



History Newsletter



Fall Quarter 2015

California State University, Bakersfield

Published Quarterly

Vol. 24, No. 1

Editor: Cliona Murphy For current information, visit our website at www.csub.edu/history/; for history program forms, schedules, and information, see the rack outside the History Department Office.

FROM THE EDITOR: The History Department has had a busy quarter. There was the commemoration of the fiftieth anniversary of the Delano Grape Strike in September. We had a History Forum in October with an alum from our MA program, Dr. John Pinheiro, presenting on his most recent book. Dr. Dhada's book was launched in Portugal in November. There were also teaching innovations, research activities, internship opportunities, publications and guest lecturers. This newsletter provides details on these and more events and activities.

Our two new tenure track professors in Latin American History and in Colonial/Early US history, Dr. Stephen Allen and Dr. Kate Mulry, joined us in September. We are delighted that they are part of the faculty. We are also happy to announce that there are two searches to find new tenure-track professors in African-American History and in Asian History. These two positions will begin in the Fall.

We will be changing to semesters in August 2016. Students who are transitioning to semesters should contact Academic Advisor Ms Christina Chavez to work on an Individualized Academic Plan, in order to prepare for the conversion to semesters (cchavez28@csub.edu, 661-654-2613, DDH B107)

NEW FACULTY



Dr. Stephen Allen has joined the History Department to teach courses in World, Latin American, and Mexican History. He holds a PhD from Rutgers University and spent the last two years teaching at Boise State University. His research focuses on how popular culture and gender intersect in Twentieth-Century Mexico. He is currently

completing a project on the cultural history of Mexican boxing.

The History Department also welcomed **Dr. Kate Mulry**. She received her PhD from New York University and her BA from Princeton University. Her training in Atlantic World and Environmental history has fostered a fundamentally transnational and interdisciplinary approach to her teaching, research and writing. At CSUB, Mulry will offer courses in Early American and Atlantic World history. Mulry's current research project examines numerous environmental transformations wrought by representatives of an expanding early modern English empire and argues these manipulations to the landscape simultaneously aimed to shape bodies and constitute "natural" subjects in North America, the Caribbean, and England. Her work argues that residents of Restoration England and its colonies saw the health of individual bodies as coming under the purview of the government and fundamentally tied to the health of the state.



GRADUATE PROGRAM

by Dr. Doug Dodd

After graduating a record seven students during the 2014/15 academic year, the history graduate program is off to a strong start this fall. Four MA students in the history graduate program recently passed their comprehensive examinations: Daniel Anderson, Jenny Andreotti, Javier Oronoz, and



Professors Dodd and Murphy with Javier Oronoz



Professor Dodd, Grayson Parker & Professor Murphy



Professors Rodriguez and Dodd with Daniel Anderson

Grayson Parker.

Congratulations!



Jenny Andreotti

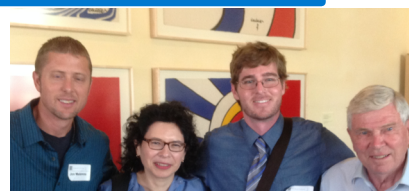
CIVIL WAR CONFERENCE

by Dr. Alicia Rodriguez

In September, graduate students **Jon Malamma** and **Daniel Anderson**, along with **Professors Dodd** and **Rodriguez**, attended a conference at The Huntington Library, "Ending a Mighty Conflict: The Civil War in 1864-65 and Beyond." The conference focused on the turbulent conclusion of the war and on tensions that would come with reunion. Speakers included many of the nation's top Civil War historians, including Drew Faust, Joan Waugh, Gary Gallagher, David Blight, and Pulitzer Prize-winning scholar, James McPherson, who took a moment to pose for a photograph with Jon Malamma, Dr. Rodriguez, and Daniel Anderson.

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FALL HISTORY FORUM

by Dr. Douglas Dodd



On October 21, the history department and the Walter Stiern Library were pleased to welcome alumnus John C. Pinheiro (BA '92; MA '94), back to campus to kick off the 2015-16 History Forum/Walter Presents speaker series. Dr. Pinheiro, professor of history at Aquinas College in Grand Rapids, Michigan, is the author of two books on the war between the United States and Mexico: *Manifest Ambition: Civil-Military Relations During the Mexican War* (Praeger, 2007), and more recently, *Missionaries of Republicanism: A Religious History of the Mexican-American War* (Oxford, 2014). Dr. Pinheiro's talk, "Religion, American Identity, and the Mexican American War," argued that although historians have traditionally linked the idea of "Manifest Destiny" to U.S. westward expansion, the desire to spread republican government, and racist theories like Anglo-Saxonism, "Manifest Destiny" was also rooted in a deeply anti-Catholic civil-religious discourse that enabled Americans to talk about, understand, and find meaning in the Mexican-American War of 1846-1848.

WINTER HISTORY FORUM

Steven W. Hackel, PhD, Professor of History, University of California, Riverside, an Organization of American Historians Distinguished Lecturer will speak on "The Rock and the Crucifix: 200 Years of Remembering Junipero Serra." The talk will take place on Friday, February 5, 2016, Dezember Reading Room, Walter Stiern Library at 3:30 PM.

SOCIAL SCIENCE PROGRAM

by Dr. Alicia Rodriguez

Social Science students: If you are completing the Social Science Subject Matter Waiver program THIS YEAR, and need to take INST 390, please see Dr. Rodriguez. Until next year when the program moves to semesters, Dr. Rodriguez will work with individual students to find appropriate substitution courses for INST 390. Regardless, students who are planning to follow the Subject Matter Waiver program should meet with Dr. Rodriguez, in addition to seeing their assigned advisor, to make sure they are aware of the program requirements. Any student planning for a career teaching at the high school or junior high school level should plan on taking the requirements for the Social Social Subject Matter program, in addition to those for the BA in the History program.

MEXICAN AMBASSADOR MEETS CSUB STUDENTS

Kim Kartinen and Valeria Garcia with Mexican ambassador to Ireland, Carlos Garcia de Alba. Dr. Cliona Murphy, along with Kim and Valeria presented a round table on the San Patricios at the Conference of the Society for Irish Latin American Studies in University College Cork, Ireland in June 2015.



Prof. Murphy, Kim Kartinen and Valeria Garcia

MENTORING INTERNSHIPS.

by Dr. Mustafah Dhada (and Carissa Hicks, MA student)

As part of its ongoing strategic initiatives in preparing historians for the market place and possible teaching careers in history in post-secondary education, the department accelerated its pace of mentoring graduating seniors and first year graduate students in various practical aspects of the profession. One such student, **Carissa Hicks** underwent an intensive mentoring independent study. Her reflection of this experience quoted here in parts, suggests it proved of immense value in deepening her professional interest in the profession while building her skill-sets in oral history transcription.

