

February 22, 2023

Alison Field

Long Term Professional Development Application

Dear Professional Development Committee Members,

I am very excited to be submitting this proposal for long term professional development for Fall 2023. I have been thinking about and building towards this project for quite a while now and I feel that this coming Fall is the perfect time for me to step back briefly from teaching in order to focus on bringing my ideas to fruition.

After more than twelve years of teaching full-time, I see this is a much anticipated opportunity for me to take my knowledge and craft to new levels, while also growing the History program in new ways. In addition, this May I will wrap-up two years as the Faculty Equity Coordinator and ACES/EAPC faculty chair – a time during which I have experienced a particularly heavy and challenging work-load, but also a time of growth and learning around equity-minded and antiracist approaches to teaching and learning. It was in this role that I joined our SMCCD team to attend the NCORE (National Conference on Race and Ethnicity) in May 2022, and it was there that I became determined to further develop and follow-through on my initial ideas for this project and submit this request.

This is because at NCORE last May, I learned about the “Difference, Power, and Discrimination Program” at Oregon State University and their “Social Justice Tour”, based on a historical research class, in which students work in local archives to find, and daylight, the hidden histories of less-well-known communities and individuals, and then share those with others as part of a local history tour. That project reminded me of some of the impactful field trips that I/we organized during the pre-pandemic years at Cañada, including trips to Angel Island Immigration Station as part of the Crossing Borders Learning Community, and Stanford University’s Mexican American Collections Archive. It also reminded me of the rich experiences I had teaching abroad in Barcelona in 2017, facilitating student experiences outside of the classroom and taking full advantage of local cultural and historical sites. This led me to conclude that there is a lot more we could / should be doing to connect students to place-based and community-engaged learning, and that the extra effort required to develop these experiences is well worth it.

We are so fortunate to live in the Bay Area, where there are so many amazing resources at our disposal. And with the waning of the COVID19 crisis, it seems more important than ever to bring people together and build community with students. Thus, one of my primary goals for this project is to grow new opportunities for students to *do* local, place-based history and take fuller advantage of the unique community-based resources we have here in the Bay Area. This type of authentic experiential and project-based learning is rooted in students’ own lives and communities, and as such, represents a powerful and potentially transformative learning experience, grounded in social justice and antiracist theory and practice (Leyro et al., 2022; Reynolds, 2019; Sims et al., 2022).

This project fits very well with our overall plans for the History Department. As detailed in our History Department Program Review (Fall 2022), the passage of AB-1460 (2020) and introduction of Area F, means that History courses that previously fulfilled the Ethnic Studies graduation and transfer requirements (HIST 242, 245, 246, 247, and 422), no longer do. I teach four out of five of those classes. The History Department fully supports the new Ethnic Studies program and requirements, but enrollment in some of these classes is at risk. Thus, we would like to explore new directions for potential growth, including the prospect of developing new curricula focused on California and local San Francisco Bay Area History. Another area for exploration: introducing more environmental history and/or historical ecology into our courses – linking history more closely with natural history and the environmental sciences, especially here locally.

Why these directions?

- Students in several history courses in Fall 2020- Fall 2021 were surveyed as to which of seven possible new History classes resonated with them the most and, a majority chose California history. A significant number also expressed interest in environmental history (Fall21/SP22/Fall22EvaluationSurvey, A. Field). This, along with recent student-initiated study sessions on local and natural history, suggests that these topics are of interest to our students (Office of Student Life programming, Fall 2020, Fall 2021).
- California History has excellent potential for fulfilling multiple GE & graduation requirements, including Area 3 of the CSU American Institutions requirement.
- California and local history are especially promising areas for high-impact and hands-on project-based learning, field trips, and/or other community-based learning opportunities.
 - See College Goal # 3: Community Connections (EMP, 2022-2027).
- For at least the past decade, environmental history, along with historical ecology and historical climatology, have been growing in importance. See for example: "State of the Field: Historians and Climate Change" by Sam White, *Perspectives on History, American Historical Society*, Oct. 1, 2012.

These new directions are of strong interest to me personally. Over the past seven years, I have become increasingly interested in grounding my scholarly pursuits more to place and local history, as well as historical ecology and environmental and natural history. For all these reasons, I feel highly motivated to bring all these threads together in a meaningful way at this time.

Thus, I am seeking funding for a replacement for one semester in order to engage in: (1) deep learning about "place" and our local, regional, and state history; (2) exploring and networking with community-based assets, organizations, and individuals, in order to identify, test-out, and develop new high impact hands-on, experiential, and project-based learning opportunities for our students; and (3) growing and equitizing the History Program at Cañada in new ways by developing new curriculum and new approaches to doing history. All of the details are below. Thank you in advance for your consideration of my application!

