



History Newsletter



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HISTORY MA STUDENTS AND ALUMNI PRESENT PAPERS AT CONFERENCE

Three current and former CSUB MA history students presented papers at the annual meeting of the California Council for the Promotion of History, held in Hanford, California, in October. Their presentations were part of the panel, “Strikers, Bootleggers, and Builders: Twentieth Century Perspectives on the Southern San Joaquin Valley,” organized and chaired by Professor Douglas Dodd.

Olivia Garcia, editor of *Bakersfield Life* magazine and a current MA student, presented her paper, “*Campesinas, Huelguistas, and Lideres: The New Woman in the Farm Worker Movement, 1965-1975*,” which is based on a project that began last Fall in Professor Orlicki’s historical research methods course (History 503). The paper examined the role of women within the Farm Worker Movement’s early period, 1965-1975, and looked at how the movement offered new gender roles of leadership, activism, and a sense of bicultural identity for working-class women.

Richard Roux, a teacher at Centennial High School, earned his MA in History at CSUB in June 2013. His paper, “*Bootleggers, Booze, and Busts: Prohibition in Kern County, 1919-1933*,” drawn from his recently completed thesis, explored the connection between the 18th Amendment and the Volstead Act, and how national policy was translated into enforcement at the state and local level and provided a demographic profile of Prohibition violators in Kern County (focused on ethnicity, gender, age, socioeconomic status, and geographic location of arrest).

Christopher Livingston, a librarian and archivist at the Walter Stiern Library, earned his MA in history from CSUB in 2004. His paper, “*Life of an Architect: Charles H. Biggar and the Building of Bakersfield*,” traced the education and career of architect Charles H. Biggar and examined the ways in which his work combined traditional architectural design with modern techniques. Biggar had an important influence on architecture in Bakersfield and California, designing several schools, libraries, churches, businesses, and civic structures that have become landmarks.



FALL HISTORY FORUM

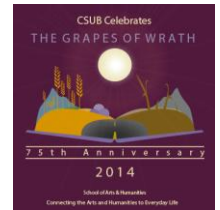
On October 25, the department held its fall History Forum, “**Epistemological Imperialism and Mass Violence in World History: The Wiriyaamu Massacre of 1972 Examined**,” presented by Professor Mustafah Dhada.

As Dhada explains, “Three years before it exited Mozambique as its imperial ruler, Portugal’s colonial army massacred nearly 400 civilians in Wiriyaamu. Portugal initially denied the carnage and then admitted it—not in the scale as publicly revealed—as an inevitable consequence of hunting down insurgents clamoring for independence in Mozambique. Portugal’s refusal to allow the United Nations to investigate the massacre compounded the problem of knowing why, how and what happened at Wiriyaamu.”

See Dhada cont. on pg. 8

CSUB CELEBRATES THE GRAPES OF WRATH

by Miriam Raub Vivian



2014 is nearly upon us, and it will be a very full year for the Public History Institute at CSUB (PHI), as we’re celebrating the 75th anniversary of the publication of John Steinbeck’s *Grapes of Wrath*, a landmark literary work that captures the struggles of migrant farm workers from Oklahoma in the 1930s.

As many of the Dust Bowl-era migrants found their way to the Central Valley, and Steinbeck’s fictional Joad family spent a month at Weedpatch Camp, south of Bakersfield, the book’s focus is very much a part of our regional history. Researching, preserving, and disseminating that history is the mission of the Public History Institute, under the auspices of the school of Arts & Humanities. Housed in the History Department, the PHI has been planning this year of events for more than two years.

We actually kicked things off this past October, hosting a reception for the National Steinbeck Center (NSC) in Salinas, as a trio of artists and several NSC staff culminated 10 days retracing the journey of the Joad family from Sallisaw, Oklahoma, to the Central Valley. Over 200 campus and community members settled into the Dezember Reading Room of the Walter Stiern Library (WSL) to hear the experiences of those NSC participants, as well as an interview with Kelly Blanton, retired Superintendent of Schools for Kern County, who shared memories of traveling from Texas to Kern County with his parents and siblings in the early 1940s and described what it was like to grow up in government camps.

