.

Partnering with the History Department to make community engagement a required and sustained experience promises to engage students from across the college and communities throughout the Bay Area with meaningful public history experiences. CILSA enthusiastically supports the funding of this project!

Sincerely,

A handwritten signature in cursive script, reading "Jennifer M. Pigza".

Jennifer M. Pigza, Ph.D.
Director, Catholic Institute for Lasallian Social Action

Saint Mary's College of California
Proposal to the National Endowment for the Humanities
Humanities Access Challenge Grant Program

Partners in Public History: Training Students and Engaging Communities

ATTACHMENT 5: Supplementary Materials

These supplemental materials are intended to provide context and clearer identification of our academic program and faculty, college community, and community partners. Documents 1-3 provide these institutional and community overviews at-a-glance. Key campus and already committed community partners are provided more depth from their own online presentation. These materials are referenced as they appear in the narrative text. Finally, a working syllabus for the January 2018 *Asian-Americans in Public History* course is included.

- About Saint Mary's College of California
- Campus and Community Partners
- History Department, Saint Mary's College
- Catholic Institute for Lasallian Social Action (CILSA)
- Saint Mary's Museum of Art
- Saint Mary's College Library
- Donna Graves, public historian and cultural planner
- Vietnamese American Community Center of the East Bay
- Aspire Lionel Wilson College Preparatory Academy
- January Term Syllabus: *Asian-American Voice in Public History* course

ABOUT SAINT MARY'S COLLEGE OF CALIFORNIA

Saint Mary's College of California SMC was founded in 1863 and is affiliated with the Lasallian Christian Brothers, a teaching order established by John Baptist De La Salle. Key characteristics are summarized in Table 1, and student characteristics are summarized in Table 2.

Table 1. Institutional Characteristics and Strengths	
Institution Type:	Private, comprehensive university, Carnegie classification: Master's - Large
Location:	Moraga, California, in the East San Francisco Bay Area
Enrollment:	3,908 headcount, or 2,652 undergraduate + 1,256 graduate and professional students
Traditions and mission:	Three traditions inform the mission: Catholic, Lasallian, and Liberal Arts
Curricula:	40 undergraduate majors leading to a BA or BS degree in business, sciences, or liberal arts; 25 graduate programs in business, counseling, education, creative writing, dance, and kinesiology.
Unique Learning Experiences:	Four semesters of <i>Collegiate Seminar</i> (core text program emphasizing shared inquiry and critical thinking) and the <i>January Term</i> (in-depth study of one topic emphasizing academic exploration and often including travel and community engagement).
Average undergraduate class size	of 19 and student-to-faculty ratio of 11:1 provide opportunities for student learning and increased faculty-student interaction in the setting of a small classroom.
Distinctions:	<i>Colleges That Change Lives</i> – Saint Mary's is the only California college, the only NCAA Division I college, and the only Catholic college in this select list of 40 liberal arts-based institutions.
Culture of Service:	High levels of student, faculty, and staff community engagement and service place SMC on the annual President's Higher Education Community Service Honor Roll

Table 2. Undergraduate Student Characteristics: 2016-2017		
Total Number of Undergraduate Students: 2,652		
Low-income Students: 24% of students are Pell grant-eligible		
Students Who Receive Aid: 87% of students receive need-based aid		
First Generation: 34% of undergraduates represent the first generation in their families to attend college		
Gender Breakdown: 59% Female Male 41%		
Average high school GPA and SAT for entering first-year students: 3.61 GPA SAT: 1118		
Geographic distribution: 76% from Northern CA; 11% from Southern CA; 14% from other locations		
Fall 2016 Enrollment by Ethnicity		
	Number	Percentage
Black or African American	145	5.5%
American Indian/Alaska Native	40	1.5%
Asian	382	14.4%
Hawaiian-Pacific Islander	56	2.1%
Hispanic/Latino	690	26.0%
White	1207	45.5%
Unknown	72	2.7%
International	60	2.3%
Total	2652	100.0%

