



History Newsletter



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FROM THE INTERIM CHAIR, DOUGLAS DODD:



What a year. The 2020-2021 academic year brought both momentous changes and a *Groundhog Day* repetitiveness. Many of us have suffered losses. In the worst case, this has meant loved ones who succumbed to COVID-19. But even in the best case, we lost opportunities for personal contact and interaction with others. And then there's Zoom. It's a miracle of modern technology that allowed us to forge ahead with our educational mission despite the isolation required to combat the pandemic. In a previous era, we would not have been able to accomplish all that we did while remaining as safe as possible. We're grateful that it allowed us to continue moving forward, but we quickly became aware of its limits and frustrations—and the realization that while an online educational experience may get the job done, it is not nearly as fulfilling as the fully interactive and communal experience of an in-person class.

See *From the Interim Chair* pg. 11

OUTSTANDING GRADUATING SENIOR - ANA RAMIREZ



In her time at CSUB, **Ana Ramirez's** work has been consistently excellent in courses covering a wide variety of geographic regions, including Latin America, the Transatlantic World, and Asia. Through 8 CSUB History courses, Ana has achieved a perfect 4.0 GPA. Ana has shown particular strengths in World History and Gender History. In addition, Dr. Stephen Allen notes, "Ana stands out for her exploration of

See *Ramirez* pg. 11

JAMES H. GEORGE SCHOLARSHIP AWARD - KYLE WINN



Through his two years at CSUB since arriving in Fall 2019, **Kyle Winn** has achieved a reputation for academic excellence and active participation in extracurricular activities. Alongside his major in Political Science, Kyle's History degree has seen him achieve a 3.95 GPA through 7 History courses at CSUB. Kyle is also keen to broaden his knowledge beyond the classroom, serving as President of the newly forged History Book Club, which he co-created with

See *Winn* pg. 11

MARSHALL AND ETTA MASTERS GRADUATE SCHOLARSHIP AWARD - HILLARY BALL

Hillary Ball is no stranger to awards and accolades. Last spring, as a grad student, her paper, "18th-Century Cookbooks: The 'Secret' Scientific Society of Women" received honorable mention in the Wonderly Awards. Hillary has also played an important role in the life of the department, joining Phi Alpha Theta in 2017 and serving as its Treasury Secretary. She has served as a capable and trusted Teaching Assistant (during

See *Ball* on pg. 11

CLIO AWARD - KAYLA HINKLE



Since transferring to CSUB in 2018, **Kayla Hinkle** has made an indelible impression on the History Department. Across her 10 CSUB History courses to date, Kayla has achieved a sparkling 4.0 GPA. In Dr. Tang's World History, Modern China and Modern Japan courses, Kayla "was consistently one of the most dependable and insightful contributors to classroom discussions" and produced "top-notch written work." Dr. Tang also notes

See *Hinkle* on pg. 11

HISTORY & ARTS & HUMANITIES OUTSTANDING GRADUATE - KENNETH JACOBS



Since graduating Magna Cum Laude from CSUB's History undergraduate program in May 2019, **Kenneth Jacobs** has continued his strong academic achievement in the Master's program. Through eight completed courses in his graduate degree, Kenneth holds a 4.0 GPA. These courses include graduate seminars on the American West, the Ancient Mediterranean World, Modern China, and the Atlantic World, as well as a seminar examining Historical Research Methods and Historiography. Across all of these seminars Kenneth has excelled, reading assigned texts both thoughtfully and critically, and articulating insights effectively in class meetings. Beyond his

See *Jacobs* pg. 11



FAREWELL AND BEST WISHES TO PROFESSOR CHRIS TANG

by Interim Dept. Chair, Douglas Dodd

Prof. Chris Tang will be resigning at the end of July to return to Canada and begin a new career as a research analyst with the Immigration and Refugee Board of Canada, an agency of the Canadian federal government.

Dr. Tang joined the department in Fall 2016 from Cornell University, where he earned his Ph.D. An active scholar at CSUB, Prof. Tang has researched and written on Chinese Communist Party propaganda during the Maoist era and the Cultural Revolution.

See *Farewell* on pg. 12

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FACULTY HALL OF FAME

by Alicia Rodriguez

In 2020, Professor of History Emeritus Dr. Oliver Rink, was inducted into the Faculty Hall of Fame. Because of the pandemic, the induction ceremony was cancelled, but it is important to recognize Professor Rink and why the honor was bestowed upon him.

Dr. Rink joined the faculty of what was then California State College, Bakersfield, in 1975 and served the university until his retirement in 2012, a career spanning thirty-seven years. He served with distinction in the areas in which all tenured and tenure-track faculty are evaluated: teaching, research, and service. Throughout his career at CSUB, he was a teacher and colleague of the highest integrity who held himself and others to high professional standards. He was awarded Emeritus Professor of History in 2012.

Dr. Rink was an engaging lecturer and a gifted teacher who challenged students to think analytically about the complexities of the past and appreciate history as a living discipline. Indeed, his deep knowledge of his subject matter, as well as his energy, wit, and wisdom, had a profound impact on students who took his courses. Students never underestimated the rigor and challenging nature of his courses — Dr. Rink had a well-deserved reputation for being a tough grader — but they nevertheless completed his courses appreciating all that they had learned from him and the ways in which he challenged them to think about the past.

In addition to regularly teaching the lower-division U.S. survey courses, Dr. Rink taught the upper-division courses, Senior Seminar, Colonial America, Revolutionary America, European Colonialism, and Historical Geography, in addition to the Graduate Reading Seminar in Early American History. He also team-taught interdisciplinary courses with his colleagues, including Apes, Angels, and Victorians, (with members of the Psychology, English, and Biology departments), and the upper-division General Education course, Plagues and Peoples. The latter, which he team taught with biology professor Dr. Maynard See [Faculty Hall of Fame on pg. 12](#)

IN MEMORY OF CAREN PRESTON

by Alicia Rodriguez

Ms. Caren Preston, honored in 1989 with the CSUB History Outstanding Graduating Senior award, passed away December 28, 2020, at the age of 69. While Caren’s full obituary appeared in the *Bakersfield Californian* (linked below), this tribute highlights my connection to her: she and I were both history majors in the Class of 1989. It is also a reminder that the friends you make in classes can expand both the depth of the learning environment for all students, but also lead to unanticipated friendships.

I first crossed paths with Caren in an upper-division General Education course, Images of Women in Literature and Film, taught by a stern, no-nonsense professor, Dr. Jeffry Spencer, a founding mother of the CSUB English Department. Dr. Spencer was brilliant and very formal. When a student once observed that she often wore a necktie – unconventional for a woman – she told the class that her outfit – a shirt, tie, and skirt – was a habit she acquired from her uniform-wearing parochial school days growing up in San Francisco. In class, I was one of those students who sat See [Preston on pg. 12](#)



CONGRATULATIONS TO OUR GRADUATING STUDENTS

*Denotes member of Phi Alpha Theta History Honor Society

James Aguilar	Jacob Bodle	Sarah Caid
Rose Carrigan	Ricardo Carrillo	Susana Cervantes
Joseph Dominguez	Tyler Evans	Arturo Garcia
*Chance Garcia	*Anna Gonzalez	*Kristin Grau
*Kayla Hinkle	Riley Hunter	*Kenneth Jacobs MA
*Emily Kopp	Graham Kuck	Rodolfo Lomeli
Janette Lopez	Winter Martin	Korina Martinez
Drew Medeiros	Casey Miller	Thomas Moser
*Jennifer Paulsen MA	*Ana Ramirez	*Yadira Ramirez
Fidel Rodriguez	Andrea Rowland	Alyssa Smith
Morgan Townson	Alexander Ugues	Ramon Villa Jr.
Brayden Ward	James Weddell II	Arnold Xochicalli

GRADUATE PROGRAM DEGREES:

CONGRATULATIONS!

Jennifer Paulsen and Kenneth Jacobs passed their comprehensive examinations.

AN EMPIRE TRANSFORMED



Dr. Kate Mulry’s first book, *An Empire Transformed: Remolding Bodies and Landscapes in the Restoration Atlantic* (New York: New York University Press, 2021)

has been featured in several blogs since it was published in mid-January. On April 24, 2021, *The Page 99 Test* prompted Dr. Mulry to respond to a “test” that grows out of an observation attributed to the author Ford Madox Ford: “Open the book to page ninety-nine and read, and the quality of the whole will be revealed to you.” Thus, the site asks, if browsers open the author’s book to page 99, would they get a good or an inaccurate idea of the whole work? Dr. Mulry was happy to participate in this fun experiment and “tested” *An Empire Transformed*. Read her “results” at <https://page99test.blogspot.com/>

On April 24, 2021 the blog *Campaign for the American Reader* also featured Dr. Mulry’s book. The goal of the blog is to inspire and encourage more people to spend more time reading books. The blog’s proprietor tries to encourage more readers to read by shining a little light on books that they like and think others might find worthy of their time and attention: <http://americareads.blogspot.com/>

On April 19, her work was also featured on the series “The Author’s Corner” on Dr. John Fea’s American history blog, *The Way of Improvement Leads Home*. Dr. Fea poses five questions to the authors featured in the series. He asks what led them to write their books, if they can summarize the argument of the book in two sentences, why readers need to read the book, what led the author to become an American Historian, and what the historian’s next project will be. *The Way of Improvement Leads Home* gets about 9000 readers a day and Dr. Fea also posted the interview to over 20,000 Twitter followers. To read the interview with Dr. Mulry: <https://currentpub.com/2021/04/19/the-authors-corner-with-kate-mulry/>