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ALUMNI NEWS

Rudy Calderon (BA 2001) teaches in the Lucia Mar Unified School District in Arroyo Grande, CA. He was voted Teacher of the Year for the nineteen-school district this past school year.

Jeff Newby (BA 2011) who is teaching English in Kamiichi-machi, Toyama-ken, Japan through the JET (Japan Exchange and Teaching) program, writes that he and his wife, **Alyson Moss**, (BA 2010) are adjusting well to their new environment. He describes the community as “a small, quiet little farming town of about 23,000 people located just west of the center of Toyama” and “surrounded by gorgeous mountains and just a quick drive from the coast.” Alyson found a job teaching English at the YMCA in the big city 25 minutes away.

Josh Rocha (MA 2010), a graduate student in modern European history at UC Santa Barbara, will take his PhD comprehensive exams in February. He is applying for funding for the following year, working on his dissertation, and hopes to teach his own course next summer.

FACULTY NEWS

Prof. Douglas Dodd presented a paper, “The Civilian Conservation Corps in California’s National Parks, 1933-1942,” at the annual meeting of the Western History Association, in Tucson, Arizona, on October 12.

Retired CSUB Professor of History **Jerry Stanley** has made a gift of \$30,000 to the Leo B. Hart Scholarship Fund at CSUB. Scholarships will be provided to first generation students with a preference for underserved groups (financially challenged or otherwise) in any discipline.

STUDENT NEWS

Jovanni Garcia (double major in History and French) has been selected to serve on the statewide CSU International Programs committee (Academic Council of International Programs -ACIP). Jovanni, who spent the last two years in France, had to compete with students from the other CSU campuses for one of the two positions awarded to applicants who studied abroad with the CSU during the previous year.

Philena Goscinski is a second-year history major here at CSUB, and a local dancer. She has been dancing with Civic Dance Center since 1998. The Nutcracker is a holiday staple here in Bakersfield, as it is in its 36th season. This is Goscinski’s eleventh year performing in the local production of The Nutcracker, and this year she will be dancing the roles of Frau Silberhaus, a Snow Maiden, a Flower, and a member of the Arabian Harem.

The Nutcracker will show at the Rabobank Theater December 13, 14, and 15. Tickets are available at the Rabobank Box Office.

Michael Gutierrez, a former CSUB MA student, is working as a landman. He sifts through county records, adjudicating who has mineral rights to this or that piece of land. He attributes obtaining this job to his graduate work at CSUB and his experience with SILAS (Society for Irish Latin American Studies).

Senior History student **Kim Kartinen** had an article published in the *Newsletter for the Center of White Rose Studies* in September. Research into resistance in Nazi Germany is the focus of this group. Kim attended the White Rose Conference at CSU Channel Islands this summer, on a full scholarship. In this article, Kim relates her childhood experiences helping her father’s research on the United Farm Workers (UFW) to her interests in resistance in Nazi Germany.

Read her fascinating article here <http://www.white-rose->



studies.org/September_10_2013.html#Kim

Grapes cont. from pg. 1

The WSL is also hosting a year-long exhibit of Dust Bowl-era photos, with over 100 images that depict life in the camps, the fields, and on the road. Several of these photos were taken by Dorothea Lange, the famous photojournalist who documented the plight of many of these migrants; especially well known is her Migrant Mother photo series.

Keep an eye out for a full calendar of events coming in the new year. **A film screening at the Fox Theater on Friday, February 7, of the 1940 John Ford film, based on the novel, will be the official and major launch of this year-long project**, which will largely culminate with **an interdisciplinary academic conference at CSUB on Friday and Saturday, November 7 & 8: The Cultural Legacy of the Grapes of Wrath**. Throughout the year we’ll also be working on collecting oral histories of Dust Bowl-era migrants—or those who worked, or played, with them—and we expect to offer a 2-unit General Studies course in the spring related to the Dust Bowl and oral history.