Campus and Community Partners

<i>History Department, Saint Mary's College of CA</i>	
<p>Aeleah Soine, Ph.D. <i>Partners in Public History</i>, Project Director Associate Professor of History --Affiliated faculty in Global & Regional Studies and Women's & Gender Studies (program coordinator) --Public History courses: <i>Asian-American Voices in Public History</i> (Jan 2018), <i>European Metropolis: Legacies of Empire and the Great War</i> (travel course, 2015), <i>Transnational Origins of the Welfare State</i> (community engagement, 2011) --History Day student, graduate mentor, state judge. --First-Year Cohort advisor, High Potential (HP): Saint Mary's academic and leadership development program for low-income, first generation students</p>	<p>E. Elena Songster, Ph.D. <i>Partners in Public History</i>, Project Co-Director Associate Professor of History, <i>Dept Chair</i> (2018-) --Affiliated Faculty in Global & Regional Studies and Environmental Studies --Course instructor, <i>Asian-American Voices in Public History</i>, 2018-2019 --Public talk: "Remembering World War II: History and Living Memory" (local historical society) --Mentor Recognition Award (2007)</p>
<p>Gretchen Lemke-Santangelo, Ph.D. Professor of History --Affiliated faculty in Ethnic Studies and Women's & Gender Studies --Historical consultant, Hunter's Point Shipyard Trust for the Arts, Homefront National Park, <i>Rosie the Riveter</i> historic site --Led <i>Standing Rock</i> historical teach-in, Oakland Museum tour for History students and faculty, Women's Gender Studies film series guest facilitator --Oral History practitioner; instructor at Berkeley's Bancroft Summer Oral History Institute</p>	<p>Myrna Santiago, Ph.D. Professor of History, <i>Dept Chair</i> (2010-2018) --Affiliated faculty in Ethnic Studies and Women's & Gender Studies --Course instructor, <i>LatinX communities and immigration</i>, 2019-2020 --Historical consultant, Saint Mary's Art Gallery: <i>The Veil; Day of the Dead, Take a Picture/Tell a Story</i>; Saint Mary's photography exhibits: <i>Oil in Amazonia; The Drug Wars</i> and <i>Incarceration; Steve Cagan's Latin America Photography</i> --Oral History practitioner (Bancroft Summer Oral History Institute training at UC Berkeley)</p>
<p>Carl Guarneri, Ph.D. Professor of History --Instructor, <i>Intro to Historical Methods</i>: introduces public history as subfield to History majors/minors --Faculty sponsor for NEH Exhibit, "Grant and Lee" at St. Mary's Art Museum, Jan-March 2011, and keynote speaker at public opening. --Talks on Lincoln, California and the Civil War at local libraries and on public radio. --Civil War reenactment field trips with students.</p>	<p>Br. Charles Hilken, FSC, Ph.D. Professor of History --Author, <i>Cummins Institute Blog</i> (as Director of the John S. Cummins Institute for Catholic Social Thought, Culture, and Action) --Historical consultant, <i>Vatican Splendors</i> (traveling exhibit) --<i>Teaching History</i> conference (5/2017) --Museum field trips as standard curriculum component</p>

<i>Saint Mary's College</i> Partners:	
School of Liberal Arts (SOLA) --Sheila Hassell Hughes, Dean of SOLA	Asian-Pacific Islander Faculty-Staff Resource Group + Allied Faculty --Tracy Pascua Dea, Assistant Vice Provost for Student Success, co-PI U.S. Dept. of Education grants through the HSI STEM program (2016-2021) and TRIO Student Support Services program (2015-2020), co-creator of Asian- <i>American Voices in Public History</i> course (2018) --Ted Tsukahara, Professor, connections to Japanese-American community organizations --Tri Nguyen, Director of Institutional Marketing, supporting student with web design expertise --Clifford Lee, Associate Professor, Single-Subject Teacher Education (Social Studies) --Rebecca Anguiano, Assistant Professor, Counseling; Director, Pupil Personnel Services credential program --Monica Fitzgerald, Associate Professor, Justice, Community and Leadership, director of History 4+1 Credential program
Saint Mary's Museum of Art and Library --Pat Kreitz, Dean of Academic Resources --Sue Birkenseer, Librarian: History specialist --John Schneider, Museum Administrator --Patrick Maisano, Exhibitions Manager --Elise Wong, Digital Commons Manager	
Catholic Institute for Lasallian Social Action (CILSA) - Saint Mary's Community Engagement Center --Jennifer Pigza, Director --Sarah Beth Dempsey, Community Engagement	
Core Curriculum Committee --Frances Sweeney, Chair of the CCC --Ellen Rigsby, Chair of Community Engagement and The Common Good working group	

Prospective Partners for the Grant Project:		
Aspire Lionel Wilson College Prep Academy Michelle Cortez, principal Chrissy Greer, teacher --6-12 public charter school in East Oakland, serves 90 - 95% English Language Learners, almost 100% free reduced lunch	-- <i>National History Day</i> program participation -- <i>potential</i> first-generation college student mentorship	-- <i>Confirmed</i> interest in partnership from Principal Michelle Cortez + Chrissy Greer
Donna Graves, nationally-recognized public historian and cultural planner --project director, Rosie the Riveter memorial; Homefront National Park; Preserving California's Japantowns	-- <i>guest</i> lecture -- <i>possible internship placement or</i> training workshop	-- <i>Confirmed</i> interest in facilitating a workshop or giving a guest lecture
Japanese American Citizens League Contact: Greg Marutani	-- <i>Teacher training</i> workshops -- " <i>Power of Words</i> "	-- <i>Confirmed</i> interest in partnership, in conversation about nature

--oldest and largest Asian American civil rights organization, founded in 1929 to address issues of discrimination targeted at persons of Japanese ancestry in the US.	<i>handbook</i> -- <i>Historical preservation</i> -- <i>Youth outreach and advocacy</i>	of student work and office placements.
National Japanese American Historical Society Rosalyn Tonai, Executive Director Grace Morizawa, Education Coordinator	-- <i>Nat'l Park Service Grant on various curriculum</i> -- <i>Japanese experiences in World War II with teachers and students</i>	-- Confirmed interest in partnership by Rosalyn Tonai, following up with Grace Morizawa on how to work with our students
Vietnamese American Community Center Shirley Gee, Executive Director --non-profit providing quality service to low-income, refugee and immigrant populations and their families.	-- <i>Tutors for K-12 students (interns/ semester-long community engagement)</i> -- <i>Compile institutional history for fundraising/ outreach (Jan Term)</i>	-- Confirmed interest in partnership, in conversation through CILSA and Dr. Soine to align calendars + define projects for students