Meanwhile, anyone interested in learning more about *An Empire Transformed*, or any of Dr. Mulry’s other research and teaching interests, can view this information on her website: <https://www.katemulry.com>

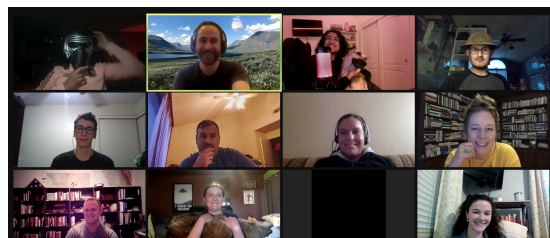
HISTORY FORUM

On Friday, March 26, 2021, members of the History Forum committee were very excited to host **Dr. Jessica Marie Johnson** (Johns Hopkins University). Dr. Johnson gave the second History Forum talk of the 2020-2021 academic year. Her talk was drawn from her book, *Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World* (University of Pennsylvania Press, 2020). Members of Dr. Kate Mulry's graduate seminar, *Atlantic World History*, were particularly excited to attend Dr. Johnson's talk having read the book the previous week. In her talk, Dr. Johnson highlighted the experiences of African women and women of African descent around the Atlantic World during slavery. Even though the History Forum was once again conducted as a Zoom webinar, this did not stop an enthusiastic audience of students, faculty, and members of the campus community from attending. Among the many attendees at the webinar event were students in Dr. Mulry's *Survey of U.S. History to 1877* course. Those who chose to attend were grateful for the opportunity to hear from Dr. Johnson. Molly Berbert called the talk "eye opening" and she appreciated Dr. Johnson's "incredible" archival work. Dulce Lizet Garcia Molina thought the talk was a "valuable" learning experience as well as "engaging." Similarly, Gursimran Kaur said he was "thankful to have had the opportunity to listen to Dr. Johnson." Like many of the other attendees, Keissy Melendez particularly appreciated learning more about the experiences of Black women during slavery.



HISTORY MOVIE NIGHT

By Chris Tang



During the spring 2021 semester, the History Club's History Movie Night series picked up right where it left off. Initiated in the Fall 2020 semester amidst the COVID-19 pandemic, the series brings together faculty and students to meet and discuss together a historical film we've all watched in advance. On February 25, the History Movie Night returned with *Denial* (2016) – a rare film positioning the historian at the center of the action – which chronicles Emory University Professor and Holocaust expert Dr. Deborah Lipstadt as she battles the infamous Holocaust denier David Irving in British court. On March 25, the series rolled on with *Midnight's Children* (2012), a film adaptation of the novel by Salman Rushdie profiling South Asia's postwar transition to independence from British colonialism, doing so through the lens of children born at the stroke of midnight on August 15, 1947 – the precise moment of independence for India and Pakistan. The History Movie Night series concluded on April 22 with, *Windtalkers* (2002), which elevates the underexplored heroism of Navajo code talkers during America's war in the Pacific during World War II. Drs. Mulry and Tang had a blast with the Movie Night crew at each of the semester's three Zoom discussion events, as laid bare in the screenshot photographic evidence, complete with festive headwear and pet attendees! Stay tuned for more History Club events in the 2021-22 year, as we eventually make our way back to campus!

THE UC BERKELEY PH.D. PIPELINE PROGRAM

By Hannah McKinzie

Like many of my peers at CSUB, I was born and raised in Kern County by working-class parents. My father had not gone to college and my mother finally earned her degree from CSUB after almost a decade of hard work in which she juggled jobs, pregnancies, and raising three small children. So, when I came to CSUB, I had no clue what graduate school was and had only planned to graduate with my bachelor's degree. However, it is thanks to Dr. Murphy and Dr. Commuri that I became interested in pursuing graduate school. Dr. Murphy and Dr. Commuri may not remember it, but during my first semester at CSUB they had both told me to think about pursuing a doctorate. After taking more courses with our professors and spending countless hours discussing my future with Dr. Tang and Dr. Rodriguez during their office hours, I realized I did want to commit to pursuing a Ph.D. in History. However, I still felt lost when it came to actualizing this pursuit of a Ph.D. and did not know what steps I needed to take.

Dr. Tang passed along to me an email to apply for a new program run by UC Berkeley's History Department called the UC Berkeley Ph.D. Pipeline Program and, somehow, I got in! This program seeks to reach out to, assist, and educate underrepresented groups in academia that are hoping to pursue doctorates in history. Two of the program's goals are to illuminate for these groups what graduate school truly consists of and to clarify the process of applying to graduate schools. In doing so, the program aims to give underrepresented groups the information they may have otherwise not received that would then enable them better access into the world of academia. The program consists of ten consecutive seminars that take place in the morning on Saturday. Each week the program introduces new themes, such as "Demystifying the Ph.D. Application and Admissions Process" and "Tips and Tricks for Navigating Grad School." The program also introduces new guest speakers each week to discuss the topic of the week and ensure multiple voices and experiences are being heard. Following these ten weeks, those chosen to be part of the program are paired up by UC Berkeley with mentors who will help them craft applications for Ph.D. programs.

The UC Berkeley Ph.D. Pipeline Program has helped illuminate the steps I need to take to feel less lost in pursuing a Ph.D., and I am beyond grateful for my acceptance into the program. Not only do I have more information and guidance in the process, but I was also fortunate enough to have met many people who have similar backgrounds to my peers at CSUB and my own. The friends I made in the program dispelled for me the myth that academia was a wealthy, white man's world. Some in the program were immigrants, others were older and had children, a few were gender nonconforming, and many were women and people of color. They were all amazingly intelligent people I am grateful I had the opportunity to meet, and I am hopeful they will go far in academia in the future!

If you are like me and have no clue what graduate school is, how to properly pursue graduate school, or have any questions pertaining to graduate school, I suggest first talking with your professors at CSUB, before then applying for the UC Berkeley Ph.D. Pipeline Program! Both our professors and the program can [See Pipeline Program on pg. 7](#)

FACULTY NEWS

On February 4, **Douglas Dodd** gave an invited lecture, “See Idaho First’: Jean Conly Smith, Idaho Clubwomen, and the Campaign for Sawtooth National Park,” for the City of Boise Department of Arts and History’s lecture series, “Bellwethers of Change: Women and Movements that Influenced Idaho and America.”

Douglas Dodd chaired the Organization of American Historians’ 2020 selection committee for the Stanton-Horton Award for Excellence in National Park Service History. This year’s winner was Timothy Townsend, Historian and Chief of Interpretation, Lincoln Home National Historic Site, for its *Illinois Freedom Project*, which focused on fostering civic engagement over Illinois’ history of struggle over slavery, freedom, and civil rights.

In December 2020, librarian **Chris Livingston**’s coauthored article about COVID-19 documentation strategies was published in *Collections: A Journal for Museum and Archives Professionals*. When the COVID-19 virus first spread, developing collection strategies became a priority of many CSU archivists. Through the CSU Archives and Archivists Roundtable, archivists developed best practices for documenting the COVID-19 pandemic. These efforts have led to the establishment of a network in the CSU of archival materials related to the pandemic. “Collecting COVID at the California State University: Shared Approaches, Divergent Implementations,” is an examination of the rapid-response collection methodologies employed by archivists at CSU, Bakersfield, CSU, Northridge, and CSU, San Marcos. Soon after its publication, the article was added to the World Health Organization’s COVID-19 database.

Congratulations to **Dr. Kate Mulry** on earning tenure and promotion to Associate Professor of History this spring!

Dr. Kate Mulry has been awarded sabbatical for the 2021-22 academic year. During her sabbatical she will be investigating the writings of various seventeenth-century English officials and physicians, particularly the work of individuals interested in colonial American *materia medica*. Many of them sought out cures for sterility and infertility. Their writings suggest that boosting population strength and labor supply were increasingly a matter of state interest in the late seventeenth century. Mulry will begin this new project by focusing on the period just after the English conquered the island of Jamaica in 1655 and will examine conversations about the medicinal value of cacao, which grew on the island.

Mulry has been awarded several fellowships which will assist her as she begins researching her new project. She has been awarded a Folger Institute fellowship from the Folger Shakespeare Library. This award will support a month of work. Mulry has also been awarded an Eccles Centre Visiting Fellowship, which will support a month of research at the British Library in London. Finally, Mulry has also been awarded a Beckman Center Short-Term Fellowship in support of two months of research at the Science History Institute in Philadelphia.

On March 27, 2021, **Dr. Sean A. Wempe** gave a talk to the public, hosted virtually on Zoom by the Kern County Library System. The talk, entitled “The Sniffle Heard Round the World: The 1918 Influenza Pandemic and Its Lessons,” covered the history of the influenza pandemic a century ago and the lessons it provides for us during the current COVID-19 Pandemic.

See Faculty News pg. 7

STUDENT NEWS

Rachel Hads, a public history major in her junior year at CSUB, is working in the curatorial department as the historian for the Kern County Museum. Her work at the museum entails answering research requests, organizing the collections, and processing donations, among other responsibilities. During the spring semester she also facilitated internships for several students enrolled in Dr. Kate Mulry’s Applied History course. Rachel oversaw their work inventorying artifacts in the museum’s exhibit buildings as well as scanning photos and inventorying materials in the archives. She looks forward to mentoring additional interns in the future.

In March, M.A. student **Hannah McKinzie** took home 2nd place in the Humanities and Letters division of CSUB’s Annual Student Research Competition for her presentation, “Maoism and the Chicano Movement.” This research explores how Chicano/a activists in the 1960s-70s drew inspiration from the ideas and writings of Chinese Communist leader Mao Zedong.