"In the Fall 2015 Quarter, I completed an independent study course with Professor Dhada. The course was titled "Introduction to Oral and Digital History," and it definitely exceeded my learning expectations. Most of my time for the course was devoted to oral history and transcribing. Professor Dhada had previously conducted several oral interviews that were concerned with a massacre that occurred in a small village in Mozambique, Africa in 1972. My job was to transcribe, edit, and create mediated texts of the oral interviews. The experience of working with several primary sources was extremely valuable to my education as an historian. Due to the sensitivity of some of the oral interviews, it was sometimes difficult to stay focused on the task at hand; however, the experience taught me not to write with emotion but to write objectively.

I have also gained a multitude of skills from the experience. I have learned to listen carefully and type quickly because I was required to listen to tapes and transcribe simultaneously, which led to more efficient typing. My proofreading skills have also improved due to the practice of editing the transcriptions to allow the text to be as clear as possible for the reader. I have learned to be patient with my work, as I was responsible for creating a final, polished document. Finally, I now possess the skills necessary for transcriptions and conducting oral interviews, which are important to have as an historian. This class has broadened my prospects for post-graduate employment and fields of study.

The experience has been both educational and interesting due to the context of the history I was working with. The story of the massacre is both harrowing and remarkable, and I feel honored to have had the chance to work on it. As I worked with Professor Dhada individually, I gained experience in interaction and collaboration in a professional setting. This course has also given me insight into my historical and career interests. Professor Dhada has been an exceptional mentor, and I appreciate this opportunity that I was given to expand my knowledge on a variety of skills."

Professor Dhada will be posting his own reflections on this mentoring program and its contribution to his research and teaching portfolio.

INSIGHTS INTO AN ANCIENT SOCIETY

a review of

Paul Cartledge, *The Spartans: The World of the Warrior-Heroes of Ancient Greece, from Utopia to Crisis and Collapse* (New York: Vintage Books, 2003, 306 pp.)

by Daniel Kirk

From the creation of an armed camp, through numerous wars, and to the collapse of an ancient Greek city-state, Paul Cartledge's *The Spartans: The World of the Warrior-Heroes of Ancient Greece, from Utopia to Crisis and Collapse* examines ancient Spartan society and its importance in history. While other ancient Greek *poleis*, or city-states, advanced in areas such as art, trade, and politics, Sparta emerged as a master in warfare. The Spartan emphasis on war and the military attracted both admiration and criticism from non-Spartan observers, including ancient scholars such as Plutarch and Herodotus. This helped create, as Cartledge asserts, the "Spartan myth," which he acknowledges as a "fascinating and important side to [the] Spartan story" (24). Although there is an importance placed on the mythic Sparta, Cartledge focuses his attention on the historical reality surrounding this ancient Greek society. In a well-written and informative book, Cartledge provides a survey of ancient Spartan history from 480 to 360 BCE, which is also known as the Classical Age of Greece.

While focusing on ancient Spartan history, Cartledge examines various sources, including poetry fragments, writings from non-Spartans, and archeological artifacts. He emphasizes the importance of these sources by including various maps, biographies, illustrations, and a timeline to help guide the reader through the history of ancient Sparta. Although he uses these sources for content and context, Cartledge does an excellent job introducing the different sources and establishes a sense of caution for biases in each source. For example, he discusses ancient Spartan women and uses Aristotle's *Politics* as a means to provide insights into ancient Spartan society. As he points out, there is a prominent bias in the way Aristotle views the role of women in ancient times, which he calls an "absolutely standard Greek male (chauvinist) view of women's inferiority to men" (166). This type of cautionary treatment provides more validity to his examination of the history of ancient Sparta. It also helps his organization of the narrative, which he divides into three broad sections. With a careful outline within each section, Cartledge is able to establish chronological and topical divisions. The division of the material into different parts allows the reader to gain a clearer understanding of the important times, people, and events critical in studying ancient Sparta.

Even though there is a division in the narrative, Cartledge explains the importance each part has in his survey of ancient Spartan history. In the first section, titled "Go, tell the Spartans," Cartledge explains how Sparta became the most powerful hoplite warrior-society in ancient Greece. He explains that the ancient Spartan dominance over its neighbors and the large increase in the *helot*, or captive, population helped push them toward the creation of a military state (72-76). In the second section, titled "The Spartan Myth," Cartledge focuses on ancient Spartan conflicts with their counterparts and the surprises found when looking into ancient

Spartan society. It is in this section that readers are likely to be fascinated with Cartledge's examination of ancient Spartan women, their role in society, and the admiration and critique from non-Spartan outsiders, namely Aristotle. He explains that women did have more privilege and status in ancient Sparta than any other women in ancient Greece did. They were able to own property, receive an education, engage in shameless sexual practices, and fulfill important religious roles, which resulted in "some kind of ideal alternative" to the traditional male-dominated ancient Greek city-state (166). Finally, in the third section, titled "A Crippled Kingship," Cartledge discusses the events leading up to the collapse of ancient Sparta and the legacy it has in modern times. The separation of *The Spartans* into three broad themes helps Cartledge effectively provide the reader with a general knowledge of ancient Spartan history.

Although he successfully uses various sources and organizational tools in *The Spartans*, Cartledge does do the reader an injustice when implementing what he calls "snapshot biographies" (23). Used as a method to emphasize the past and to bring a personal element to the history of ancient Sparta, Cartledge's "snapshot biographies" may cause confusion and interrupt the flow of the narrative. While these biographies provide important historical context, there is, however, a problem in how he places them into the text. Cartledge is able to introduce the biography successfully and tie it to the larger historical reality, but there is no distinct indication of where it ends. This problem presents itself almost immediately when Cartledge implements his first "snapshot biography" of "Helen of Troy – or Helen of Sparta?" (48). Even though he introduces Helen and begins his analysis of her and her importance, there is no specific end to her biography, and that creates a sense of unfinished business. It would be a benefit to his reader if Cartledge were able to provide a clear beginning and end to his "snapshot biographies" so they do not cause certain areas of the book to become muddled and confusing.