Details:

A. The overall purpose and goals of this project are:

- a. Personal growth: to update and expand on my own knowledge, expertise, and teaching capabilities, in relevant new directions of interest both to myself and the History Department.
- b. To engage students on a deeper level through the development of meaningful culturally relevant place-based curriculum and community-engaged pedagogical practices that are:
 - i. Equity-minded and antiracist.
 - ii. Highly relevant and up-to-date.
- c. To identify, research, and carefully plan and develop one or more specific experiential and/or project-based learning opportunities for our students. NOTE: I don't know yet exactly what this will look like, but these are some of the possible ideas I am considering so far:
 - i. A local history tour co-created and hosted by students, and based on historical research those students conduct.
 - ii. Story-telling or oral history project conducted by students.
 - iii. Archival-based research (individual or group) culminating in a student exhibit, essay, chapbook, multimedia exhibit, or performance piece.
 - iv. Project-based inquiry or problem-solving, as part of field-work/field trips.
 - v. Creation of virtual or multimedia "tours" based on student learning.
 - vi. Creation of interpretive exhibits/installations about history.

- d. To identify, connect with, and build relationships with community-based organizations and individuals in order to better connect students to community-based organizations, assets, and opportunities, such as jobs, internships, and volunteer experiences.

B. The specific activities that I am proposing to engage in for this project include:

(Note: I anticipate that I will spend approximately 1/3 of my time on each of the three main areas listed here.)

- 1. Engage in independent reading, research, and writing in California and San Francisco Bay Area history, especially the history of the Peninsula region, with two major areas of focus:**
 - Social history and the hidden histories of historically marginalized BIPOC communities and individuals.
 - The environment, natural history, historical ecology, and environmental justice (where social and environmental history intersect).

I will also continue to read and learn more about facilitating experiential learning, community-engaged pedagogy, and inquiry-based project development.

In addition to independent study, I have identified some classes, programs, workshops, a conference, and grant program to look into and consider. Depending on scheduling, availability, etc... I am hoping to:

- Take a class, such as these SFSU classes: HIST 302: Doing Local History, HIST 303: Oral and Public History: The Bay Area, or HIST 451: Bay Area History and Society.
- Meet with the lead and/or possibly shadow or observe: HUM C132: Archiving as Social Justice Practice”, Future Histories Lab (UCB).
- Learn more about the Future Histories Lab and Global Urban Humanities Initiative opportunities, including Faculty Workshops at UC Berkeley.
- Re-connect with potential community-based collaborators, such as Adan Griego, the curator of the Mexican American Collections at Stanford University.
- Attend the Western History Association Conference, “Restorations and Repairs: Lives and Landscapes Across Many Wests” (LA, Oct. 2023)
- Apply for a “Humanities for All” Quick Grant, California Council for the Humanities (\$1,000-\$5,000 awarded three times per year), and/or explore other possible grant opportunities to support authentic, community-engaged learning.

- 2. Identify, develop, and incorporate new culturally relevant, place-based content and curriculum (and related pedagogy and modes of instruction) into classes, units of study, and lesson plans:**

- Identify and incorporate aspects of my deep-learning and place-based research into already-existing classes that I teach. Introduce local content, primary sources, multimedia resources, oral histories, etc..
- Develop one new history class. Currently under consideration: California History and U.S. Environmental History (to be developed in consultation with HIST Dept, Social Sciences, Articulation Officer, Dean).
- Pilot and teach HIST 202 as an Honors Community course (tentatively scheduled for Fall 2024) that incorporates significant place-based curriculum and community-engaged pedagogy.
- Other possibilities: partner with an English class for learning community; a field-trip-based Saturday or evening class (e.g. class meets off-site two Saturdays per month).

3. **Identify community-based groups/sites to connect with, and then reach out to those organizations, archives, and individuals in order to arrange visits and meet with potential partners/collaborators. Conduct more extensive field work and/or archival research at the most promising locations, in order to identify and develop one or more high-impact, hands-on, project-based learning opportunities for our students.**

In some cases, these will mean fairly quick, one-time, visits. In other cases, this will mean multiple visits, in order to allow time for additional research, meetings, and time to explore and test possibilities for deeper engagement. I estimate that I would visit at least ten different sites initially; then explore perhaps three or so more deeply.

This is my current list of possibilities, just to give you an idea of what I have in mind:

- East Palo Alto Community Archives, Sonja Carlson (archivist).
- Angel Island Immigration Station Foundation, “Immigrant Voices” Archive. Also see: “A Year on Angel Island: Immigration Histories and Futures”, a project of the UCB Global Urban Humanities Initiative.
- San Mateo County Historical Society Museum and Archive.
- The Los Altos History Museum, in collaboration with the Muwekma Ohlone Tribe, “Making Connections: Stories from the Land”.
- The Association of Ramaytush Ohlone.
- California Historical Society Museum and Archive.
- The GLBT Historical Society Museum and Archive.
- Environmental / place-based organizations such as, the San Francisco Estuary Institute (SFEI), Historical Ecology Projects; Save the Bay (wetlands restoration projects); and Sogorea Te’ Land Trust (STLT).
- Chinese American Historical Society of America Museum and Archive.
- Chinatown [Memory Map](#) virtual guide project, a crowdsourced map of memories about Oakland Chinatown.
- Berkeley South Asian [Radical History Walking Tour](#)
- Chinese Whispers (oral history & storytelling) project, Rene Yung. And, connected to that: the San Francisco Maritime Museum archival collections.
- African American Museum and Library, Oakland, and the Women of the Black Panther Party Museum.
- Other possible destinations: Museum of the American Indian (pending re-opening), Oakland Museum of California, Allensworth, the Malki Museum, the César Chávez Center, and others.