Throughout the spring semester, **Hannah McKinzie** also presented this research at three different academic conferences, including: the 2021 Winter Symposium of the Historians of the Twentieth Century United States (HOTCUS), the 2021 History Graduate Student Association Annual Conference hosted by UC Irvine’s School of Humanities, and the 55th Annual Conference of the Southwest Council of Latin American Studies (SCOLAS) where she also served as chair of her panel.

In March, **Hannah McKinzie** was accepted into the inaugural cohort of the Berkeley History Ph.D. Pipeline Program hosted by the History Department at UC Berkeley (see elsewhere in the newsletter). This program seeks to assist and empower undergraduate and Master’s students interested in pursuing a Ph.D. in History through 10 tutorial sessions and a summer mentorship program to help them tailor their eventual Ph.D. applications.

In May, recent M.A. graduate **Jennifer Paulsen** (BA 2018, MA 2020) was awarded no less than three different scholarships, including: a CSUB Alumni Association scholarship, the Dr. Carl E. Miller Memorial Scholarship, and the Dorothy Jane Jones Memorial Scholarship.

My heartiest thanks to **Prof. Douglas Dodd**, who served as interim dept. chair in the spring, and **Prof. Chris Tang**, who stepped up big time to shepherd our chapter of Phi Alpha Theta (the history honor society) AND manage development of the spring newsletter! Their excellent work enabled me to take my sabbatical while knowing that our program was in their capable hands.

-Miriam Raub Vivian

PHI ALPHA THETA NEWS

by Chris Tang, Interim Psi-Zeta Chapter Advisor

The spring 2021 semester brought both hardship and hope to the Phi Alpha Theta community, as the COVID-19 pandemic entered its second year. For the second straight year, the annual Regional Student Paper Conference, to be held at Chapman University in April, was cancelled. In an encouraging return to normalcy, however, we restored our annual tradition of hosting our annual department Honors and Awards Ceremony (conducted via Zoom), during which we recognized our class of PAT initiates joining our chapter of the national honor society. The event was held on April 30, with awardees, new PAT initiates, faculty, family and friends all in attendance.

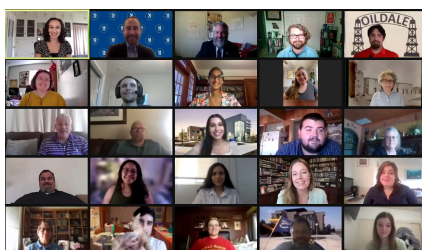
By NEXT spring, 2022, I am confident that the PAT Regional Student Paper Conference will return with an in-person event. So, I urge all members and potential members to consider participating in the annual Regional Student Paper Conference, especially by presenting a research paper (maximum 10 pages—you can pare down a longer one) on which you've earned some form of an A. The deadline for submission of papers is usually sometime in March. Dr. Vivian will post the Call for Papers for the spring 2022 conference once she receives it early in the spring semester, but feel free to contact Dr. Vivian for more information about this terrific experience for both undergraduate and graduate students.

We had 13 students (undergraduate and graduate) join our chapter (Psi-Zeta) of Phi Alpha Theta this academic year, with their initiation date recognized by the national office as **April 30, 2021**; their member certificates will bear that date.

Congratulations to our newest members: **Emma Barnes, Esperanza Cortes, Chance Garcia, Matthew Gonzales, Anna Gonzalez, Kenneth Jacobs, Melissa Magana Magana, Chris Ramirez, Erica Reyes, Hannah Rosica, Matthew Trafton, Ruben Vasquez, and Kyle Winn**

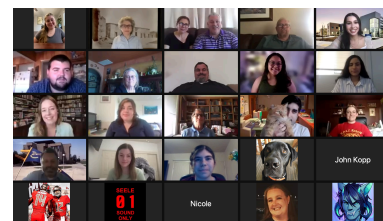
Congratulations to others whom the department recognized at our Honors and Awards Ceremony on April 30, including **Hannah McKinzie**, who finished first at CSUB's 2nd Annual Grad Slam 3-Minute Thesis Competition and second in the at CSUB's Annual Student Research Competition (Humanities and Letters Division). Hannah McKinzie was also recognized for gaining admission into the inaugural cohort of the Berkeley History Ph.D. Pipeline Program hosted by the History Department at UC Berkeley (see elsewhere in the newsletter).

Our ceremony also saw us recognize our annual department



awardees: **Ana Ramirez**, Outstanding Graduating Senior Award, **Kayla Hinkle**, Clio Award, **Kyle Winn**, James H. George Scholarship Award, **Kenneth Jacobs**, Outstanding Graduate

Student Award, **Hillary Ball**, Marshall and Etta Masters Graduate Scholarship Award, **Kenneth Jacobs** was further honored as the Outstanding Graduate Student in the School of Arts and Humanities!



Eventually, these award winners will have their names engraved on the department's perpetual plaques, which are visible in our hallway display case in HOB. (See elsewhere in the newsletter for more on these award winners.)

We are grateful to our department benefactors who make our scholarship awards possible: professor emeritus **James George** and alumnus **Mathew Zaninovich**. Another long-time patron of our program is alumnus **Peter Wonderly**, who for the past 27 years has funded our annual research paper awards, the **J.R. Wonderly Memorial Awards**.

Congratulations to this year's **Wonderly Award** winners: **First Place (graduate division)**

Hannah McKinzie, Maoism and the Chicano Movement

First Place (undergraduate division)

Emma Barnes, Sickness and Citizenship: Yellow Fever and Morality in Early National Philadelphia

Honorable Mentions (undergraduate division)

Ivan Leon, "Long Live Christ the King!": The Politics Behind Mexico's Cristero War, 1926-1929

Ruben Vasquez, Entering His Courts: Pentecostalism and the "New Woman"

If you think you qualify for Phi Alpha Theta, the **national history honor society**, please email Dr. Miriam Vivian (mvivian@csub.edu), who will check your transcript. You need a minimum 3.1 GPA in four or more **CSUB** history courses. If you have only three courses, but earned As in all three, then you may also qualify. Graduate students must have a 3.5 GPA. You may join anytime between now and roughly late-March 2022 to be part of the annual spring induction of new members in 2022.

All 2020, 2021, and future PAT graduates interested in purchasing a Phi Alpha Theta Honor Cord or Sash can now do so online through the PAT national office website located at the link below: https://secure.touchnet.com/C20235_ustores/web/store_cat.jsp?STOREID=10&CATID=464&SINGLESTORE=true

NO new board of officers has been selected for 2021-22. If you'd like to serve in one of the following positions for the upcoming year, please contact Dr. Miriam Vivian: President, Vice-President, Secretary/ Treasurer, and Historian.

Thanks to members of our 2020-21 board of officers whose current terms have ended: **Emily Kopp, Eileen Díaz, Mónica Gonzalez, and Kristin Grau**. **Mr. Peter Wonderly** remains our Paper Award patron.

PUBLIC HISTORY: THE OTHER ROUTE FOR HISTORY MAJORS

By Emily Kopp (BA 2021)

Do you have a passion for history but do not want to be a teacher? Well, that is the predicament I found myself in as I started my education here at CSUB. Fortunately for me, I found something that fulfilled my desire to work with history without having to speak in front of students all day: archiving. Being an archivist melds my love of history, my fascination with old books and documents, and my organizing, problem-solving, and abstract thinking skills. After graduating from CSUB this spring, I will be starting my Master's in Library Information Science (MLIS) at San Jose State University. With this degree, I hope to work as an archivist in an academic library or museum. I chose this fully online degree program because it is accredited with the American Library Association and came highly recommended by several CSUB Librarians who have completed the program.

How did CSUB's Public History emphasis inspire me to pursue this profession? I was first introduced to archiving in Dr. Dodd's Public History class. This class was a turning point in my life because it introduced me to professions other than teaching that I could pursue with my history degree. Through the Public History class, I was introduced to Chris Livingston and Donato Cruz of the Historical Research Center (HRC). Walking into the HRC for the first time was a life-changing experience because I knew it was where I belonged. Through my time at CSUB, Chris and Donato graciously took the time to answer my numerous questions about the profession and encouraged me to pursue my MLIS degree. They also gave me great insight into the profession and advised me on what the most marketable and beneficial skills are in the workplace.

My experience in the HRC led me to pursue CSUB's Public History emphasis and enroll in Professor Livingston's classes. His Oral History and Archives and Special Collections classes taught me the skills and methods needed for many different aspects of working in an archive. I also interned at the HRC for three semesters through the History Practicum class. During this internship, I processed a box from the California FARMS Collection, where I worked through musty documents and photos from the 1920s, and I entered data for Naturalization Records from the 1970s. Additionally, this internship taught me how to work with various programs in the Adobe Suite to make documents compliant under the Americans with Disabilities Act (ADA) and how to imbed metadata into digital photos for use in our database. This hands-on experience was paramount in solidifying my desire to become an archivist and gave me practical skills that I can now bring to my MLIS internships.

In addition to the Public History classes, Historical Writing and Senior Seminar have also played a pivotal role in preparing me for my MLIS program. Dr. Vivian's Historical Writing class introduced me to the basics of proper formatting and grammar in academic writing. Furthermore, Dr. Vivian continued to instruct, guide, and push me to be a better writer during my three classes under her tutelage. Dr. Wempe's Senior Seminar class built upon these fundamental skills and helped prepare me for graduate-level research and writing. Dr. Wempe encouraged my research while graciously guiding my methodology. He also introduced me to different ways of organizing a paper and how to more effectively guide a reader through the narrative and arguments of an essay.