Curr ent Middle-School Partners of Saint Mary' s College of CA:

De La Salle Academy - Marilyn Paquette, Principal. Partner: *CILSA*
De Marillac Academy - Chris Giangregorio, Principal. Partners: *JCL, Jan Term*
East Bay School for Boys - Jason Baeten, Head of School. Partners: *Dance*
King Middle School - Janet Levenson, Principal. Partner: *Jan Term*
Moraga School District - Bruce Burns, Superintendent. Partner: *Kinesiology*
Mt. Diablo Unified School District - Isabel Lara, Community Liaison. Partners: *JCL, Jan Term*
Oakland Public Education Fund - Brian Stanley, Executive Director.
San Ramon Valley Unified - Catherine Cabral, FAIR Act Coordinator. Partners: *JCL, Politics*
West Contra Costa County Unified - Katharine Sullivan, After School Programs. Partner: *Psychology*

Other Potential Community Organizations and Individuals with Saint Mary' s connection:

Kenny Abiko, former editor of *Nichi Bei Times*, Japanese-American community newspaper
Asian Immigrant Women Advocates, Oakland
Center for Asian American Media, SF
Filipino Advocates for Justice, Oakland
Sherry Hirota, Executive Director of Asian Health Services, Oakland
Sue Lee, Executive Director of the Chinese Historical Society, SF
Judith Nihei, former Actor, Director, and Artistic Director of Northwest Asian American Theatre, SF
Mabel Teng, Executive Director of the Chinese Cultural Center, SF
Bill Wong, retired Journalist with *Oakland Tribune*, Oakland
Youth Radio, Oakland

History (/history)

Imaginative. Resourceful.
Engaged. What will you
become as a student of history?

LEARN MORE ([HTTP://WWW.STMARYS-CA.EDU/HISTORY/LEARNING-OUTCOMES](http://www.stmarys-ca.edu/history/learning-outcomes))

In This Section —

About the Program (/history/learning-outcomes) +

History Courses that fulfill Core Curriculum requirements (/history/history-courses-that-fulfill-core-requirements)

History for Other Majors (/history/history-for-other-majors)

Louis LeFevre Scholarship for History Majors (/history/louis-lefevre-scholarship-for-history-majors)

Undergraduate Prizes (/history/undergraduate-prizes)

Alumni Stories and Career Paths (/history/alumni-stories-and-career-paths)

Faculty (/history/faculty)

Room for Historical Thought (/history/room-for-historical-thought)

The Environmental History of Saint Mary's College (/history/the-environmental-history-of-saint-marys-college)

Events (/history/news-events)

In offering a disciplined study of the past, the History department challenges students to think, read, and write about issues arising from the tensions societies face in every generation—tensions between freedom and authority, reason and faith, individual agency and powerful structures. The ultimate goal: to become imaginative and resourceful human beings engaged with the world.

Our faculty cultivates the liberal art of critical assessment of the past and change over time. Thus the history student becomes immersed in the study of a region or a topic and develops the skill and ability to read thoughtfully and critically and to write elegantly.

The department welcomes budding historians who love history, as well as students from other disciplines who see a broad view of the world, and students who might simply be curious about a specific time, country, region, topic, or issue.

Our professors have wide-ranging expertise and publish about a range of topics: utopias in the United States; women movements in the US; the oil industry in Mexico; Medieval European monasteries; the history of nursing in Europe; panda bears and conservation in China; the United States in world history; the American Civil War; and environmental history, just to name a few.

The history faculty understands the importance of living in a globalized world and a diverse state and country and the demands for cultural competency and historical knowledge that places on our students. To that end, the department has developed a unique curriculum that prepares History majors to engage a rich and complex global community.

Our faculty also offers courses in interdisciplinary majors, including Women's and Gender Studies, Ethnic Studies, Environmental Studies, and International Area Studies.

To find out more about individual professors, please see their profiles. To see what courses we offer, please see course descriptions below. For questions, contact the department chair.

Recent News

SFGate Discusses 'Brexit' With History's Aeelah Soine (/sfgate-discusses-brexit-with-historys-aeelah-soine)

Assistant Professor of History Aeelah Soine spoke with the San Francisco Chronicle's SFGate about the United Kingdom's historic vote to

NewsWorks Interviews Br. Charles Hilken About Vatican Splendors (/newsworks-interviews-br-charles-hilken-about-vatican-splendors)

NewsWorks, the on line news portal of WHYY, Philadelphia's public media outlet, interviewed History Professor Brother Charles Hilken about

The Tidings Interviews Brother Charles Hilken About Reagan Library Vatican Exhibit (/la-diocesan-outlet-interviews-brother-charles-hilken-about-vatican-splendors-at-reagan-library)

The Tidings, the newspaper of the Los Angeles diocese, interviewed Brother Charles Hilken about the Vatican Splendors exhibition at the

CBS Philadelphia Interviews History's Brother Charles Hilken About Vatican Splendors Exhibit (/cbs-philadelphia-interviews-historys-brother-charles-hilken-about-vatican-splendors-exhibit)

History Professor Brother Charles Hilken was interviewed by CBS-3/KYW-TV, the local CBS News affiliate in Philadelphia, about the Vatican

History Happenings

HOME
(/)

MENU

SEARCH



Faculty Achievement

Professors Santiago and Soine were honored with the Research Scholar Award and Early Career Award, respectively!