Paul Cartledge's *The Spartans: The World of the Warrior-Heroes of Ancient Greece, from Utopia to Crisis and Collapse* is a well-written narrative that explores the creation and downfall of a hoplite warrior-society. Although it is a survey of ancient Spartan history, *The Spartans* is able to provide a broad overview of this society likely to appeal to popular audiences. Targeted to a general audience, at least an educated one, Paul Cartledge's book provides in-depth insights into ancient Spartan society and history. While Cartledge divides the book into three main sections, contradictions and surprises about the Spartan myth prove to be the most fascinating section, especially with his examination of the role of ancient Spartan women. Although there are parts of the narrative that become muddled due to his use of "snapshot biographies," Cartledge has successfully created a clear, well-written and informative text that lays out a survey of ancient Spartan history during the Classical Age.



THE PUBLIC HISTORY INSTITUTE AT CSUB

by Dr. Miriam Raub Vivian, Director

PHI ALPHA THETA NEWS

The National History Honor Society
by Dr. Miriam Raub Vivian, Advisor

The academic year started off with a bang, with the PHI involved in two campus events in late September, both of which were in conjunction with the 50th anniversary of the Delano Grape Strike: a short film and several speakers in the library's Dezember Reading Room (DRR) on Friday, Sept. 25 (funded by the library); and a play in the Doré Theatre on Saturday, Sept. 26, highlighting the plight of undocumented teens in California. These CSUB events followed a day of programs at Bakersfield College dedicated to the same commemoration. All these events preceded a daylong anniversary celebration at "Forty Acres" in Delano by the UFW on Saturday, Sept. 26.

A full house in the DRR was treated to a short film on the Filipino farmworkers who launched the strike (*Delano Manongs: Forgotten Heroes of the United Farmworkers*), produced by filmmaker Marissa Aroy (a product of Bakersfield), who introduced it, and then heard a captivating panel of speakers who further addressed the important role played by Delano's Filipino farmworkers, led by Larry Itliong. These historians—Dawn Mabalon from SF State University, Mario Sifuentez of UC Merced, and Todd Holmes of Stanford—provided three fascinating perspectives on the strike. After a short break, a panel of speakers focused specifically on the UFW and Cesar Chavez: co-founder of the UFW, Dolores Huerta; journalist Miriam Pawel; and historian Matt Garcia.



Filipino labor leader
Larry Itliong

An engaged audience had no shortage of questions for these speakers and, for some, it was an emotional afternoon, recollecting their involvement in the strike, or honoring the memory of the strike's leaders, or challenging



Latino labor leader Cesar
Chavez

scholars' perspectives. This important and lively afternoon exploring a major regional event that had significant national repercussions and proved a milestone in labor history is now available to a wide audience, as C-SPAN videotaped the over-four-hour event.

Saturday evening's play was heavily funded by the PHI, which brought the San Francisco Youth Theatre (and its mostly young actors) to campus for *In and Out of Shadows*, a play by Central Valley playwright Gary Soto, who based his script on oral interviews of numerous undocumented teens. Emily Klion, their Director, wrote original music for this play, which included Spanglish and Tagalog amid a very lively dialogue—all clearly well received by a very warm and appreciative audience. Those who spoke to me afterward gave it very high marks, and I'm delighted the PHI could bring this play to our students and the larger community. With financial assistance from Cal Humanities, the play was also preceded by a panel of speakers who addressed issues the undocumented face in getting access to healthcare—and the challenges this poses for our community. (Admission was free to students of all ages and a modest \$5 for all others—designed to ensure cost would not prevent anyone from attending.)

Looking to 2016, the PHI is currently planning events for spring and/or next fall in conjunction with the 150th anniversary of Kern County, which falls exactly on Sat., April 2.

Stay tuned—and check out our webpage, which I'll be updating early next quarter: <http://phi.csub.edu>.

Membership

As fall quarter is now behind us, I hope you apply for membership in our campus chapter of the national history honor society, Phi Alpha Theta (PAT), if you qualify. You must have a 3.1 GPA or higher in all your CSUB history courses (minimum four)—and an overall GPA of at least a 3.0. (Graduate students must have a minimum 3.5 GPA in four or more CSUB graduate history courses.) See our department web page for more information (www.csub.edu/history). If you'd like to apply, please fill out a red application form in the rack right outside my office (Faculty Towers 304A.) A lifetime membership is \$40—worth the price when you consider that it can help distinguish your resume. It also qualifies you to participate in the annual PAT regional student paper conference, which will be held this spring (on a Saturday to be determined) at California Lutheran University in Thousand Oaks. There are other national awards as well for which you may apply, and membership enables you to purchase an honor cord (\$15) to wear with your regalia at Commencement as well.

Annual Phi Alpha Theta Paper Competition and JR Wonderly Memorial Awards

In January 2016, faculty will submit strong student papers to compete in our department's annual paper competition. As an honor student, you are encouraged to write papers for your courses with an eye toward their being selected by a faculty member for submission to this annual paper competition. Thanks to the ongoing financial support of alumnus Peter Wonderly, the Wonderly Awards provide cash prizes to students who have written outstanding papers. These awards will be announced sometime in February.

Annual Phi Alpha Theta Regional Student Paper Conference

PLAN NOW to join me at the regional conference Cal Lutheran this spring. The Regional conference is a GREAT experience in a very supportive environment, especially for graduate students and undergraduates considering graduate school, but ANY PAT member with a strong research paper is encouraged to participate. I will email all PAT members with information about the Regional, once I have it. If you decide to participate, PLEASE let me know! I try to coordinate carpools where possible.

PAT Board of Officers, 2015-16

If you have any questions about Phi Alpha Theta, contact me or ask a member of our current board of officers: **President:** Mackenzie Hooper; **Vice-President:** Elias Medina; **Secretary/Treasurer:** Kim Kartinen; **Historian:** Shannon Banks; and **Paper Award:** Peter Wonderly

HOW THE ARAB CONQUESTS CHANGED THE WORLD WE LIVE IN

by Daniel Kirk

Conquerors come and go, but few have been as successful and transformational as the Arabs. The Arab Conquests, from approximately 633 to 732 C.E., were rapid, widespread, and long-lasting. The Arabs, united for the first time in history, rapidly conquered established empires and united disparate parts of the world in the space of a century. The conquests succeeded in large part because the Arabs entered the stage of history at an auspicious time, and possessed a value system that stressed a unified Muslim identity and purpose. Muhammad's call to Islam united warring Arab tribes and forged a political entity with a religious purpose—the vision was greater than any one man.