Professors Wempe, Vivian, Tang, Mulry, and Livingston have supported, guided, and encouraged me during my classes with them and have helped foster my self-confidence to believe that I am prepared for my MLIS program. They have all shared their knowledge and advice with me, and I would encourage any history major to take the opportunity to grow under the guidance of these brilliant and caring professors. I'm so thankful to the Public History program for inspiring me to pursue archiving and preparing me for my Master's in Library Information Science.

THE PUBLIC HISTORY INSTITUTE AT CSUB

by Miriam Raub Vivian, Director



PHI programming has been dramatically affected by COVID-19—and not just during the 2020/2021 academic year. The fall semester is still not a return to “normal,” as most courses will be taught remotely and it is unlikely that major indoor events with large audiences will be allowed.

Consequently, the speaker we envisioned for fall will be pushed back to the spring semester (watch the fall newsletter for details), just like the 1920s conference we are planning. Here is some information about that conference, which will be open to established scholars, graduate students, and advanced undergraduates:

“The Turbulent Twenties: A Centennial Exploration of America in a Changing World” will accept papers on topics related to (namely) America in the 1920s. Here are some of the topics we anticipate will be addressed: Women's suffrage, prohibition, motor vehicles, aviation, the KKK, agriculture, oil, the Red Scare, art and music, immigration, labor, and foreign policy.

Finally, we have lost a friend of CSUB and the PHI, a scholar who made so many contributions to a deeper understanding of our region, with the passing of Dr. Gerald Haslam. His insights into the Bakersfield Sound and his lived experience growing up in Oildale made him the perfect individual to headline the PHI's first major event—with Merle Haggard—“Oildale and Beyond,” in 2009, organized with assistance from interim school dean Ed Sasaki. He later returned to CSUB to address the SoCal Regional Student Paper Conference of the national history honor society, hosted by our History Dept., and to be one of several keynote speakers for our expansive 2014 Grapes of Wrath conference, providing expertise as a scholar of both literature and the regional music. We mourn the loss of this homegrown scholar and are grateful for the many ways he enriched our understanding of our region's rich past. This nice write-up is by Robert Price, himself an expert on the Bakersfield Sound, who was also involved in that very first PHI event, interviewing Merle Haggard and Marty Stuart: https://www.kget.com/news/local-news/gerald-haslam-who-chronicled-life-in-rural-california-for-three-generations-dies-at-84/?fbclid=IwAR3FyFQWGC2VYC2G9dj5pA2KyisMmqXsf7JsoxJgT_BDAhYpJOPm81DKdLk

Pipeline Program cont. from pg. 3

help outline the steps you need to take if you wish to pursue a doctorate and they can provide feedback for applications and even letters of recommendation. Our professors at CSUB and the Pipeline Program want to help you pursue graduate school if that is what you choose to do, so do not be afraid to reach out to them and to apply to the Pipeline Program!

Faculty News cont. from pg. 4

Dr. Sean A. Wempe was invited to join a European Union initiative, *Historiana*, as an editor and content contributor. *Historiana* is an online educational effort to develop free History course content for secondary school teachers in the European Union and beyond. They are seeking to expand the platform globally and Dr. Wempe is joining the team to add primary source content, lesson plans, and historiographic essays that educators can use in their classroom. He is editing and developing units and lesson plans on the history and controversy of monuments to imperialists and slave-holders, the history of pandemics, the history of the Weimar Republic, the history of the League of Nations Mandates System, and the history of decolonization. His first educational source collection and narrative for the project should be available for viewing sometime

in Summer or Fall 2021 and is entitled “Enshrining Racism: Historical Monuments to Slaveholders and Colonial Oppression and Reactions to Them”. He is currently working on a seven-part curriculum unit on “Society and Pandemics”.

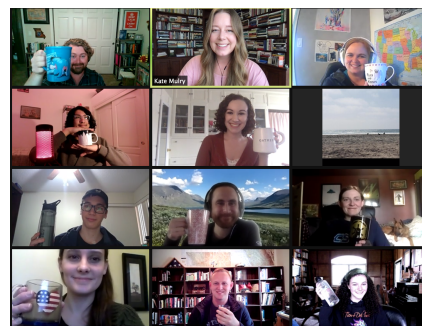
On April 16, 2021, **Dr. Sean A. Wempe** gave two virtual talks on the history of pandemics to faculty, students, and the public at the University of North Carolina—Asheville. The first, entitled “Pandemic Pedagogy: Teaching the History of Disease and Public Health in the Classroom and Beyond,” was a virtual workshop given to faculty on resources, techniques, strategies, and content that can be used to about the history of public health and pandemics in the college classroom. The second, entitled “Pandemic Racism: Historical Patterns of Disease Burden,” was a lecture and Q&A given to students, faculty, and the public at UNC-Asheville that looked at the history of racism in past pandemics in the context of societal and health disparities, stigma, and public response to disease, a matter that is especially salient given the disturbing increase in anti-Asian attacks in recent months of the COVID-19 pandemic.

HISTORICAL RESEARCH GROUP

The History Department’s Historical Research Group (HRG), which offers a platform for attendees to present their research and receive feedback from the group, met over Zoom on March 26 to discuss Dr. Kate Mulry’s work-in-progress tentatively entitled, “Heads of Inquiry and Bodies of Knowledge: Collecting Natural Knowledge in Early Modern England.” The project examines the development of questionnaires as instruments of inquiry, which were used by early English scientific societies and colonial administrators alike to systematically gather useful knowledge about the natural world. The paper also points to the importance of body metaphors to early modern scientific projects of information collection. If anyone is interested in joining the group, or presenting at a future meeting, please get in touch with Dr. Sean Wempe at swempe@csub.edu.

COFFEE AND CONVERSATION

In the early afternoon on March 3, a group of professors and students gathered to sip coffee in good company and to converse about classes, Zoom snafus, and how they were handling life during the ongoing pandemic. This was the second meeting of the Coffee & Conversation group during the 2020-21 academic year. They had a lovely get-together and look forward to more caffeine-infused events next year. Interested students should look out for announcements revealing the times and dates for the fall semester meetings.



FROM MY LITTLE COVID-19 SAFE CORNER

Professor Mustafah Dhada, FRAS, FRSA, DPhil (Oxon)

Despite the challenges we all faced this Spring Semester, a bright scholarly light shone in the form of research papers on the theme of **Gender and History**. These were crafted by this crop of twenty-nine graduating Senior Seminar historians! They truly deserve a round of applause!

Here are some of the noteworthy titles: *Flex Appeal: Female Bodybuilding in a Man’s World, 1980-2000*; *Mujeres Revolucionarias: Women of the Mexican Revolution, 1910-1920*; *Media Advertising and Its Impact on African American Women, 1900-1989*; *How Women Fight: ‘The Liberator’ Among Friends and Foes, 1831-1840*; *Yemeni Women In Bakersfield: Identity Lost or Changing? Early 20th Century Narratives*; *The Last Chicane: Women and Sponsorship in Motorsport, 1920-2000*; *Sims and Gynecology in 19th Century America*; “*Can They Fight As Well as We Can?*” *The Role of Women In The United States Armed Forces, 1940-2000*; and last but not least, *Colonialism and Gender Erasure Under Imperialism*.

An impressive collection of nascent works from our budding historians! Some are clearly destined for our graduate programme in the department. Expect to further their respective narratives in future reading seminars. Well done!



PHI ALPHA THETA PRESIDENTIAL ADDRESS

By Emily Kopp, PAT President (BA 2021)

As a lover of history, I often think about the lives that generations before me have lived, the numerous obstacles they had to overcome, and the defining moments in our history that they were a part of. For my great-grandparents, it was World War II and the Great Depression. For my grandparents, it was the Vietnam War and the fight for Gender Equality and the Civil Rights Movement. For my parent's generation, it was the end of the Cold War, the Challenger disaster, and Operation Desert Storm.

For us, we are the generation that persevered in life, in work, and in school during the COVID-19 global pandemic. Neither we nor the university system were prepared for the challenges that lay ahead. And we were often forced to figure things out with conditions that changed day to day. We have navigated through the many struggles that come with using Zoom. We've said the phrase: 'you're on mute'" about a hundred times and dealt with Zoom crashing and freezing in the middle of people's sentences. And we've had our internet go out as soon as class was about to start, or our assignments were due.

We've also learned who in class has the best Zoom lighting in their homes and who had the coolest Zoom backgrounds (definitely Dr. Vivian). And we've learned which classmates feel totally comfortable taking their Zooms to the bathroom with them or showing up to class without their shirts on (if you know, you know). For the first time, all pets were allowed in class. They distracted us all with their cuteness, walked in front of our screens, and made loud noises as soon as we were about to speak.

We've also learned how to be organized and self-driven with homework apps, calendars, lists, and excel sheets. We've adapted to participating in study groups using Google Docs and Discord. We've coped with stay-at-home orders and work-from-home orders. We've learned how to stay sane being with our families day in and day out. And how to find a peaceful corner to ourselves so that we can finish writing our papers. We've dealt with loneliness, fear, depression, and grief. Yet, we have persevered. We have persevered in order to fulfill our dreams and attain the lives we want to live.

I'd like to thank our professors, who have come along side us and encouraged and supported our academic dreams. Who have juggled monitoring the chat and watching for our raised hands while trying to get screen share to work, all while lecturing. We couldn't have done it without your dedication to us students. Thank you for answering emails, doing virtual office hours, and being flexible when technology betrayed us.

To my fellow graduates, I want to congratulate you on what you have accomplished. We certainly didn't plan on our senior year being this way, but we have thrived and succeeded, nonetheless. And to those of you who are not graduating yet, I hope that you bring the tenacity, drive, and compassion that this past year has taught you to make the rest of your time here at CSUB amazing. And to those of you new to Phi Alpha Theta, may this honor inspire you to continue to stand out and be some of the most amazing students at CSUB.