Remembering the Black Panther Party

History students and faculty went to the Oakland Museum of Modern Art to view the exhibit, "All Power to the People: Black Panthers at 50". The department often sponsors student outings, and this event had a great turnout!

GO-TO LIBRARY LINKS

History Subject Guide (<http://www.stmarys-ca.edu/library/subject-guides/history>)
Chat with a Librarian (<http://www.stmarys-ca.edu/library/ask-us>)

Catholic Institute for Lasallian Social Action (CILSA), Saint Mary's College of CA

<https://www.stmarys-ca.edu/catholic-institute-for-lasallian-social-action>

Founded in 1999, the Catholic Institute for Lasallian Social Action (CILSA) collaborates with students, faculty, staff, and community partners to create and sustain transformative community engagement experiences inspired by the Catholic, Lasallian, and Liberal Arts traditions. CILSA is working toward the day when all people collaborate to enact social justice, inclusion, and sustainability in every aspect of life. CILSA is an academic center that aims to be a leader in the scholarship, theory, and practice of community engagement. CILSA offers a range of experiences from one-time service opportunities to extensive community engagement and leadership programs.

CILSA supports faculty from across the disciplines who are committed to community engagement and the common good. CILSA provides workshops and one-on-one assistance for faculty members who are developing community engagement courses, and connects faculty members with potential community partners (nonprofits, schools, government agencies) for course-based partnerships. CILSA's Engaged Learning Facilitators (ELFs) are student leaders who provide logistical support and work with faculty, students, and community partners to ensure campus/community partnerships are mutually beneficial. In the 2016-2017 academic year, CILSA supported 35 faculty members teaching 49 community engagement courses. There were 878 students enrolled in these courses who completed 23,286 hours of service.

Jennifer Pigza, Ph.D.

Director of the Catholic Institute for Lasallian Social Action (CILSA)
jpigza@stmarys-ca.edu

Sarah Beth Dempsey, Ed.D.

Assistant Director, Community Engagement and Faculty Development
sdd4@stmarys-ca.edu

Saint Mary's Museum of Art

The Museum of Art infuses Saint Mary's College with the unique virtues of art through high quality, thought provoking, multisensory arts programming that inspires encounters with the complexity, beauty, and meaning of human experience and its expression. The Museum plays a leading role in the College's strategic plan by advancing academic excellence in and through the Arts via active collaboration and deep engagement with our students, faculty, staff, alumni, donors, members and the greater Bay Area Arts community.

Founded in 1934 by Brother Fidelis Cornelius Braeg, a Saint Mary's College art professor and biographer of William Keith (1838-1911), the Museum began with a collection Keith's works. Keith was a key figure in the history of California art and a partner of naturalist John Muir (1838-1914). Major gifts to the collection include Beth Van Hoesen, Wayne Thiebaud, Ansel Adams, Andy Warhol Foundation, California Historical Society, Maurice Alberti and the Museum Project. The Museum's private donors have supported educational programming, conservation, outreach, scholarships and interns.

The Museum organizes up to four exhibitions each year and has a permanent, rotating Keith installation. It includes five galleries in a 2,865 square foot, ADA-accessible space. There is also an 1,800 square foot off-site collection storage location. It first earned accreditation in 1989 and has retained its status since that time; it is the only accredited art museum in Contra Costa County (population: 1.05 million). The Museum holds an encyclopedic collection of more than 4,500 objects including paintings, works on paper, sculpture and archival ephemera. The collection supports teaching, learning and research in a wide range of disciplines.

The Museum of Art serves the Bay Area (population: 7.15 million). Its attendance is drawn primarily from ten of the closest cities, including San Francisco and Oakland, accounting for 80% of its 4,300 visitor-mailing addresses. It averages 5,000 attendees annually. It also serves researchers and institutions interested in its collection highlights as well as Saint Mary's College students, faculty and staff.

The Saint Mary's College Library

The Library supports intellectual discovery, information literacy, and life-long learning. The Library staff serves the students, staff, and faculty of Saint Mary's College, as well as community members and visitors wishing to follow their intellectual pursuits.

To support the core work of the College—teaching, learning, and research—the Library provides a wealth of scholarly resources, comfortable physical spaces to study and work, expert librarians to assist in study and research, and helpful staff members. Students and faculty can get the help and advice of librarians by physically visiting the library or via phone, email, chat, or text. Any student can make an appointment with a librarian specializing in a subject area to obtain individual help and tutoring in research skills.

Developed in partnership with teaching faculty, the library has an extensive instruction program geared to helping students develop scholarly research skills and learn how to use the library to complete class assignments.

Subject librarians collaborate with faculty to provide tours, training, workshops, and exhibits to support faculty and department activities and goals. The Library is open to the community for drop-in use. Special borrowing privileges are available for community partners who collaborate with the College to meet strategic goals.

CALIFORNIA JAPANTOWNS

Exploring the preservation of history, culture, and community...