The Arab Conquests began in Muhammad's lifetime with raids into Syria and Palestine, but by the time of the first caliph, Abu Bakr, the Arabs had begun a serious campaign to rule Iraq and the Levant. Once Abu Bakr quelled internal strife caused by Muhammad's death—the Riddah Wars, the caliph ordered campaigns into the fertile heartland of Iraq and into Syria in 633. Amazingly, the Arabs conquered the ancient Persian Empire within two decades. The second caliph, Umar, personally accepted the surrender of Jerusalem by the city's Byzantine patriarch in 637. Once Palestine was secure, the Arabs continued their conquest of Byzantine territories in North Africa beginning with Egypt. By the beginning of the eighth century, the Arabs had spread as far west as the Straits of Gibraltar in the West and the Oxus River in the East. Under the direction of the Umayyad caliphs in Damascus, the increasingly diverse Muslim armies continued to spread into new lands. The Muslims cemented their control of the Maghreb and Spain by incorporating the Berber tribes into the Caliphate as loyal soldier-settlers.

Beyond the River Oxus, the Muslim armies struggled to contend with the various warring Turkic and Iranian tribes, though successive governors used a mixture of force and enticement to gain control of Transoxiana and Samarqand. Beyond the desert of southern Iran, the Muslims ventured into the land of the Indus River called Sindh. Muslim control reached its furthest extent in the mid-eighth century when the Umayyad Caliphate stretched from Spain (Al-Andalus) to Sindh (modern-day Pakistan).

Since the Arabs were never focused on changing the hearts and minds of their subjects through force (this was never part of the conquests), they were able to be relatively inclusive and tolerant towards the conquered non-Muslims. The conquests were limited mainly by internal political conflicts, such as feuds and revolts, which ultimately split the Islamic world into two separate political entities. The Umayyad dynasty in Al-Andalus and the Abbasid dynasty centered at Baghdad in Iraq splintered further in succeeding centuries, yet Islamic culture continued to develop and endures today.

The Arabs entered the Maghreb (Northwestern Africa) in 642 and Transoxiana in 650 as a natural continuation of their campaigns into neighboring territories. Muslim Egypt was vulnerable to the Byzantines in North Africa, and Khurasan was threatened by Persian and Turkic tribes in lands beyond the Oxus River. In both cases, the Muslims encountered heavier resistance than before because they had to fight tribal societies, though the Muslims after several sustained campaigns in both regions incorporated them into their empire.

The land beyond the Oxus River in Central Asia, also called Transoxiana, took a century for the Muslims to conquer. Most of the first campaigns into Transoxiana amounted to raids organized by the governor of Merv, the Muslim capital of Northeastern Iran. Transoxiana was a diverse place with numerous cultures. The greatest kingdom was centered at the city of Samarqand, located along the Silk Road between Persia and China. Buddhists, Christians, and Hindus lived in Samarqand, so the city's inhabitants exchanged goods and ideas from across the world. A new governor of Khurasan, Qutayba ibn Muslim, united the Muslims in a *jihad* and used the cause of Islam to sustain them through bloody, prolonged campaigns.¹ In a unique episode of Islamic history, Qutayba called upon his troops to rebel against the caliph, but the Muslim forces refused. Governors willing to cooperate with local tribes like Assad ibn Abd Allah and Nasr ibn Sayyar eventually had more success in controlling Transoxiana.² Samarqand became a cultural center in the Islamic Caliphate through which Indian philosophy and medicine came into the West. The meditative movement of Sufism in Islam first developed at Samarqand, as Muslims (a minority in Samarqand) sought a common identity and universal medium.

Muslims reached the furthest east in Sindh, which is today southern Pakistan near the mouth of the Indus River. Sindh was considered “the wild frontier of Indian civilization” because of its numerous pirates and lawlessness, but it was also renowned for its ancient and rich culture.³ Muslims encountered and worked with numerous Buddhist monks and Brahmins (Hindu religious leaders) in order to secure tribute and treasure from the region, despite concerns among some Muslims that these religions were pagan. The leader of the campaign, Muhammad ibn Qasim, afforded Buddhists and Hindus the same status as People of the Book, declaring, “the *budd* (Buddhist temple) are like the churches of the Christians, the synagogues of the Jews and the fire-temples of the Magians.”⁴ Religious tolerance also became a hallmark of Islamic Spain at the far western end of the Islamic Caliphate. Muslim Berbers under Tariq ibn Ziyad invaded Visigothic Spain in 711 C.E. Tariq most likely needed a way to pay his recently recruited Berber soldiers and was not planning to conquer the Visigothic Kingdom, but discovered the kingdom was ripe for conquest. Due to divisions amongst the Visigoths that are not

[See Arab Conquest on pg. 11](#)

¹ Hugh Kennedy, *The Great Arab Conquests: How the Spread Changed the World We Live In* (Boston: Da Capo Press, 2007), 256.

² *Ibid.*, 293.

³ *Ibid.*, 298.

⁴ *Ibid.*, 306

GETTY MUSEUM TRIP
by Dr. Miriam Raub Vivian



Profs. **Cliona Murphy** and **Miriam Raub Vivian**--delayed only a week due to the mudslides on the Grapevine--traveled to the Getty Museum in Los Angeles in late October to see the exhibit of Hellenistic Age bronze statues (c. 300-30 BCE). These were brought together from all over the world--Greece, Italy,

Turkey, the British Museum, the Louvre in Paris, the Metropolitan Museum of Art in NY--to show the developing dynamism in Hellenistic statuary, as well as the opportunities for artistic expression in bronze that were not possible in sculpting marble, as bronzes were cast with molten copper and tin. In one method, called "lost-wax casting," a wax figure was first sculpted, and then clay was formed around this. Once the clay hardened, metals were poured into the clay mold, and the wax inside melted, making room for the bronze sculpture.

Enjoying a lovely fall day, we were able to enjoy the Getty's beautiful outdoor spaces, architecture, and gardens. Their permanent collection is extensive, their temporary exhibits are usually fabulous, and the whole trip costs only gas and parking (\$15), as admission is FREE. It's just a couple hours or less down the "405" freeway, so I urge those interested to check out their website and plan a trip soon. The Getty Villa in Malibu, which houses their collection of Greek and Roman antiquities, and which was built as a replica of a villa excavated in Herculaneum (on the Bay of Naples, covered by Mt. Vesuvius), is another highly recommend destination.



TEACHING INNOVATIONS

THE ARCHIVES COME TO THE CLASSROOM

by Dr. Kate Mulry

On November 12, librarian **Chris Livingston** visited my section of the *Survey of US History to 1877* course and brought with him a range of items he selected from the Walter W. Stiern Library Archives and Special Collections. Among the fascinating materials he brought to class were an indenture contract drawn up in the eighteenth century, several daguerreotypes, CSUB's oldest printed book, and an assortment of letters written by Union soldiers during the Civil War. Students broke into small groups and circulated around the room so that everyone had an opportunity to inspect, discuss, and wonder at these images and texts. Many students were excited simply to touch objects that were so old; others agreed that history came alive for them while studying the miniature portraits and deciphering the handwriting looping across torn and faded pages.