This address was delivered at the History Department's Annual Honors and Awards Ceremony on April 30, 2021.



COMMUNITY DISCORD

by Emma Barnes and Ivy Crouch



The spread of COVID-19 and classes transitioning to online learning made the Fall 2020 and Spring 2021 semesters some of the most challenging. Without the social element students receive on campus, it was easy to feel alone and as if no one understood what one was going through. Throughout the first few weeks of the fall semester, I had recognized classmates' names in more than three history classes. I then began to wonder what it would be like if we were all on campus. Since we share the same classes would we become friends, walk to class together, or study in the library? Another thought occurred to me: "Why can't we do this now, but virtually?" So, I messaged fellow classmates on Canvas saying we have a few classes together. However, it wasn't until Dr. Mulry's class that making friends became a reality. Dr. Mulry allowed us to make an announcement before class started and I simply asked if anyone would like to become friends and start a study group. That's when Emma Barnes reached out to me, we took this idea and ran with it.

I continued to reach out to as many as I could within my classes, whether that be by messaging them through Canvas, mentioning it in breakout rooms on Zoom, or speaking to the class as a whole. More and more classmates reached out and our text chain was up to thirteen students. With the idea that this would only grow, Emma created a Discord server and "GangGang" came to be. A channel was created for each and every class with multiple people from the server enrolled, allowing for discussions on readings, lectures, and questions from class to take place. There is even a channel for archive links to further our own personal research or for schoolwork.

As others joined it started to feel like a community, discussing more than our academic interest. More text channels were created, a place to share pictures of your pets, talk about your hobbies, share memes, food recipes, anime, and Star Wars. There is even a counting channel, where we simply count (in the beginning, we could not make it past ten, the highest is now 755). We've been able to make the most out of our virtual experience, with videogames and movie nights, being able to laugh with one another and forget our worries and stresses for a moment. We all soon realized we share more in common than the university we attend, and the classes we take.

Most importantly, we all realized we're in this together. We're able to check in on each other, make each other laugh through the hard times, and not be 'left on heard' (if you know, you know). This Discord has become a platform to interact with classmates virtually and make more friends than many of us would have been able to on campus. It also served as the starting point for the History Book Club, of which all the officers are active members of the server.

Overall, we have been able to gain a sense of community without physically being together. With more than eighty students in the Discord, we do not feel as in the dark or alone as we would if we did not have each other. The future remains uncertain with whether we will get to meet in a classroom at some point, yet I know I am thankful, like many others, for the incredible individuals I got the chance to encounter online.

If you are interested in joining the Discord channel, please reach out to Ivy Crouch (icrouch@csub.edu) or Emma Barnes (ebarnes5@csub.edu).

CONFRONTING CULTURAL GENOCIDE: HOW SUBALTERN AND ORAL RESEARCH CHALLENGES COLONIAL NARRATIVES

by R.J. Vasquez

Introduction

The chances of history surviving the overwhelmingly powerful forces that seek to define what truth should be is indeed very slim. History is perpetually in danger of being fractured, maneuvered, and manipulated. Archives, unfortunately, allow for the manufacturing of knowledge, especially in the post-colonial world. They have long been considered houses of “facts,” as such, historical research has been diluted to an ambitious “fact” grabbing effort. Unfortunately, “facts” are infinitely fragile and enigmatic things. They can tell a story about a certain event or person, but they can also suppress a story. When historians settle for “fact” grabbing they are inhibiting their own creativity, which, in turn, limits the potential for novel theories and discoveries. Moreover, uninhibited powerful forces set the historical narrative when historians are unable, or unwilling, to speculate and challenge the common narrative. However, post-colonial historians have found ways to navigate around the problems associated with archives and the powers that control them. Innovative scholars are pioneering new historiographical methodology as they seek to unravel un-redacted ethnographic models. Scrutiny of antiquated research practices has led to the rise of subaltern and oral research methods. Such methods reveal that the singularity of history, itself, is an antiquated notion. Instead of looking for history, scholars are now exploring the plurality thereof. While archival research must still be respected, subaltern and oral research methods unveil history’s plurality in a way that archival “fact” grabbing never can; thus, these new methods confront the problems associated with archives and their erasure.

Colonial Archives and Their Erasure

Ann Stoler, university professor of anthropology and historical studies, argues that archives are essentially labs of epistemological experiments and knowledge production.¹ Stoler makes the compelling claim that whoever controls archival technology is empowered to develop an ethnographic model that is manufactured, motivated, piecemeal, and selective. She suggests that colonial governments have a lot to gain by manufacturing a universal historical narrative. A shared history portrays Western civilizing as inevitable, and as an essential gift to the uncivilized world. In the shared narrative, indigenous populations are portrayed as the beneficiaries of colonialism.

Post-colonial governments use archives to mold the self-identity of indigenous populations. They frame their colonial exploits in a positive light and inject favorable discourse into the public sphere to protect their image as civilizers. In post-colonial Belgium, the Belgian Ministry of Foreign Affairs (BMFA) developed a standard version of their former colony, the Congo Free State.² Guy Vanthemsche, a prominent Belgian historian, challenges the

Belgian narrative of the Congo in “The Historiography of Belgian Colonialism in the Congo.” Vanthemsche argues that negative discourse surrounding Leopold II’s Congo was never explicitly repudiated. It was widely published during his reign that the king was an unfit ruler who committed unspeakable crimes against the Congolese. Yet, in the aftermath of Leopold’s exploit, the king enjoyed exceptional popularity, even among his former colonial subjects. Leopold forged his image through propaganda, education, and, most importantly, through the archives. In a documentary directed by Hugh Williams, a Congolese interviewee cheerfully declared that King Leopold “taught [the Congolese] civilization.”³ This interview was in 2003, 43 years after colonial rule, yet some Congolese still held a positive image of their brute colonizer. The Belgian used the archives to establish a congenial narrative that, in essence, robbed the indigenous Congolese of their own history. The BBC interview shows how indigenous people are forced to pivot their identity on the axis of “civilization.” In other words, their history begins with Leopold and anything before that is pre-history. It is for historians to remove native Congolese and other indigenous people from this context. However, such a transition cannot be done via the BMFA controlled colonial archives.⁴

Since archives and their erasure intricate the complexion of history and often forcefully impose a common narrative, historians are forced to circumvent “facts.” This does not mean that archives should be ignored altogether. They are still extremely important because of their vital concentration of recorded knowledge. They centralize access to informational that is foundational to any research. According to Mustafah Dhada, professor of history at CSU Bakersfield and a leading scholar in oral research, archives are critical to any comprehensive study.⁵ The records that archives hold serve as a needed extension to the often-deficient human memory. Archives also assist in areas where they are perceived to hurt because political forces facilitating qualified knowledge have undermined the creative historian.

Early Gap Filling

Archival manipulation presents an opening for imagining, and many attempts have been made to fill the glaring gaps that archives leave. This is where alternative methods come in. Subaltern and oral research seeks to identify the colonial populations who were socially, politically, and geographically excluded from the hierarchy of power. Thus, subaltern study, in theory, challenges the idea of universal narrative and especially the teleological approaches to such narratives. Early versions of these methods faced a monumental obstacle. Attempts to bring history out of the colonial context was, in fact, being done within the framework of said context. The idea was to tell history from the ground up, but [See Confronting on pg. 8](#)

¹ Ann Stoler, “Colonial Archives and the Arts of Governance,” *Archival Science* 2, (2002): 87.

² Guy Vanthemsche, “The Historiography of Belgian Colonialism in the Congo,” *Europe and Africa* 98, (2006): 94.

³ “13:25”, *White King, Red Rubber, Black Death*, Directed by Hugh Williams (2003; London: BBC).

⁴ Guy Vanthemsche, “The Historiography of Belgian Colonialism in the Congo,” *Europe and Africa* 98, (2006): 94.

⁵ Mustafah Dhada, “The National Historical Archives in Guinea-Bissau After the Military Intervention of 1998,” *International Journal of African Historical Studies* 51, no. 3 (2018): 491.

INTERESTING INFO. FROM ANTIQUITY

(from the Getty)

Keeping Warm the Roman Way

Hot drinks, and early bedtimes were key to a comfortable winter

[JULIE JASKOL](#) | JANUARY 19, 2021



Ruins of the hypocaust under the floor of a Roman villa at La Olmeda, Province of Palencia (Castile and León, Spain). Photo courtesy of [Valdavia](#). Image licensed under a Creative Commons Attribution-ShareAlike 3.0 Unported (CC BY-SA 3.0)

Images of Italy and the Mediterranean generally include bright sun shining on sparkling water and dusty groves of olive trees.

In fact, according to Marcus Vitruvius Pollio, who wrote a 10-volume treatise on architecture in the first century, “Divine providence has so ordered it that the metropolis of the Roman people is placed in an excellent and temperate climate, whereby they have become the masters of the world.”

But even in that balmy region, winter brought a chill, and even masters of the world reached for a woolen cloak in January and February. The ancient Romans had several methods for keeping their homes warm, including the earliest-known forms of central heating, space heaters, hot toddies, and a simple strategy of moving toward the sun. They vacated the northern-facing rooms that they enjoyed in the summer and inhabited the western-facing rooms that captured more warmth and light during the winter.

In doing so, the Romans were following Vitruvius’ advice. “Winter triclinia [dining rooms] and baths are to face the winter west, because the afternoon light is wanted in them; and not less so because the setting sun casts its rays upon them, and but its heat warms the aspect towards the evening hours,” he wrote.