C. This project and these activities will enhance our existing courses and program, and be shared, in the following ways:

1. Improved and updated curriculum and lesson plans for already-existing classes, including HIST 202, 245, 247 and possibly also HIST 201, 246, 422, 104 and/or 106.
 - a. Increased focus on culturally relevant, place-based, community-engaged histories and curriculum – especially the “hidden histories” of minoritized BIPOC communities here locally.
 - b. Newly added emphasis on environmental history, historical ecology, historical climatology, and environmental justice.

2. New growth and new directions for the History Department, including the creation of one new course in either California, or U.S. Environmental History.
 - a. New opportunities for collaboration between history and environmental sciences (Social Sciences and STEM).
 - b. New connections with, and contributions to, district and college sustainability initiatives (added focus on social and environmental justice).
3. Enhance students' experiences through newly added high-impact, hands-on, and project-based learning activities, such as:
 - a. Identify opportunities and plan ahead for group field trip visits to unique local archives, museums, and historical sites. I am especially interested in connecting students with grassroots projects such as the East Palo Alto Community Archive (launched in 2022), and the GLBT Museum and Archives started by the San Francisco Lesbian and Gay History Project.
 - b. Enhancement of individual and/or group research opportunities in topics of special interest and relevance to our students.
 - c. Inquiry-based learning project(s) that culminate in a "Social Justice Tour" or other showcase of student-produced work (The idea of a tour comes from this [Ethnohistory class at OSU in Corvallis](#)). For example, bringing students into a local archive to discover documents, works of art, photographs, etc..., then conducting research into the subject and presenting the results of that research in a creative way.
4. Identify new opportunities for students outside of class, such as career, internship, and/or volunteer opportunities.
5. Initiate and strengthen ties to local community-based organizations and the community more generally.
6. Also see below.

A Note on Collaboration:

Implementation of experiential learning opportunities will potentially be strengthened and have a greater impact through multidisciplinary collaboration with other faculty and/or programs, and I see a lot of potential to do that. In the past, I collaborated closely with English faculty as part of the Crossing Borders Learning Community, and based on the work we did this past Fall to develop our Student Equity and Achievement Program (SEAP) Plan for 2023-2025, there is interest in reviving/re-inventing these types of experiences. Several similar projects, such as the Social Justice Archives class at UCB, are offered as part of Summer Bridge and First Year Experiences.

I have already had some initial discussions with Susan Mahoney about possibly future collaborations between History and Environmental Sciences. We have shared our excitement over the possibility of strengthening these connections and building community with students across disciplines.

As previously mentioned, we (History Dept. + Honors Program) have discussed and are tentatively planning for me to teach HIST 202 as a stand-alone Honors class, as part of the Honors Community.

The Office of Student Life has also expressed their interest in possibly partnering to offer more place-based, community-engaged, experiential learning opportunities for our students, and Dr. Kealoha and I are already beginning some of this work through the ACES/EAPC Task Force on Land Acknowledgements and Beyond, that she and I are co-chairing.

Sharing the Results of this Project:

I look forward to sharing what I learn about history, my process, and the results of this multifaceted project, in a variety of different ways, including for example:

- Collegial exchange: Such as hosting a Faculty Teaching and Learning Lounge “Workshop Wednesday” or Flex Day Session and/or as part of other efforts (e.g. the Culturally Responsive Pedagogy and Practices Grant-supported project, should we receive funding for that).
 - I look forward to using an inquiry-based approach, tracking and reflecting on my process, in addition to writing-up results, and sharing resources.
- One or more lectures/discussions about history in classes and beyond classes: such as Social Sciences Topic of Interest (TOI) talks.
- Curricular and pedagogical products (e.g. a new COR, lesson plans, approaches, projects & sources).
 - This includes products that might be produced by students as a result of this project, such as a history tour for the local community, exhibit on or off campus, book (or blog or online multimedia), oral histories, creative writing and/or performance, independent research, service project completion, etc...
- Possible submission of an article for publication to a journal or magazine such as *The History Teacher*, Society for History Education; or *The American Historian*, Organization of American Historians, or perhaps even *Bay Nature*.
- Possible submission of proposal to present at the National Conference on Race and Ethnicity (NCORE), Organization of American Historians (OAH) Annual Conference, or another conference.

Thank you for your consideration of this application.

Sincerely,



Alison Field