Throughout the quarter I regularly required students to read primary source materials and to discuss how such ephemeral bits and pieces of the past could serve as clues for historians as they reconstructed stories and crafted arguments. But this was their first opportunity to see and handle such objects in their original form. Unlike the transcriptions of materials collected in their source readers the manuscripts and images from Stiern Library's archives challenged students to think about how much more they might glean from a primary source than words alone. For instance, many students were struck by the postscript of a letter written by Union soldier Emery Warner to his sister, Julia Warner, on June 21, 1863, in which he promised to "Put in a lock of my hair as you wanted." While that lock of hair was, of course, long gone, the oil from Emery's hair left a visible circular stain on the paper. His loving gesture made its mark.

Primary sources are essential to the historians' craft. They add rich texture to the experience of studying and writing history. And part of the larger purpose of Chris's visit to the class was to introduce the extensive collection of Civil War letters to the students as they prepared to write a document analysis essay. Each student was required to read at least two of the Civil War letters and to develop an argument based on an analysis of the evidence. The visit to class ensured that students had an opportunity to examine the letters in person before sitting down to write their essays. The enthusiastic response from the students to Chris's visit has inspired me to make sure that I set aside time every quarter for a similar exploratory session.

GUEST LECTURER FOR HS 468 CLASS

by Dr. Alicia Rodriquez

In October, **Celeste Menchaca**, a Ph.D. candidate in American Studies and Ethnicity at the University of Southern California, delivered a guest lecture drawn from her dissertation research in Professor Rodriquez's Mexican-American history course. Her fascinating presentation, "Border Surveillance and the Mexican Female Body: Performing and Passing at the El Paso-Juarez Border," prompted a spirited class discussion. Menchaca, whose dissertation director is celebrated scholar of Chicano history, George Sanchez, is the recipient of a prestigious Ford Foundation Dissertation Fellowship. She expects to complete her doctoral dissertation this academic year.



TEACHING INNOVATIONS

IMAGINATIVE STUDENT PROJECTS IN “GREECE” (HIST 301) BRING ANCIENT HISTORY TO LIFE

by Dr. Miriam Raub Vivian

If “variety is the spice of life,” then my Greek history students brought considerable flavor to the classroom this past term through their projects on Socrates’ teaching and trial, which were also useful preparation for a related paper assignment requiring they explain why Socrates was charged with crimes and sentenced to death.


Rather than simply lecture on this topic, I decided to have them explain what **they** understood about it by working during class time in one of six groups (each with four students) randomly determined. In good Greek democratic style, each group chose by lot one of the six projects I came up with. There was negotiation with one group to modify its project, and two groups came up with their own ideas—with my encouragement.

The results, presented at the following class meeting, were fantastic—going well beyond my expectations! Students did an impressive (and energetic) job showing what they understood about Socrates’ teaching and trial through the following projects:

- ❖ A Facebook page for Socrates (“Soc Rates,” as “Socrates” is an actual name and was thus unavailable), which provided his profile and listed his friends, etc.
- ❖ A game designed to quiz students on their knowledge of this topic; they decided to name it “Athenian Revenge,” and the class, divided into two teams, played part of the “beta” version.
- ❖ The front page of an Athenian newspaper (*The Hellenic*, “Athens’ hometown newspaper since the Iron Age”), priced at one obol, and featuring a story on Socrates’ death sentence, as well as a review of Aristophanes’ *Clouds*, and two opinion pieces, one supporting the verdict/sentence, and the other writing against it.
- ❖ A mural featuring images and texts to communicate highlights from Socrates’ teaching and trial.
- ❖ Song lyrics (by Plato) about Socrates’ plight, which the group called “Book It” (as in get out of town, Socrates!) and which they set to Michael Jackson’s “Beat It.”
- ❖ A People’s Court trial, which laid out the accusations, gave Socrates a chance to defend himself, and finished with a judge reading the jury’s verdict.

Here are the illustrations of a few projects:

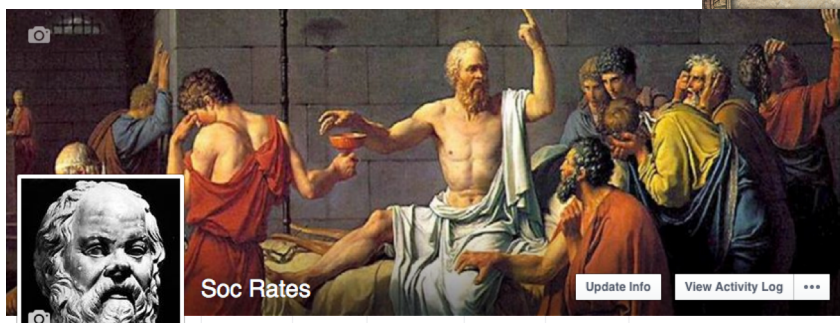
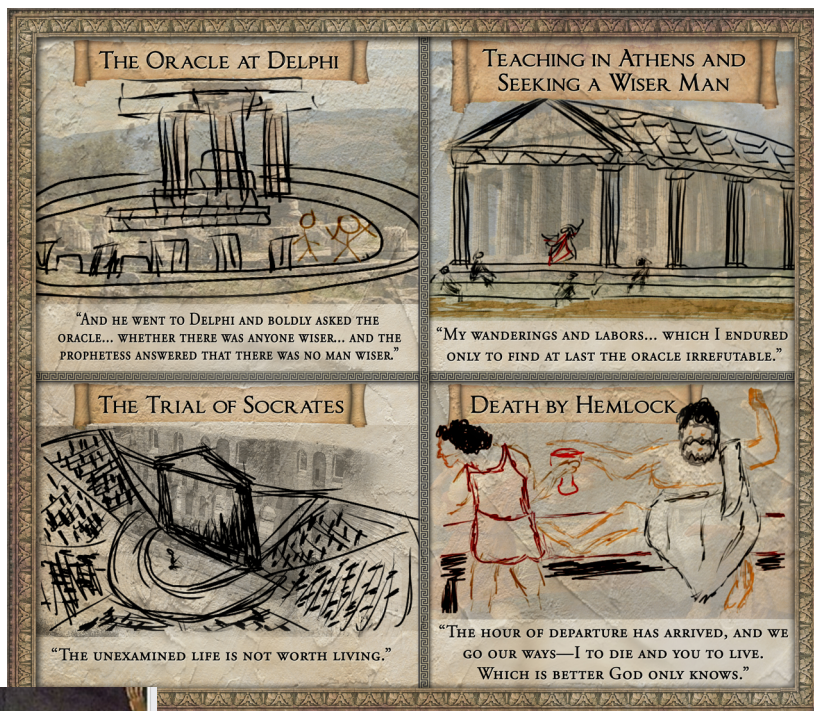
THE HELLENE



“Serving the Agathoi since we learned how to read and write.”