[HOME](#)[PRESERVING CALIFORNIA'S JAPANTOWNS](#)[PRESERVATION TOOLS](#)[EXPLORING TODAY'S JAPANTOWNS](#)[PRESS](#)[■ Historic Japantowns](#)[■ Nisei Stories](#)[■ Historic Survey](#)[■ Project Team](#)PRESERVING
CALIFORNIA'S
JAPANTOWNS

reclaiming

historic resources
from the numerous
pre-World War II
Japantowns.

capturing

memories of Nisei on the
historic development and
disruptions of California's
Japanese American
communities.

expanding

knowledge of California's
history by documenting
over 40 Japantowns
that existed prior
to World War II.

Project Team



PROJECT DIRECTOR

Donna Graves has nearly twenty years experience developing public history projects throughout California that document and interpret our state's diverse history. Most recently, she served as Project Director for the City of Richmond's Rosie the Riveter Memorial, and worked with the City and National Park Service to initiate, plan and implement the [Rosie the Riveter/WWII Home Front National Historical Park](#), which includes an interpretive exhibit about the experience of local Japanese Americans and Italian Americans. [READ MORE.](#)

PROJECT MANAGER

Jill Shiraki has been working with the non-profit community over the past 15 years in the areas of cultural and arts program development, community outreach/organizing, and project

PROJECT SPONSOR

[California Japanese American Community Leadership Council \(CJALCLC\)](#)

is the leading state organization helping to preserve and bring new recognition to the three remaining historic Japantowns in California, located in Los Angeles, San Francisco, and San Jose. CJALCLC was established in 1998 through a grant from the Sumitomo Global Foundation to organize and coordinate statewide issues concerning the Japanese American community. CJALCLC is the sponsoring organizations for Preserving California Japantowns.

[CJALCLC Project Oversight Committee](#)

comprised of CJALCLC members and regional representatives, will provide support, direction, and serve as community advocates for Preserving California's Japantowns.

Alan Nishio, Chair

Paul Osaki

Chris Aihara

Vernon Yoshioka

Jerry Hiura

Donna Ishii

[CJALCLC Council Members](#)

Kaz Maniwa, Chair

Japanese Cultural & Community Center
of Northern California

VIETNAMESE AMERICAN COMMUNITY CENTER OF THE EAST BAY

Phone: 510-891-9999 | Fax: 510-891-9990 | Email: info@vacceb.org

History and Organization Description

The Vietnamese American Community Center of the East Bay (VACCEB) is a non-profit 501(c)(3) corporation with a 18 year history of providing quality service to low-income, refugee and immigrant populations and their families. While all communities are welcome at our Center, our core competency is serving the Southeast Asian refugee and immigrant population including the Vietnamese, Chinese, Cambodian, Bhutanese, and Burmese communities. Because of the Vietnamese community's immigrant experience in the United States, they are in a unique position to provide leadership and guidance to the newer refugees and immigrants.

Annually, we serve over 13,500 nutritious meals to seniors and their families four days a week; handle over 1,200 case sessions from translation to advocacy for residents; educate 200+ students in ESL, Computer Literacy, and Job Preparation, conduct health-related fairs serving 1,000+ participants for prevention and wellness (screening, vaccinations, etc.), and run a weekly food bank program passing out 5000 "grocery bags".

Geographic Location and Accessibility of Program And Services

Our facility is centrally located in the heart of East Oakland on the corner of International Blvd and 7th Avenue (Eastlake and San Antonio Districts) within walking distance of the target communities. It is 1/4 block from the nearest bus stop (AC Transit) and within walking distance of rail transit (BART). By private car, it is also conveniently located near 2 freeways, Interstate Freeway 880 exit (5th Ave Exit, 7 blocks) and Freeway 580 (14th Ave. Exit, 15 blocks).

Program Services

We offer complete "wrap around, client centrist" services to our low-income clients in a culturally relevant and appropriate way. These services and our community partners are outlined in the following chart. We have acted as a fiscal agent for public agencies and have successfully applied public funding to the delivery of programs services to the Southeast communities. We are a State of California, non-profit 501(c) corporation in active and good standing and meet all of the fiscal and accounting requirements expected by a grantee and have consistently passed federal, state, county, and city audits in the use of public funds. With a modest annual budget of \$400K and by leveraging our relationships with other non-profits, we provide excellent value and quality for the funds received from public and private sources.

[Aspire Overview](#)[History](#)[Students](#)[Commitment to Students](#)[Senior Leadership Team](#)[Board of Directors](#)[Press Room](#)[Newsletters](#)[Accountability](#)[Financials](#)[Aspire Central Valley](#)[Aspire Hanley: Memphis Regional Practice](#)[Aspire Parents' Video 2016](#)[Aspire Lionel Wilson Reads](#)

ABOUT US

Students at Aspire *inspire* every single day.

From Kindergarten to 12th grade, they have grit. They have passion. They have curiosity. They want to succeed. They aren't afraid to fail and get up again. They are tenacious. They are joyful. They respond to rigor. They are collaborative. They smile a lot. (It's true!)

They are going places, and one of those places is *College for Certain*.



To aspire: *to strive toward a goal*

Here at Aspire, we are all striving toward one goal: College for Certain.

Our classrooms are named after colleges. Our first graders can tell you where they want to go to college. Our high school students are so close they can taste it. Every one of our graduating seniors has been accepted to a four-year college.