“It’s worth considering the difference between our modern rooms and those in wealthy Roman homes,” said Shelby Brown, Getty senior education specialist. “Our rooms often have a fixed function and are filled with quite heavy furniture that no one would want to wrestle into a new location. Roman rooms were more flexible and had more easily moved furniture. A favorite space could fairly easily change with the weather.”

As Brown points out, there was a human cost to all these comforts. Enslaved Romans moved the furniture and stoked the furnaces. They served warm wine and carried portable heaters. “Slave culture permeated all luxury living in antiquity,” she said.

The wealthiest had luxuries that weren’t available to everyone. These might include underfloor heating. Known as hypocaust, this heating system, more common in public baths, used a furnace to force heat into a series of hollow chambers between the ground and the floor, and up pipes in the wall, heating the rooms. It is considered the world’s first central heating.

However, most Romans made do with portable braziers, metal boxes filled with coals, with feet to protect the floor and handles to carry them from room to room. With their feet toasting against a brazier, ancient Romans fortified themselves with drinks like calidum, according to Getty antiquities curator Kenneth Lapatin. “Calidum was a warm spiced wine mixed with water, served in heated samovar-like vessels, bronze examples of which were found at Pompeii and are now housed at the Museo Archeologico Nazionale di Napoli,” he said. Coals in the hollow center of the vessel heated the drink, which came out of a tap.

Finally, when all else failed, the Romans simply retired early in the winter, going to sleep when it got too cold and dark to keep drinking.

Interim Chair cont. from pg. 1

Things are looking better. California's COVID-19 infection rates are the lowest in the nation, and with widely available vaccines, the pandemic—finally—appears to be receding into the past. Unfortunately, its after-effects will take a while to escape. The fall 2021 semester will still be a virtual experience for most of us (the university had to make critical scheduling decisions at time when the pandemic was still surging and progress with vaccines was painfully slow and uncertain). Spring semester 2022, however, should bring us much closer to normal operations. Imagine how much we'll all enjoy being back together in class and on campus. Until then, let's enjoy the summer and endure the fall, knowing that better times are ahead.

Ramirez cont. from pg. 1

innovative topics and Spanish-language sources pertaining to Mexican history." In addition to the work she has performed in courses like "Modern Mexico" and "Mexican-European Connections," Ana has also explored topics related to early 20th Century Mexican History, including the case of the "Famous 41," the first national homosexual/transvestite scandal in Mexican history that took place in 1901, in which, Dr. Allen notes, Ana "ably mixed Mexican newspaper articles with scholarly analyses from U.S. and Mexican scholars." In her research, Ana combines a passion for Mexican history with an ability to focus on specific developments that have been understudied. Ana plans to apply to the CSUB M.A. program for the Spring 2022 semester.

Winn from pg. 1

some of his classmates. During the Spring 2021 semester, Kyle has also applied (alongside faculty mentor, Dr. Sean Wempe) for a 2021-22 Student Research Scholarship, proposing to conduct historical analysis of public health institutions in the South African-controlled League of Nations Mandate of South West Africa during the 1920s and 1930s. Kyle is also an active member of the History Club and a regular attendee of departmental Coffee and Conversations and History Movie Night events. Beyond CSUB, Kyle is also a reservist in the U.S. Marine Corps Reserves.

Ball cont. from pg. 1

which she held her own office hours to assist the students) for one of Dr. Kate Mulry's classes. But, Dr. Mulry notes, "it is Hillary's impressive academic record in her graduate seminars, which reflects her strong writing skills and her robust and thoughtful participation in seminar discussions, that has garnered her the Marshall and Etta Masters Scholarship this year." One of Hillary's many strengths, several History faculty members have noted, is her ability to make creative connections between her classes. She will reference texts from other courses, even classes taken in other departments. As Dr. Mulry notes, "this ability to think expansively and creatively consistently adds depth to [class] discussions." Hillary is also in the midst of developing a fascinating thesis project. As her faculty advisor, Dr. Mulry, states, Hillary's thesis "demonstrates her ability to develop highly original research questions." Hillary has traveled to regional archives and made use of numerous online resources to gather the primary sources she uses in her work, which she has creatively and artfully woven together. For these reasons and more, including the fact that she is a kind person always ready with compliments and encouragement to her colleagues, makes her a very worthy recipient of the Etta and Marshall Masters Scholarship.

Hinkle cont. from pg. 1

that Kayla has also gone out of her way to help other students in discussions and sharing lecture notes with those who needed them in times of hardship. Dr. Tang states that he has "every confidence Kayla will thrive in whatever endeavors she decides to take on next." Dr. Miriam Vivian agrees and describes Kayla as "a strong writer and critical thinker. Kayla is also a diligent, curious, and intelligent student, turning in one of the best performances in my Roman history course." Dr. Cliona Murphy who has also had Kayla in three courses is struck by her originality and the independent perspective which she brings to her research. She notes that Kayla often takes on topics and approaches which would intimidate more experienced graduate students. On one of Kayla's papers Dr. Murphy wrote, "if there was a higher grade I would give it to you, but I have already given you the top grade".

Jacobs cont. from pg. 1

graduate reading seminars, Kenneth has also performed well in two upper-division undergraduate courses advancing his professional development: the first, a specialized course on Archives and Special Collections (which Kenneth paired with a formal Graduate Research Assistantship in the Historical Research Center), the second, a discussion-based study of The Cold War in Asia in which Kenneth was one of six graduate students tasked with facilitating reading-based conversation in their own small group. Kenneth has pursued a History Practicum, serving as a Graduate Teaching Assistant for Dr. Chris Tang's World History survey course. After graduation, Kenneth is keen to pursue a career in teaching at the college level. Currently completing specialized examination fields in Asian History, Atlantic History, and American History, Dr. Tang notes that "Kenneth will be well poised to offer a variety of college-level courses of his own design" and will make an "excellent addition" to our community of educators here in California.

Faculty Hall of Fame cont. from pg. 2

Moe, was one of the most popular General Education offerings on campus and always filled to capacity, despite its reputation as a difficult course.

As a scholar, Dr. Rink's contributions to his field were numerous and award-winning. A specialist in Dutch colonial America, his monograph, *Holland on the Hudson: An Economic History of Dutch New York* (1986), published by Cornell University Press, was the winner of the New York Historical Association's "Best Manuscript," award and the Hendricks Foundation's "Best Book" award. *Choice* voted *Holland on the Hudson* one of the top ten books of 1986. In addition, he was co-author of *The Empire State: A History of New York* (2001), likewise published by Cornell, which *Choice* identified as "the best one-volume history" of New York, and honored it as an "Outstanding Academic Title," in 2002. Dr. Rink also authored multiple articles and book reviews for peer-reviewed journals, including the *American Historical Review*, the *William and Mary Quarterly*, and the *Journal of American Ethnic History*. Two of his articles, both published in *New York History*, won Kerr prizes, one for "Best New Scholarship on New York History," (1981), and another for "Best Article on New York History," (1978).

Dr. Rink's scholarly contributions are remarkable, especially in light of the level of service that he devoted to the university and its students. He served two terms as chair of the History

Department and as the department's Graduate Coordinator. Outside of the History Department, his numerous service commitments included Assistant Dean of the School of Arts and Sciences, Chair of the Academic Senate, Chair of the Budget and Planning Committee, Chair of the Humanities Chair's Council on General Education, and Chair of the Faculty Affairs Committee of the Academic Senate. Indeed, in 2004 Dr. Rink was awarded the Outstanding Faculty Leadership Award, which recognized his substantial record of service to CSUB.

Outside of the university, he served on numerous professional committees and boards, including as a Program Chair for the Pacific Coast Branch of the American Historical Association, as a consultant to the California State Department of Education on the History/Social Science Framework, co-director of an NEH Summer Institute for high school teachers, "The Political and Historical Background of the Constitution," and Chair of the Policy Board of the California State History/Social Science Project. In addition, he provided valuable, discipline-related service as a manuscript and article referee to university presses, including the University of California Press, Rutgers University Press, Cornell University Press, and the *William and Mary Quarterly*.

Finally, Dr. Rink was a wonderful colleague and a true gentleman. Respectful of others and their opinions, he expected no less of his department colleagues. He was especially supportive of new faculty, providing encouragement and offering advice and counsel. Always genuine in his words and actions, he served as an exemplary role model for junior faculty, and for senior colleagues as well. Eminently deserving of induction into the Faculty Hall of Fame, it is easy to appreciate Dr. Rink's contributions to his field of study and to the university, and the impact that both have had on generations of students.

[Farewell cont. from pg. 1](#)

His most recent publication, "Staging World Revolution: Crafting Internationalism in the Chinese Dramatic Arts, 1962-66," appeared as a chapter in the book *Rethinking Chinese Socialist Theaters of Reform: Performance Practice and Debate in the Mao Era* (University of Michigan Press, 2021).

As a teacher, Prof. Tang made great contributions to our curriculum, teaching courses in modern and pre-modern China, modern Japan, and the world history survey. He developed the new Asian history graduate reading seminar, as well as an upper-division course on the Cold War in Asia, and he served on the committees of several of our graduate students. Furthermore, he mentored numerous undergraduates and was chosen as the faculty mentor by at least two of our Outstanding Graduating Seniors and one of our Outstanding Master's Graduates—strong testimony to the academic connections he made with our students.

Prof. Tang also gave considerable service to the history department and its students. He served on the History Forum committee, helping to bring an outstanding series of guest speakers to campus. More recently, he organized the History Club movie night series. He has served as assistant faculty advisor for the history honors society, Phi Alpha Theta, and stepped in to fully manage PAT during Prof. Miriam Raub Vivian's sabbatical in Spring 2021, handling the annual Wonderly Award paper competition and organizing an excellent

online PAT/History Department awards ceremony. Prof. Tang also helped advise local students on their History Day projects, one of which advanced to the state competition. In Prof. Vivian's absence, he also took over responsibility for content and editing of our spring newsletter.