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See Imaginative cont. on pg. 11

CSUB GRAD STUDENT FINDS LOCAL EMPLOYMENT AS ARCHIVIST

by Daniel Anderson (MA 2015)

HISTORICAL RESEARCH CENTER NEWS

by Archivist, Chris Livingston (MA and MLIS)

Photograph Collection

After an article ran in *The Bakersfield Californian*, the HRC was contacted by a community member about a potential donation of photographs documenting Filipinos during the 1965 Grape Strike. The collection contains well over 500 photographic prints and negatives. It also includes historic images of Filipinos in Delano during the 1920s, 30s, and 40s.

Intern Positions

The HRC is looking for two student interns to process archival collections. The ideal candidates will be detail oriented and be able to interpret historical documents for research purposes. We also have another internship opportunity at the Buena Vista Museum working with John Stegall to organize their records. If you are interested, contact Chris Livingston in the HRC.

New Website

The HRC has a new website. Check it out at hrc.csub.edu.

Gallery Group

Any students interested in joining the Gallery Group please contact Chris Livingston ASAP. As a member of the Gallery Group, you will have the opportunity to research, design, and construct museum quality exhibits in the HRC and throughout the Walter Stiern Library. We have a number of upcoming exhibits!

Chris Livingston, Archives-Digital Initiatives, Historical Research Center, Walter Stiern Library, CSUB, 661.654.3253, www.csub.edu/~clivingston

STUDENT WORKS AS ARCHIVAL ASSISTANT IN HISTORICAL RESEARCH CENTER

by Kim Kartinen (BA, 2014)

I transferred to CSUB in the fall of 2012 with an AA in Anthropology. However, after one quarter, I knew that history was my true calling and switched majors the following quarter. My passion for history grew, and heeding the advice of one of my professors, I began working towards my master's degree after attaining my bachelors.

I have an insatiable curiosity about history, and relish the opportunities I have had to learn more thorough research, particularly when dealing with primary sources. I jumped at the chance to be a volunteer docent for the Grapes of Wrath exhibit because it allowed me to learn and have access to a unique collection. My advisor suggested I do an internship in Spring Quarter, 2014, and I readily agreed. I have interned three times since then—twice in the library archives and once at Union Cemetery. Each position has been gratifying and has enhanced my skills as a researcher and archivist. I have learned techniques for arranging, describing, and preserving items as well as how to digitize them and utilize content management tools.

It would be impossible for me to choose one particular aspect of my job over another. I love learning, and the work environment is perfect for me. I expect that my experiences will aid me in obtaining a full time position where one is available when I graduate in late 2016. Until then, I am enjoying myself in the archives.

A major concern for all students is how we will feed ourselves after we graduate. We hope we can find something within the discipline we enjoy. The old adage “A man who loves his job never works a day in his life” is certainly true! I have found myself happily working at Bakersfield College Archives in the Grace Van Dyke Bird Library. I was hired in September as an Archival Assistant because I had participated in CSUB's archives program. Having just earned my Master's in History, I am able to utilize my skills in researching, digitizing, data managing, and curating Bakersfield College's history. This is a great step into a career I love.

My passion for archiving developed during my time in the History Department's graduate program. Interested in repositories holding historical knowledge, I inquired how one volunteered in CSUB's Walter Stiern Library's archives. A couple summers ago, there was an opening as a “Student Assistant” that paid! After logging in multiple hours over the summer, I earned the position. Since then I learned about processing collections, auditing preservation for current collections, digitizing photos and documents, and curating exhibits. It quickly became clear that I wanted to be an archivist when I grew up. I earned a strong reputation for hard work and accomplishing any task presented to me. Then, Jerry Ludeke from Bakersfield College Archives came to CSUB to see our repositories. The rest is history.

How, you might ask, did I get such a great gig? My work in the CSUB archives prepared me. Learning important skills in archiving at CSUB made me a prime candidate for Bakersfield College's Archives. CSUB's Walter Stiern Library's friendly staff and administration supports students interested in library and archive skills. Chris Livingston, head of the Historical Research Center and Archives, taught me the arts of processing, digitizing, managing, and presenting archives. With these skills I am able to perform the much needed tasks in BC's expanding archives.

Now my time at CSUB has come to an end as a student. For those who are unsure what they will do with their History degrees, I have this to say. There is a great program for archiving in the Walter Stiern Library. Students can participate in making exhibits, processing collections, and digitizing. If archiving does not seem like something you would enjoy, talk with your professors. Getting involved in the local history community can help you decide what you want to do for your career. The more you invest yourself into your craft the more employable you will be after graduation.

FACULTY NEWS

Dr. Stephen Allen is traveling to Mexico City in December to finalize image permissions for his monograph, *Boxing in Mexico: Masculinity, Modernity, and Nationalism*, which is under contract with University of New Mexico Press. Dr. Allen's review of Troy Rondinone's *Friday Night Fighter: Gaspar "Indio" Ortega and the Golden Age of Television Boxing* was published in October for the journal *Sport in History*. He is also starting a new oral history research project about Memory and Mexico's Cristero Rebellion and is looking for students, graduate or undergraduate, who would be interested in helping gather oral histories for the project.



Dr. Mustafah Dhada chaired a panel on, "Rethinking Decolonization: Institutions, Archives, and Identities," at the juried 58th Annual Meeting of the African Studies Association on "The State and The Study of Africa," held on November 19th-22nd, 2015 in

San Diego. He also presented a paper on, "Archives and the Production of Knowledge in Mozambique's Armed Struggle, 1964-1974," at the conference.