We live and breathe college. Our work is never done. More and more students keep coming through our doors. For us, college will always be the goal.

But it's not just about college. It's about what college does for each of us – those of us working at Aspire who went through college five, ten, twenty, forty years ago, and every student at every desk in our schools. College means options, access, and opportunity. College means being able to pursue the life that you want – for yourself, for your family, for your community.

Ask our students. There is so much they aspire to do:

I aspire to help people in need.

I aspire to help people see clearly.

I aspire to heal sickness for families.

I aspire to make people laugh.

I aspire to make words dance in people's minds.

I aspire to tell truths no one else has told.

I aspire to make physics relatable to “non-science” people

I aspire to show students that for every book, there is a new world to walk into.

***It's not about
what you do for a
living... It's about
what you do with
your life!***

...What do you Aspire to do?

Sign up for our monthly newsletter:

SIGN UP

Aspire Public Schools

is one of the nation's top-performing large school systems serving predominantly low-income students. We provide more than 15,000 students in grades K-12 with a rigorous, college-preparatory education.

[ENROLL](#) | [INSCRIBIR](#) | [DONATE](#) | [PRESS ROOM](#) | [ACCOUNTABILITY](#)

Jan Term OXX: Asian-American Voices in Public History

Jan 2018—Course Syllabus

Instructor of Record: Aeelah Soine

Meeting time: TBD

Office Hours: TBD

Email: ahs3@stmarys-ca.edu

Office: Galileo Hall 311

Phone: (925) 631-4139

Course Description—

This course introduces students to the field of public history through the case study of Asian-American experiences and narratives of immigration, ethnic identity, community and social movement formation, political citizenship, cultural traditions, economic and labor patterns, and popular culture. Public history broadly studies the preservation, interpretation, and (re-)presentation of historical narratives in public spaces such as museums, multi-media (films, tv series, music, theater/art), memorials, popular literature and non-fiction, genealogy projects, historically-themed content for children, and commercial use of historical themes or narratives (ads, theme parks, etc.).

As a collaborative discussion and workshop-based course, students should expect a Seminar-style classroom experience 3x per week, enriched by guest speakers/participants from campus and bay area communities about 2x per week. The 4th class meeting will be dedicated to a partial or full-day field trip to historic sites, museums, community gatherings, theater/musical performances, or food/culture experiences. In addition, the second half of each on-campus meeting will be dedicated to workshops on the theory and practice of public history, in which students will bring their individual community engagement experiences to the final class project of creating and presenting a small public history exhibit on campus that showcases both their classroom learning and experiential observation and application.

As an American Diversity and Community Engagement experience for the core curriculum, students will be expected to spend at least 20 hours working independently with community partners who are engaged with Asian-American communities interpersonally and/or structurally, or practice the work of public history more broadly in ways that could be directly applied to significant themes in Asian-American experiences. In order to connect the process of community engagement, the appreciation and understanding of American Diversity, and the practice of public history, students will be expected to write both reflectively and academically, culminating with a class project creating a mini-exhibit themselves.

Course Objectives—At the end of this course, students will be able to:

- Identify shared experiences among contemporary Asian American groups, as well as their internal diversity (ethnic origin, language, religion, gender, class, generation, etc.), in order to analyze a history of social diversity in the United States [AD LO#1]
- Explain how key historical events that have shaped Asian American communities and how Asian American communities have impacted broader narratives of U.S. and transnational history since the 1850s, including: labor history, US immigration policy, racial and cultural ideologies, waves of Asian immigration, and the emergence of a common “Asian American identity” in the 1960s and 1970s, and the more recent “model minority” stereotype [AD LO #1]
- Explain how economic, legal, cultural and social categories of Asian American identity (including the “model minority” stereotype, internal diversity within the Asian American population, and the glass or “bamboo” ceiling phenomenon) have affected Asian Americans, as human persons [AD LO #2]
- Apply historical and theoretical learning in Asian-American History and Public History to a community-based project in a way that promotes collaboration with an Asian American community and mutual benefit to the community partner and students’ learning [CE LO #1]

- Use critical reflective writing to process and integrate individual reading, theoretical and methodological understanding, and community engagement [CE LO #2]
- Communicate how community engagement experience, professional practices of public history, and the social responsibility of citizenship and community are interconnected [CE LO #3]
- Create a collective public history exhibit presenting historical experiences and/or contested issues within local Asian American communities requiring interdisciplinary research, community engagement, and well-reasoned historical interpretation.
- Develop clearer understanding and appreciation of students' own personal identity and communities to which they identify, and their responsibilities and obligations to them.

Course Expectations—

- **Engagement.** Your classmates are counting on your attendance, preparation, and support to enhance their work, just as you are entitled to expect the same from them.
- **Integrity.** All work is to be the sole product of the person(s) whose name is attached. Academic dishonesty includes, but is not limited to: plagiarism, turning in someone else's work, failure to cite other work properly, and misrepresenting the views/experiences of community partners and course collaborators. Violations of the Saint Mary's College Academic Honor Code will be referred to the Academic Honor Council (see the Academic Policies section of the Student Handbook).
- **Quality.** Assignments are expected to meet all specifications upon submission. Do not manipulate length with block quotations or irregular formatting. Do not rely upon online sources such as *Wikipedia*, study guides, personal webpages, and commercial sites in lieu of peer-reviewed academic sources (i.e. from the Library).
- **Respect.** Talking about race and ethnic identities is a difficult art. Please strive to be as honest, open, and supportive as you can in both written and oral communication by speaking for yourself, asking questions, and accepting responsibility for educating yourself and learning from others.