We are grateful for Prof. Tang's time with us at CSUB. We will miss him and wish him all the best in his new career.

[Preston cont. from pg. 2](#)

near the back of the room and from my vantage point, I could see all the other students. Caren, a well-dressed, tanned, willowy blond with a distinctive voice, soon drew everyone's attention. At ease, authentic, and always speaking with happy confidence, she stood out not only for her appearance and deportment, but for her keen intellect. Some students found Dr. Spencer intimidating, but when Caren exchanged ideas with her, it was as if she were having an enjoyable and spirited intellectual discussion with an equal.

In part, that sense of equality came from Caren's status as a "reentry" student. After graduating from high school in 1969, she started and left community college, married, had a child, divorced, and remarried. When she resumed her education at CSUB, she was old enough to be our mother, but she spoke with us younger students always as a friend and as an equal. She radiated wisdom, warmth, and welcoming, and became the person with whom you could talk to about anything you wished or needed, academic or personal. (In fact, one male student was spotted talking to her so frequently that it prompted another to ask Caren if the two of them were in "some sort of relationship," a question that gave her quite a laugh.)

I became friends with Caren in the upper-division history courses. In our small Senior Seminar, I remember feeling shy and reticent during class discussion, but my high school training in theater and forensics gave me the confidence to perform the final oral presentation, a major requirement of the course. My topic was John F. Kennedy and the Civil Rights Movement. After class, Caren told me that my presentation was the best in the entire class. She added that the other students could see that the professor, Dr. Oliver Rink (known for his high standards and "suffer no fools" temperament), thought so. But also, she pointed out, everyone else thought so, too. That kind and gracious comment, coming from her, someone who I admired and respected, meant a great deal to me.

After graduation we kept in touch for a time. That summer, we went to see Jackson Browne perform at the Mid-State Fair in Paso Robles. The conversation we had on the way to Paso and back late that night, was fun, meaningful, and memorable. We had another little road trip just before I started graduate school. She joined me when I drove to Santa Barbara to pick up the keys to my new studio apartment, and she helped me move some items into my new place before I returned a couple of weeks later to begin my next academic journey. On the drive over, I remember her pointing out the large yellow Great Pacific Iron Works Patagonia store in Ventura, which you can see from the 101 freeway. (She commented that they sold well-made clothing, but added that it was a bit on the pricey side. I'm sure she shopped there.)

Another summer, a couple of years into graduate school, I stopped by her home when I was in Bakersfield for a few days, before I planned to drive to Dallas, Texas, for a research trip. Cell phones were not yet ubiquitous; very few owned the very expensive, clunky mobile phones that existed back then. Therefore, once you got on the road, help might not be easy or quick to come by if your car broke down. Before I left, she asked me if I had had my car serviced and if I had picked up water for my trip (this was before carrying bottles of water everywhere was a thing). I told her that my car had been serviced and that I planned to buy water. Immediately, she dug out from one of her kitchen cabinets a large, red and white Coleman water jug, and insisted I take it. She was looking out for my safety and well-being.

It wasn't until early in my career as a CSUB faculty member that I next saw Caren. At the time, she was teaching at West High School. One term, when I taught a one-time, two-unit course, "Careers for History Majors," I contacted her and asked if she wouldn't mind serving as a guest speaker. Without hesitation, she said she'd be delighted to come, and predictably, her warmth and her words of wisdom on being a teacher captured the attention and admiration of the entire class. When the session was over and we said our goodbyes, we assured each other that we'd get together sometime, but to borrow a line from poet Robert Frost, "way leads on to way." Though I thought about Caren many times over the years, and always intended to look her up so that we could get together and catch up on each other's lives, I never saw her again.

For those in my CSUB cohort, admiration and respect for Caren came easily. She was smart, warm, kind, generous, and caring. Caren sparkled, and when you were in her presence, she made you feel like you sparkled, too.

<https://www.legacy.com/obituaries/bakersfield/obituary.aspx?n=caren-preston&pid=197911934>

Confronting cont. from pg. 5

this proved to be more complicated than pioneering historians first thought.

The post-colonial democratization of history greatly impacted how early subaltern historians wrote about colonial subjects. Edward Thompson, a British historian who was best known for his research on the English working class, made his mark with a novel bottom-up approach to history. Other African historians, still married to "fact" grabbing and teleology, aligned themselves with Thompsons' methods.⁶ As a result, early studies on the post-colonial African labor class were emphasized in relation to their European counterparts. This sheds light on the limitations of subaltern research. Historians cannot simply investigate; they must think about how they investigate and consider the context in which they developed their understanding of the subject. Thompsons' school of thought followed the Marxist "class

struggle" narrative. While his bottom-up approach laid the groundwork for future historians, it greatly ignored important cultural contributions to the post-colonial narrative. Frederick Cooper, an American historian who specializes in colonization, challenges Thompsons' school and explorers' different ways of understanding subaltern culture. He appeals to some of Thompsons' contemporaries such as Keletso Atkins whose work reveals how common narratives (class struggle in this case) blanket histories. In post-colonial Africa, it was commonly assumed that one could see the past of Europe in Africa's present. But Atkins' work shows how, in capitalist South Africa, Zulu agro pastoral temporal notions infiltrated working patterns of the South Africans.⁷ The coexisting Zulu working class reveals complex shape shifting, surviving, and thriving in a colonial context. This is important to know when studying history. Historians must acknowledge that indigenous populations made meaningful contributions to their democratic capitalist society. They were not merely a homogenized working class as Marx suggests.

Autonomy does not channel into class identity; rather, culture infiltrates socio-political structure. We must consider that proletariats continued to define themselves apart from the imposed context, as such, who they were cannot be revealed through archive retrieval. There is a much deeper history that goes beyond group identity. Thompsons should have considered that plurality exists within identity groups. His idea of acculturation, that western society would act as a melting pot, does not account for the survival of non-western culture. Thus, for historians to address history from the perspective of the socio-politically excluded subaltern, they must first learn to see how natural history bleeds through the colonial context.

Challenges Imposed by the Western Framework

Some scholars believe that the palimpsestic narrative of subaltern cultures cannot be reached in a post-colonial and consumerist world. Thus, subaltern and oral research introduces new questions for historians to consider: who can speak for the subaltern? And, if one can speak, is anyone willing to listen?

Dipesh Chakrabarty, an Indian historian who focuses on subaltern, indigenous, and minority histories, identifies the various ways democratization effects postcolonial historiography. He further addresses the implications that the modern world has on historical identity. Chakrabarty argues that

natural identity can only be retrieved if indigenous intellectuals are allowed to debate their own past in public.⁸ In stark contrast, Gayatri Spivak, Indian professor at Columbia University, argues that post-colonial intellectuals' privilege is their loss.⁹ In other words, Spivak claims that intellectuals cannot frame the subaltern narrative because, regardless of how authentic their voice may sound, it is always influenced by Western perspective. Thus, the intellectual is complicit (willing or not) in the persistent

⁶ Frederick Cooper, "Work, Class and Empire: An African Historian's Retrospective on E. P. Thompson," *Social History* 20, no. 2 (1995): 236.

⁷ Frederick Cooper, "Work, Class and Empire: An African Historian's Retrospective on E. P. Thompson," *Social History* 20, no. 2 (1995): 237.

⁸ Dipesh Chakrabarty, "Reconciliation and its Historiography: Some Preliminary Thoughts," *Subaltern, Multicultural, and Indigenous Histories*, (2000): 8.

⁹ Gayatri Spivak, *Can the Subaltern Speak?* 28.

constitution of manufactured narratives. Spivak suggests that instead of a continuous autonomous domain, the subaltern is an “identity-in-differential” because they are entirely dependent on the politics of the elite.¹⁰ Moreover, Spivak recommends that historians confront the possibility that subaltern history is irreconcilable.

Going back to the BBC interviewee who claimed Leopold brought “civilization” to the Congo speaks of a broader problem when it comes to subaltern study. The BMFA fundamentally changed the way generations of people viewed the state that committed atrocious acts against them. Even if one were apprised of colonial deceit, can they then, as Chakrabarty argues, reveal subaltern identity? Daniel Gardner, a professor who specializes in Hispanic studies, addresses Spivak’s claim in an agreeable manner. Gardner claims that because identity formation is both personal and collective, and aside from being indexed within the colonial system, one must also consider if it is possible for an individual to speak for a group.¹¹ Furthermore, if subaltern can speak how then can their stories be injected into public discourse?

In his work, Gardner challenges historical authors who disguise characters as non-exceptional subaltern voices. One author, Ricardo Pozas, distinguished Mexican anthropologist, portrayed the history of *los indios tzotziles chiapanecos* through his biographical work on Juan Perez Jolote. But Gardner argues that Jolote was an atypical person who fought in the Mexican Revolution.¹² Jolote was removed from his original community, and therefore, cannot represent the everyday life of *los indios tzotziles chiapanecos*. Another author, Oscar Lewis, is challenged by Gardner. Lewis wrote *The Children of Sanchez*, a book considered across the world as a groundbreaking achievement on the study of poverty. The Sanchez’ are supposed to be an average poor family living in the Mexico City slums. However, Gardner argues that Lewis, a man obsessed with extremes, chose the Sanchez’ for his book because they were extremely poor; so poor that they did not represent the general pattern of Mexico City’s slum life.¹³ Moreover, Sanchez, who eventually made it out of poverty, was exceptionally equipped to tell his story. These two examples exemplify the complexity of subaltern study and oral research. Jolote and Sanchez were both chosen because they had exceptional qualities, yet their stories traveled around the world painting a romantic narrative for public consumption.

