

## Introduction

This year marks the tenth publication of *Ibid.: A Student History Journal*. The tenth volume, as those published before, is full of essays that explore various periods, events, and topics in history. The essays in this volume focus on history in the United States, Europe, the Middle East, Vietnam, Guatemala, Cuba, and Russia. With just ten essays, this edition exhibits how vast the sea of options is for a student wanting to research something in the field of history. There is a plethora of subjects and time periods to learn and write about, but there are also a number of ways to write about each one of those subjects and time periods. With a variety of perspectives, styles, and research methods showcased in these essays, this edition of *Ibid.* continues the tradition of the journal providing a unique and interesting source for learning about history to the public.

The first essay featured in the 2017 edition of *Ibid.* is titled *Fortitude and Fortune – The Journey to Normandy*, and it was awarded the Valentine J. Belfiglio Paper Prize. This essay was written by Alec Head, and it follows the planning and preparation that took place in order for the Allied forces to successfully invade Normandy in 1944. Mr. Head also uses the paper to show how complex and crucial the invasion of Normandy was to ending World War II. He concludes that, had the invasion been a failure, the war would have gone on for several more years, taking millions of more lives.

The second essay, titled *Operational Discrepancy: An Analysis of the CIA's Success in Iran and Guatemala and Subsequent Failure in Cuba*, was authored by Cindy Lewis, and it also won the Valentine J. Belfiglio Paper Prize. This essay shows how and why the operation to dispose of Fidel Castro, known as the Bay of Pigs operation, failed. Ms. Lewis shows that much of the fault lay with the CIA and the agency's failure to duplicate tactics used in Iran and Guatemala. Ms. Lewis concludes that, although President Kennedy has long since been blamed for the failed operation, the CIA's important role in the failure should now be recognized by the public.

The next two essays were entered in the 2017 Living History Community College Essay Contest and won. The first essay was written by Ukachi Jibunoh, and it is titled *Patricia Cole: Living the civil Rights Movement*. This essay is about an African American woman, named Patricia Cole, who was born in 1951. She battled racism and fought for equality alongside her parents by participating in sit-in protests and marches. She fought valiantly until African Americans were given equal rights. The second essay, authored by Anh Tran Tram Vo, is titled *What Was Left Behind after America Withdrew from Vietnam?* This essay discusses the trials and tribulations Xuan Vo and her family suffered through in Vietnam during the 1970s and 1980s. They battled poverty and

unfair treatment for years until one of the family members was able to get the family out of Vietnam and into the United States.

The next two essays expand our knowledge of recent historiographic trends. The first was written by Katerina Kvapilova and is titled *Bolshevik Surveillance in Historiography*. This essay focuses on the historiography of surveillance in the 1920s and the 1930s; it focuses on how it was used as a political tool in Russia and, more specifically, by the Bolsheviks. Ms. Kvapilova shows how the historiography is nonexistent before the fall of the Soviet Union because the archives needed to research and write about the issue were not open to the public. She also shows that, since the opening of the archives, historians have used the archives to interpret as much as possible and have built up a historiography that did not exist. In conclusion, Ms. Kvapilova urges historians to keep using the archives to delve deeper into the topic of surveillance and find its connection to other topics such as propaganda.

The second historiographic essay is titled *The Israeli-Palestinian Conflict: A Historiographic Essay* and was written by Melissa Thiel. This essay explores the historiography of the Israel/Palestine conflict. Ms. Thiel shows how many historians have covered the conflict and who they think truly has claim to the land. Although Ms. Thiel shows that there are many books contributing to the historiography, she concludes that the historiography is not complete because much of the contents is biased because historians writing on the subject tend to take sides. She urges more historians to write on the subject with an unbiased tone and stance so that the historiography of a centuries-old conflict may contain less bias.

The seventh essay in this volume showcases material culture. *Slippers, Snuff Boxes, and Slaves: What the Things Left Behind Say about Those Living in the Colonial Era* was written by Elizabeth Headrick. In this essay, Ms. Headrick analyzes the probate inventories of colonists from Plymouth Colony, York County, and Port Royal. By analyzing what those colonists owned, Ms. Headrick provides her readers with a glimpse into the lives of those colonists. Ms. Headrick shows that possessions can help one figure out the occupations and interests of the person that owned those things. Ms. Headrick concludes that although the possessions varied from colonist to colonist, all inventories showed evidence that the colonists lived busy lives but still managed to set aside time for leisure.

The eighth essay, authored by Valeria Estrada, is titled *University Diversity: A Study of Hispanic Women in Higher Education*. In this essay, Ms. Estrada explores the plight of Hispanic women seeking degrees beyond that of a high school diploma. She uses studies and statistics to show that Hispanic women did not typically attend

institutions of higher education during much of the twentieth century. Ms. Estrada also shows how this trend has changed positively over time and speculates possible reasons for this change. Ms. Estrada concludes by suggesting alternative strategies that can be used to help further increase the enrollment of Hispanic women in institutions of higher education.

The ninth essay, authored by Melissa Queen, is titled *The Hidden Importance of Dallas: Anxiety, Media, and Texas Secession*. In the essay, Ms. Queen shows the political role of The Great Dallas Fire of 1860 during the Civil War. Ms. Queen shows that tensions were high in Dallas just as they were in most of the country during the Civil War, and the fire became a tragedy slaves could be blamed and hanged for. Ms. Queen uses the events to show that Texas joined the rest of the South in committing horrid crimes against African Americans and defying the Union. Ms. Queen concludes by urging historians to continue researching and writing about the past of Dallas because it is full of disturbing events that historians often avoid, such as those she covered in the essay.

The tenth essay, *The Show Must Go On: Censorship and Popular culture in the German Democratic Republic, 1945-1989*, was written by Tamika Roach. Ms. Roach analyzes popular culture to show how censorship implemented by the Soviet Union in East Germany affected the content of art, music, literature, and jokes. Ms. Roach also shows how people followed or didn't follow the rules of censorship and how that affected everyday life for East Germans. Ms. Roach concludes by saying the various types of art and expression discussed defined the social narrative East Germany.

These essays are full of new interpretations and ideas that give unique insight into the past from various parts of the world, and they demonstrate that history can be found everywhere, from the beaches of Normandy to the mundane objects found in your room. The essays add to the ever-growing historiography of a great variety of topics, and they show that the documentation of history is never sedentary or complete. Please enjoy the Tenth Volume of *Ibid.: A Student history Journal*.

Valeria Estrada  
Megan Martin  
Kaitlyn Waynen  
Editors