Required Reading and Resources may include—

- Erika Lee, *The Making of Asian America* (Simon & Schuster, 2015).
- Min Zhou and James V. Gatewood, *Contemporary Asian America: A Multidisciplinary Reader* (NYU, 2000).
- Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 2000).

A Selection of Documents, Multimedia, and Literature, which may include:

- Bonnie Tsui, "Why is Asian Salad Still on the Menu?" *New York Times* (April 9, 2017).
- Executive Order 9066: <http://www.ourdocuments.gov/doc.php?flash=false&doc=74>
- Who Killed Vincent Chin (1987)
- Bui Doi: Life Like Dust (1994)
- The Fall of the I-Hotel (1995)
- A Song for Ourselves (2009)
- The Plantation Economies of Hawai'i Film: Picture Bride (Kayo Hatta)
- Race: The Power of Illusion - <http://newsreel.org/video/race-the-power-of-an-illusion>
- If Asians said the stuff White people say - <https://www.youtube.com/watch?v=PMJI1Dw83Hc>

--Grading—

15% Attendance and Quality of Participation

- 20% Community Engagement with local partner
- 20% Journal of Off-campus Experiences and other Reflective Writing
- 15% Annotated Bibliography of key scholarship and public history interpretations
- 30% Final Group Exhibit Project and Presentation

--RESOURCES--

Library Support is available at the reference desk or from our subject librarian, Sue Birkenseer (sbirkens@stmarys-ca.edu). For an appointment: a) stop at the Reference Desk, b) call (925) 631-4624, c) text or IM, d) the Library's "Ask Us" link (<http://library.stmarys-ca.edu/ask-us/>).

Center for Writing Across the Curriculum (CWAC) offers single, weekly, or bi-weekly sessions by appointment or drop-in with writing advisers. Through collaborative engagement, advisers guide their peers toward expressing ideas clearly and revising their own papers, always weighing audience and purpose. Writers should bring their assignments, texts, and notes in order to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. **Location:** DeLaSalle Hall (next to Hagerty Lounge); see website for hours and more about individual support and small group writing circles: <http://www.stmarys-ca.edu/center-for-writing-across-the-curriculum>.

Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: <http://www.stmarys-ca.edu/sds>.

JAN TERM SCHEDULE

***THIS CLASS WILL MEET 4X PER WEEK: 3X ON-CAMPUS, OFTEN WITH GUEST SPEAKERS OR CO-FACILITATORS/PARTICIPANTS, + 1X OFF-CAMPUS. OFF-CAMPUS CLASS EXCURSIONS WILL UTILIZE PUBLIC TRANSPORTATION WHEN POSSIBLE, ARE INCLUDED IN COURSE FEE, AND MAY LAST MOST OF THE DAY.**

***IN ADDITION TO CLASS MEETING TIMES, STUDENTS ARE INDIVIDUALLY RESPONSIBLE FOR 20+ HOURS OF SERVICE WITH THEIR COMMUNITY PARTNER AS THEIR COMMUNITY ENGAGEMENT (CE) EXPERIENCE, AS WELL AS BRINGING THOSE EXPERIENCES INTO OUR CLASS DISCUSSIONS AND FINAL PUBLIC HISTORY PROJECT.**

***EACH ON-CAMPUS CLASS MEETING WILL BE SPLIT BETWEEN TRADITIONAL CLASSROOM LECTURE/DISCUSSION + BREAK + HANDS-ON WORKSHOP TIME TO DISCUSS THEORY, METHOD, AND PRACTICE OF PUBLIC HISTORY IN PREPARATION FOR THE FINAL PROJECT EXHIBIT.**

Dates	
Week 1: Introduction to Public History and Asian America	
<i>M</i>	<p>What is Public History? Introduction to Historical Practice, Asian America, and the Public. Read: Rosenzweig & Thelen, "Intro + Ch. 1: The Presence of the Past: Patterns of Popular Historymaking"</p> <ul style="list-style-type: none"> • Fill out individual information and interest inventory sheet (handout in class). • Explore community partners and online museum exhibits.