On November 24, 2015, the Center for Social Studies, CES, at Coimbra University in Portugal, hosted the national launch of **Dr. Dhada's** landmark book. Two critical reviewers judged it as a "feat of investigative research and layered storytelling. Dhada unearths with exceptional degree of detail the events surrounding the infamous Portuguese colonial massacre of Wiriyamu, as well as the ways in which competing narratives about this event were crafted, buried, revealed, diffused, and contested. The book leads the reader through a maze of documents and memories, until a shattering vision of the destruction of Wiriyamu in which even the trees come to life to testify. The writing is alive with personal passion spanning decades; rich, sophisticated, and utterly compelling." – **Paolo Israel, University of the Western Cape, South Africa, author of *In Step with the Times: Mapiko Masquerades of Mozambique***

The department is pleased to announce that **Dr. Dhada** has received a **Fulbright** to Mozambique, his second such award, and subject to final approval from the Department of State, he will on

a teaching and research fellowship to Maputo to work on Diplomacy and Foreign Aid in Luso-African Liberation Wars

Douglas Dodd presented a paper, "The New Deal and the West: Linking History to Local Communities in the Classroom with *The Living New Deal*," at the Organization of American Historians Regional Workshop, Los Angeles, CA, July 2015.

Dr. Kate Mulry was awarded a Professional Development Grant to present her paper "Unwholesome Tinctures: Inoculation and Questions of Heredity in the Early Eighteenth-Century Anglo Atlantic" at the Annual Meeting of the American Society for Eighteenth-Century Studies, Pittsburgh, PA, in March 2016.

Dr. Cliona Murphy had a panel accepted for the American Conference for Irish Studies in April 2016 at Notre Dame University. Two students, Kim Kartinen and Valeria Garcia, who have been researching with Dr. Murphy, are also on the panel. The panel's topic is "Reluctant Acknowledgement: Perspectives on the San Patricios in the United States, 1848-1960."

Dr. Murphy also had a separate paper accepted for the conference, "Thomas Coulter's involvement with British Mining in Mexico 1825-29."

Invited by Jack Hernandez, Director of the Levan Humanities Center at Bakersfield College, to contribute to the *Levan Humanities Review*, **Dr. Miriam Raub Vivian** is working on an essay about the Romans as builders, which dovetails with a new course she has created for both the History Dept.'s semester system curriculum and the new General Education program: **Building an Empire: A History of Rome**. That course will explore many facets of how Rome built its empire, from its unique republic to military conquest and provincial administration, and from trade networks to a powerful Mediterranean economy. Her essay examines the built environment the Romans created, from roads and temples, to amphitheaters and aqueducts--and much in between, explores the many innovations that Roman architects and engineers contributed to western building, and shows how the rise of Christianity in the empire transformed the Roman landscape in several notable ways.

STUDENT NEWS

Nicole Morgan (MA 94) has been hired to teach junior High social studies and religion at Santa Clara School in Oxnard. Congratulations, Nicole!



NEWS FROM OUR MA ALUM AND PART-TIME ADJUNCT

By Josh Rocha, MA 2010

(Josh is in the doctoral program in History in UC Santa Barbara)

My dissertation is on military spectacle in interwar Britain (1919-1939). This means that I study events like fleet reviews, air displays (air shows), navy weeks, military tattoos (the parade ground variety, not the ink-stained skin variety), and military pageants. These events became extraordinarily popular during this time period, yet they have suffered from scholarly neglect. Furthermore, they were one of the essential means by which the public learned about their armed forces and also a means of shaping public opinion for each military branch. Each of the services used these displays to present their own concepts of empire, nation, and the past and future of warfare. I was initially drawn to this topic after learning just how disconnected from reality British military thought became during the 1930s. Outlandish projections of tens of thousands of casualties through air attack within hours of a declaration of war was one of the primary causes of the appeasement policies of the Baldwin and Chamberlain governments. One of my central arguments is that military spectacle ultimately helped contribute to British paranoia about air power, but, even more significantly, my research suggests just how difficult it can be to manipulate public opinion in a modern open society. I spent last winter in London doing research at the National Archives, the National Maritime Museum, the RAF Museum, and the Imperial War Museum. I plan to finish and defend my dissertation sometime during the next academic year.



Triumph of Bacchus (detail), about 1560. Woven in Brussels by Frans Geubels, after a design by Giovanni da Udine. Wool, silk, and gilt metal-wrapped thread. Image courtesy of and © Le Mobilier National. Photo: Lawrence Perquis

MUSEUM EXHIBITIONS IN LOS ANGELES

OPENING IN DECEMBER

at the Getty Center

(Admission free; parking \$15; closed Mondays)

Woven Gold: Tapestries of Louis XIV

December 15, 2015–May 1, 2016 | **The Getty Center**

Colorful and glittering tapestries, hand-woven after designs by the most renowned artists, were the ultimate expression of status, power, taste, and wealth. As patron, heir, and collector, Louis XIV, vastly augmented the prestigious French royal collection of tapestries. With rare loans from the French state, this exhibition presents a selection of monumental tapestries that evoke the brilliance of the Sun King's court.



View of the Parthenon from the Propylaea, Athens, 1805, Simone Pomardi. Sepia. The Packard Humanities Institute

NOW OPEN THROUGH FEB. 15

At the Getty Villa

(Admission free; parking \$15; online reservation required; closed Tuesdays)

Greece's Enchanting Landscape: Watercolors by Edward Dodwell and Simone Pomardi

Through February 15, 2016 | **The Getty Villa**

In 1805, Greece was still part of the Ottoman Empire. In that year, English antiquarian Edward Dodwell and Italian artist Simone Pomardi traversed the country and together produced around 1,000 watercolors and drawings of monuments, ancient sites, and picturesque vistas. Often drawn using a camera obscura, their images are photographic in their detail and accuracy, and provide a remarkable picture of a landscape now much changed.

For more information, visit www.getty.edu.

MEET THE WORLD



Nicole Sarmiento second from the left.

Lindsay Pawloski second from the right

Students in Meet the World fall quarter. Runda Osman, from Sudan, was one of the guest lecturers. Runda is a liberal studies major. Two history majors were in the class, Nicole Sarmiento and Lindsay Pawloski. This is a two unit (CR/NC) class taught by Dr. Murphy.

HISTORY CLUB

If you would like to join the History Club contact csubhistory@gmail.com. You can also contact one of the club's advisors Dr. Murphy or Dr. Vivian. The club has regular meetings and activities. A conference for CSUB History students is being planned for the spring quarter.

Arab Conquest cont. from pg. 5

entirely clear, Tariq along with an Arab army commanded by Musa ibn Nusayr conquered the Iberian Peninsula, which became known as Al-Andalus to the Arabs. Islamic expansion was checked by Charles Martel, *de facto* leader of the Franks, at the Battle of Poitiers in 732 C.E. Al-Andalus in the west and Sind in the east represent the farthest reach of the Arab Conquests.