Chakrabarty argues that claims to history must be made by indigenous intellectuals, but Spivak contends that the Western perspective has already influenced the intellectuals’ mind. Moreover, the real subaltern, according to Gardner, are too mediocre for public consumerism. So, even if subaltern can speak, will there be someone willing to listen? Historians must acknowledge that they are complicit parts in historical construction. As people, historians are both vulnerable and enabled by a Western mind and widespread consumerism. Still, historians have a moral obligation to search for the silent voices. Otherwise, we submit to cultural genocide; conceding that

colonial powers successfully dismantled the histories of their former subjects.

Subaltern Inroads

Early challenges to the post-colonial narrative has left the door open. Whether the subaltern can speak in their natural way or not, what they are able to say—no matter how tainted it is—presents historians with an opportunity to explore alternative narratives. Recent works have made massive inroads into mainstream historical discourse. Some went as far as forcing colonial governments to apologize and pay restitution for past atrocities.

Caroline Elkins, professor of history and African studies, is one of the scholars whose work illuminates the importance of confronting popular narratives. More than 50 years after the Mau Mau rebellion, Elkins helped the Kenyan people sue the British government for torture. Her work was both legally improbable and historically risky. She faced criticism from other scholars and the political elite, yet she pushed on. She discovered an inroad to a deeper historical narrative when she noticed the rather deplete British and Kenyan archives. Documents pertaining to the well-known detention camps were either classified or missing. Upon further searching, Elkins found that the British intentionally destroyed most of the documents. The ones they kept were relocated to Europe and marked confidential. It is important to reiterate that this is 50 years after the Mau Mau rebellion. How much longer were the British going to keep this information from the public? Based on their extraneous efforts to fight Elkins in the courts, it is easy to see that the British had no interest in releasing information regarding their crimes anytime soon.

Critics were holding on to their seat in the same way Britain tried to hold on to its innocence. Perry Marc, journalist for *The Guardian*, chronicles Elkins’ battle in his article, “Uncovering the Truth about the British Empire.” According to Marc, Other historians accused Elkins of sensationalism because she supplemented her work with 78-pages of witness statements. They argued that her claims against Britain were not substantiated. A “murderous campaign to eliminate Kikuyu people” that ends with the suggestion that “between 130,000 and 300,000 Kikuyu are unaccounted for” warranted answers.¹⁴ These historians are stuck in antiquated research methods. They are exactly who the British want them to be: concrete “fact” grabbers who do not appreciate the value of oral research.

Since the archives are mute, Elkins’ claimants became foundational to her work. Indeed, they are the ones who make her work notable. They lead a rebellion, just as they did 50 years earlier, but this time it is against the genocide committed against their history. Marc writes about one, Paulo Nzili, who said he was castrated with pliers while in detention. Another, Jane Muthoni Mara, said she was sexually assaulted with a heated glass bottle.¹⁵ Claims like these against systematic violence spurred the emergence of new documents. However, Elkins believes the interviews outweigh any document. They “[speak] directly to

¹⁰ *ibid*, 26.

¹¹ Nathaniel Gardner, “The Extraordinary Subaltern: Testimonio Latinoamericano and Representation,” *Hipertexto* 4, (2006): 37.

¹² *ibid*, 38.

¹³ *ibid*, 40.

¹⁴ Perry Marc, “Uncovering the Truth about the British Empire,” *The Guardian*, (2016): 7.

¹⁵ *ibid*.

claims that, if you [take] out the oral evidence... the whole thing [falls] apart.”¹⁶

Analysis

Just as in any historical method, subaltern and oral research must take a careful, yet ambitious approach to truth. This is not “fact” retrieval; rather, subaltern deals with people as objects of study. People are not always dependable. In Elkins’ work, no one knows for sure if the claims are 100-percent true; it is possible the claimant’s memory fails them at times. No one knows for sure if these people live extraordinary lives. Perhaps, some are educated; maybe some have been baptized in the Western way. Nevertheless, it is these voices that buried the last bit of Britain’s chastity. Thus, historians must not cease to ambitiously find ways to challenge colonial narratives. When it is clear the colonial governments have been intentionally hiding, fragmenting, and manipulating “facts” for more than 50 years, someone must ask why. That someone is the historian. Sometimes answers are not found in the archives. Doing history is extremely complex, and archives are foundational to any historical research; however, historians cannot be pigeon-holed by the institutions that blatantly control and facilitate historical inquiry through recorded data.

It is obvious that Elkins claimants are not unique in that atrocities were committed by colonial empires across the globe. Wm. Roger Louis, the chair of English History and Culture at the University

of Texas at Austin, acknowledges that Kenya was not an aberration in the grand scheme of colonial exploits.¹⁷ Certainly, there is Belgium, Germany, Japan, France, Spain, Portugal, and the US; all of which are susceptible to accountability. Even if these countries have taken on some accountability, is it safe to say that they have absorbed absolute accountability for every life and memory they murdered? Not likely. Thus, historians have a huge responsibility. They must be critical, but they should not lack ingenuity.

Conclusion

The chances of subaltern history rising above the surface is slim, but not impossible. Archival fragmentation has triggered the influx of researchers who want to tell the stories of normal people. Early bottom-up approaches failed to address the issues surrounding the democratization of history. As a result, historians resorted to biographical studies. These have proved to be very popular in our consumerist society. Some historians criticize biographical work, but there is no doubt that such works have made great inroads. Moreover, they present a way to effectively challenge political powers by giving silent people a voice. It is unclear if historians can get to the root of subaltern study; however, one thing is certain: subaltern and oral research remains the only effective means to combat archival erasure and cultural genocide.

¹⁶ *ibid.*

¹⁷ 2012 Decolonization Seminar: Opening Lecture with Wm. Roger Louis

2021-2022 CLASS SCHEDULE

FALL 2021

Hist 1218.01	Survey of US History to 1877	Andreotti, Jenny	MWF	8-8:50am
Hist 1218.64	Survey of US History to 1877	Vosper, Andrea	FONL	
Hist 1218.61	Survey of US History to 1877 jumbo	Plata, Julie	MW	1-2:15pm
Hist 1218.80	Survey of US History to 1877 jumbo	Dodd, Doug	FONL	
Hist 1218.62	Survey of US History to 1877	Plata, Julie	TR	2:30-3:45pm
Hist 1218.63	Survey of US History to 1877	Kartinen, Kim	TR	5:30-6:45pm
Hist 1228.60	Survey of US History since 1865	Freeland, Katy	MWF	9-9:50am
Hist 1228.01	Survey of US History since 1865	Andreotti, Jenny	MWF	10-10:50am
Hist 1228.02	Survey of US History since 1865 jumbo	Andreotti, Jenny	MWF	1-2:15pm
Hist 1228.63	Survey of US History since 1865	Garcha Kiran	TR	5:30-6:45pm
Hist 1228.03	Survey of US History since 1865	Freeland, Katy	TR	8:30-9:45am
Hist 1228.80	Survey of US History since 1865	Andreotti, Jenny	TR	1-2:15pm
Hist 1418.60	World History, Pre-history to 1500 jumbo	Dhada, Mustafah	FONL	
Hist 1418.61	World History, Pre-history to 1500	Vosper, Andrea	FONL	
Hist 1418.62	World History, Pre-history to 1500	Vosper, Andrea	FONL	
Hist 1428.60	World History, since 1500	Wempe, Sean	MW	1-2:15pm
Hist 1428.61	World History, since 1500 jumbo	Vosper, Andrea	FONL	
Hist 2000.60	Historian's Craft	Wempe, Sean	MW	2:30-3:45pm
Hist 2100.60	Introduction to California History	Freeland, Katie	MWF	11-11:50am
Hist 2100.61	Introduction to California History	Plata, Julie	TR	10-10:50am
Hist 3008.60	Historical Writing	Wempe, Sean	MW	4-5:15pm
Hist 3008.61	Historical Writing	Wempe, Sean	MW	1-2:15pm
Hist 3130.01	The Civil War Era, 1828-1877	Rodriquez, Alicia	MW	1-2:15pm
Hist 3240.60	California History	Dodd, Doug	TR	10-11:15am
Hist 3420.60	How Islam Changed the West	Dhada, Mustafah	TR	4-5:15pm
Hist 3490.60	Modern China	Staff	FONL	
Hist 3860.60	Applied History	Rodriquez, Alicia	MW	4-5:15pm
Hist 4020.01	Public History	Dodd, Doug	TR	1-2:15pm
Hist 4230.60	African-American History	Garcha, Kiran	TR	5:30-6:45pm
Hist 4510.60	The History of European Empires, 1500-2000	Murphy, Cliona	TR	2:30-3:45pm
Hist 4640.01	Pagans and Christians in the Roman World	Vivian, Miriam	MW	4-5:15pm
Hist 4800	Individual Study	TBA		
Hist 4908.01	Senior Seminar	Rodriquez, Alicia	TR	8:30-9:45pm
Hist 4990	Individual Study	TBA	TBA	TBA
Hist 5420.60	Reading Seminar in African/Middle Eastern History	Dhada, Mustafah	M	5:30-8:00pm
Hist 5510.60	Reading Seminar in European History	Wempe, Sean	W	5:30-8:00pm
Hist 6000	History Practicum	TBA	TBA	
Hist 6970	Master's Thesis	TBA		
Hist 6980	Comprehensive MA Exam	TBA		
Hist 6990	Individual Study	TBA		

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