	<ul style="list-style-type: none"> • <i>Reflective Writing: Starting Points and Questions</i>
<i>T</i>	Exploring Public History <i>Read:</i> Rosenzweig & Thelen, “Ch. 2: Using the Past to Live in the Present,” “Ch. 3: Using the Past to Shape the Future,” and “Ch. 4: Experience is the Best Teacher” <ul style="list-style-type: none"> • <i>Reflective Writing: How does History serve the public and community?</i>
<i>Th</i>	The Origins of Asian-American History <i>Read:</i> Lee, “Part I—Beginnings: Asians in the Americas” <ul style="list-style-type: none"> • <i>Reflective Writing: Compare and contrast the ways in which different Asian-American communities came into the United States?</i>
<i>F</i>	<i>Field Trip: Asian Art Museum + Asian-American Theater community visit</i> <ul style="list-style-type: none"> • <i>Reflective Writing: How is the Asian-American Experience connected (or not) to the Histories and Cultures of Asia?</i>
Week 2: Narratives of Immigration, Labor, and Community Building	
<i>M</i>	Public History: Locating Asian Americans in Immigrant Stories <i>Read:</i> Rosenzweig, “Ch. 5: Beyond the Intimate Past” + Lee, “Part IIa—The Making of Asian America during the Era of Mass Migration and Asian Exclusion” <i>Explore:</i> Ellis Island, Tenement Museum, and Ancestry.com (online)... <ul style="list-style-type: none"> • <i>Reflective Writing: What (are) your immigrant stories?</i> • <i>Create a map and timeline of Asian immigration to the U.S.</i>
<i>T</i>	<i>Field Trip: Angel Island + Chinatown</i> <ul style="list-style-type: none"> • <i>Reflective Writing (double length): What did you observe from your readings and classroom learning? What did you observe from your work with community partners?</i>
<i>Th</i>	Asian-American Labor, Exclusion, and Community Building <i>Read:</i> Lee, “Part IIb—The Making of Asian America during the Era of Mass Migration and Asian Exclusion” <ul style="list-style-type: none"> • <i>Reflective Writing: How has Anti-Asian prejudice and discrimination been remembered in U.S. history? How have Asian communities told stories of these times in their own voices?</i>
<i>F</i>	Theorizing Race, Ethnicity, and Immigrant Community in Early 20th Century <i>Read:</i> Rosenzweig & Thelen, “Ch. 6: History in Black and Red” + Selection of theories and historical documents <ul style="list-style-type: none"> • <i>Reflective Writing: What did the American public “know” about Asian Americans in terms of race and ethnicity? How was racial and ethnic stereotypes introduced and perpetuated?</i>
Week 3: Narratives of War	
<i>M</i>	Histories of Imperialism: the Spanish-American War and Engagement with the Philippines <i>Read:</i> Lee, “Part IIc—The Making of Asian America during the Era of Mass Migration and Asian Exclusion” + historical documents <ul style="list-style-type: none"> • <i>Reflective Writing: How might we conceptualize or write an anti-imperialist American history of U.S. imperialism in the Pacific? How do Filipino-Americans tell their own hyphenated histories?</i> DUE: ANNOTATED BIBLIOGRAPHY
<i>T</i>	History of Japanese Internment <i>Read:</i> Lee, “Part III—Asian America in a World at War” + Executive Order 9066 + Korematsu vs. United States <ul style="list-style-type: none"> • <i>Reflective Writing: Summarize, interpret, and reflect upon the rationale for ordering and upholding Japanese Internment during World War II.</i> • <i>Create a map and timeline of Japanese resettlement in the U.S.</i>
<i>Th</i>	Asian-American Voices in War <i>Read:</i> Memoirs, Letters, and Diaries of Internment <ul style="list-style-type: none"> • <i>Reflective Writing: Explain how Internment affected Japanese-Americans and their families. Think about how the narratives of the war might bring forward the voices of Japanese-Americans more centrally?</i>
<i>F</i>	<i>Field Trip: Oakland Museum</i> <ul style="list-style-type: none"> • <i>Reflective Writing: What roles do Asian Americans play in the narratives of California</i>

	<i>History? How do Asian-American communities enrich or challenge such narratives?</i>
Week 4: The Making of Contemporary Asia America	
<i>M</i>	Re-theorizing Race, Ethnicity, and Immigrant Community in Late 20th–Early 21st Century Read: Lee, “Part IV—Remaking Asian America in a Globalized World” + Zhou, “Part II: Traversing Borders,” and “Part VII: The Complexity of Ethnicity” <ul style="list-style-type: none"> • <i>Reflective Writing: When and how did Asian Americans become a collective identity? What are the costs and benefits of such collective identities for first, second, third generation immigrants and native-born Americans of various Asian ethnic identities?</i>
<i>T</i>	Asian-American Social and Cultural Movements, Stereotypes, and Stigmas Read: Zhou, chapters from “Part I, VI, VIII, IX--Claiming Visibility: The Asian-American Movement and Politics,” “Race and Asian-American Identity,” “Confronting Adversity,” “Behind the Model Minority” <ul style="list-style-type: none"> • <i>Video: “If Asians said the stuff White people say”</i> • <i>Reflective Writing: How have Asian stereotypes, such as the “model minority” represented privilege and limitation for Asian Americans?</i>
<i>Th</i>	Problems in Intra-Asian relations: Gender Roles, Family Dynamics, and Class Read: Zhou, “Part III & V—Ties that Bind: The Immigrant Family and the Ethnic Community” and “Sexuality in Asia America” <ul style="list-style-type: none"> • <i>Reflective Writing: Discuss the origins, value/meaning, and challenges in preserving Asian cultural traditions for subsequent generations? How have class, gender, religion, and sexuality complicated a common legacy and shared heritage?</i>
<i>F</i>	Contemporary Asia America Read: Lee, “Part V: 21 st Century Asian America” + Zhou, “Part X—Multiplicity, Citizenship, and Interracial Politics” <ul style="list-style-type: none"> • <i>Reflective Writing: Where do we go from here?</i>
Final Presentations: Mini-Public History Exhibit	
<i>Wednesday February 14: Community Time</i>	