An Islamic identity developed as the Arab Conquests accelerated. Muhammad's new religion of Islam was based on the Abrahamic religions and possessed a respect for Judaism and Christianity that was later expanded to other religions. The Muslim Arabs did not force conversions on non-Muslim conquered populations. This policy contributed to a multicultural society witnessed by the fact that Christians and Muslims shared the church in Damascus. The Arabs unity in purpose, rooted in Islam, allowed them to overcome the fractured Byzantine and Sasanian Empires. Their resolve, sometimes under the call to *Jihad* , allowed them to persevere in the Maghreb and distant Samarqand and beyond. To many conquered subjects, the Muslims' austerity and fair-handedness stood in stark contrast to their old masters. By the eighth century, conversions were common (for religious and/or financial reasons) and encouraged. New Islamic cities, such as Kufa and Bosra, joined with established cities such as Damascus and Samarqand to create a long-lasting Islamic culture that rapidly developed beyond its Arab origins.

Imaginative cont. from pg. 7



Song sung to the tune of "Beat It," by Michael Jackson.

I told him, "Don't you dare come around here. They don't wanna see your face. You'd better disappear."

Murder's in their eyes, and their intent is clear, so book it, just book it.

You'd better run; you'd better hide where you can. Don't wanna see you die; don't be a stupid man.

You wanna speak the truth, but you're gonna kick the can, so book it, but you're gonna make me mad.

Refrain: Just book it, book it, book it, book it. They don't wanna be defeated. They'll say how corrupt is your blight. It doesn't matter if they're wrong or right. Just book it, book it (x4).

They're out for your blood; you better leave if you can.

Don't wanna be a sophist; you wanna be a factual man.

If you wanna stay alive and don't wanna kick the can, just book it, just book it.

They don't wanna show you that they're really just scared. It doesn't matter if you know nothing; this ain't no truth or dare.

They'll taint you, they they'll kill you, and they'll have prevailed. So book it, but you're gonna make me mad.

(Refrain)

What was the value in all this? Besides offering a new classroom activity, it allowed students to use their considerable creative energies and have fun with an important event in ancient Greek history. As a believer in the adage that one never learns something quite as well as when one has to teach it to others, I think this required students to understand the context of Socrates' life, teachings, and trial well enough to be able to communicate it to their peers. I hope it will also be a learning experience they won't soon forget.

2015-2016 CLASS SCHEDULE

WINTER 2016

Hist 204	Western Civilization II	Harrie, Jeanne	TR	CT2	10:00-12:05P
Hist 206	Western Civilization III	Oehler, Geoff	MW	G2	5:15-7:20P
Hist 210(2)	World History I	Llamas, Javier	TR	DT2	12:45-2:50P
Hist 211	World History II	Dhada, Mustafah	MW	C2	10:00-12:05P
Hist 231(1)	Sur of US Hist to 1877	Dodd, Doug	MW	C2	10:00-12:05P
Hist 231(2)	Sur of US Hist to 1877	Mulry, Kate	MW	F2	3:00-5:05P
Hist 231(3) jumbo	Sur of US Hist to 1877	McKeehan, Michael	TR	FT2	3:00-5:05P
Hist 232(1) jumbo	Sur of US Hist since 1865	Rodriquez, Alicia	TR	BT2	7:45-9:50A
Hist 232(2)	Sur of US Hist since 1865	McKeehan, Michael	MW	G2	5:15-7:20P
Hist 232(3)	Sur of US Hist since 1865	Garcia, Olivia	MWF	B3	8:30-9:55A
Hist 232(4)	Sur of US Hist since 1865	Freeland, Katy	TR	CT2	10:00-12:05P
Hist 300	Historical Writing	Vivian, Miriam	MW	D2	12:45-2:50P
Hist 357	Gilded Age & Progressive Era,1877-1917	Rodriquez, Alicia	TR	DT2	12:45-2:50P
Hist 374	California History	Dodd, Doug	MW	D2	12:45-2:50P
Hist 374	California History	Freeland, Katy	MWF	B2	8:30-9:55A
Hist 401	The Renaissance	Harrie, Jeanne	MW	C2	10:00-12:05P
Hist 414	Ottoman Empire World History	Dhada, Mustafah	MW	F2	3:00-5:05P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 565	Sem in Mxcn & Mexican American Hist	Allen, Stephen	T	G2H2	5:15-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		
GST 200	Meet the World	Murphy, Cliona	T	DT2	12:45-2:50P

SPRING 2016

Hist 210(1)	World History	Staff	TR	BT2	7:45-9:50A
Hist 210(2)	World History	Rocha, Josh	TR	FT2	3:00-5:05P
Hist 210(3)	World History	Staff	TR	DT2	12:45-2:50P
Hist 211	World History II	Staff	MW	D2	3:00-5:05P
Hist 212	World History III	Staff	TR	GT2	5:15-7:20P
Hist 231(1)	Sur of US Hist to 1877	Rodriquez, Alicia	MW	B2	7:45-9:50A
Hist 231(2)	Sur of US Hist to 1877	Staff	TR	CT2	10:00-12:05P
Hist 231(3)	Sur of US Hist to 1877	Staff	MW	D2	12:45-2:50P
Hist 232(1)	Sur of US Hist since 1865	Staff	MW	C2	10:00-12:05P
Hist 232(2)	Sur of US Hist since 1865	Staff	MW	F2	3:00-5:05P
Hist 300	Historical Writing	Vivian, Miriam	MW	G2	5:15-7:20P
Hist 303	The Roman Empire	Vivian, Miriam	MW	D2	12:45-2:50P
Hist 327	African Colonial Independence	Dhada, Mustafah	TR	CT2	10:00-12:05P
Hist 340	Latin America	Allen, Steve	TR	GT2	5:15-7:20P
Hist 352	Revolutionary & Early Nat'l America	Mulry, Kate	MW	C2	10:00-12:05P
Hist 462	Women & Gender in Modern TransAtlantic	Murphy, Cliona	MW	F2	3:00-5:05P
Hist 464	The American South	Rodriquez, Alicia	MW	D2	12:45-2:50P
Hist 490	Senior Seminar	Dhada, Mustafah	TR	FT2	3:00-5:05P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 556	Reading Sem in American History	Dodd, Doug	T	G2H2	5:15-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		

Published by the History Department at California State University, Bakersfield, 9001 Stockdale Hwy., Bakersfield, CA 93311-1099. Editor: Cliona Murphy. Production: Jean Stenehjem. We reserve the right to make any editorial changes to articles submitted. All comments, inquiries or suggestions should be directed to the editor.

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