Please make note of—and join us for—the many related events planned. Though not exhaustive, this list provides some highlights of what’s to come in our celebration of the *Grapes of Wrath* in 2014:

January 14: Walter Presents “Music of the Great Depression,” a live bluegrass performance with an historical introduction by music professor Joel Haney, WSL (eve.)

Spring 2014: Visiting Sculptor Series; Science of the Dust Bowl; and History Forum (Gray Brechin, historical geographer), CSUB

March 8: Merle Haggard in concert at the Fox Theater (with some music related to the Dust Bowl era)

March 15 & 16: Children’s Theatre Performance of “Dust Bowl Dreams,” Doré Theatre

April 9: Arlo Guthrie in concert at the Fox Theater (playing at least some of his father’s famous songs)

April 17: the Kegley Institute of Ethics presents the Honorable Cruz Reynoso, first Latino justice of the California Supreme Court, CSUB

April 23: the California Writer Series presents Marisa Silver, reading from *Mary Coin*, WSL, 7pm

Fall 2014: Walter Presents historian Jerry Stanley on children of the Dust Bowl, WSL

October 1: the Kegley Institute of Ethics presents pundit Andrew Sullivan, CSUB

November: Runner Reader presents Sonia Nazario reading from *Enrique’s Journey* (jointly with One Book, One Bakersfield, One Kern), CSUB

November 6-9: Theatrical performance of *From Dust Thou Art*, by Peter Grego, Doré Theatre

November 23: Bakersfield Youth Symphony: Dust Bowl-era music program

For updates and further information, please visit our webpage: www.csub.edu/ah/grapesofwrath



THE CYRUS CYLINDER By Miriam Raub Vivian

I was fortunate to be able to squeeze in a quick visit to the Getty Villa amid all the grading of fall exams, my primary motive to see the famous Cyrus Cylinder, on loan from the British Museum only

through December 8. This famous terracotta piece (about 12 inches long), inscribed in the cuneiform script of ancient Mesopotamia, was discovered only in 1879 (by which time cuneiform had already been deciphered by the likes of Henry Rawlinson), but it affirmed the portrait of Cyrus the Great, King of Persia in the 6th century BCE, conveyed by other ancient sources, such as Herodotus, Xenophon, and the Hebrew Bible, all of which present him as tolerant of other cultures and generous to those whom he conquered. The book of Ezra claims that it was Cyrus who released those Jews who had been held in Babylon for nearly 50 years (the “Babylonian Captivity”), returning them to their homeland and even supporting their rebuilding of the Temple in Jerusalem.

The cylinder records Cyrus taking the city of Babylon, which actually welcomed him, perhaps because, Nabonidus their ruler at the time, had alienated many with his insistence on subverting traditional Babylonian deities in favor of lunar monotheism. The words on the cylinder are ascribed to Cyrus himself and include his assertion that Marduk, patron deity of Babylon, had despaired of Nabonidus and chosen Cyrus to take control of the city:

[Marduk] inspected and checked all the countries, seeking for the upright king of his choice. He took the hand of Cyrus, king of the city of Anshan, and called him by his name, proclaiming him aloud for the kingship over all of everything. (trans. by Irving Finkel).

Cyrus seems to have earned his title “the Great,” having created the largest empire in the world at the time of his death in 530 BCE. And unlike the empire of the Assyrians before this (their 300+-year rule ended at the Battle of Nineveh in 612 BCE), Cyrus both organized the territory he conquered and allowed conquered peoples to retain their cultural traditions, including their gods.

The Cyrus Cylinder was a sight to behold, but it is only one small example of the treasures that the Getty Villa borrows or contains. Just two hours from Bakersfield, the Villa is a beautiful and dazzling recreation of the Villa of the Papyri, blueprints for which were drawn up during the excavations of Herculaneum, buried by debris from the eruption of Mt. Vesuvius in 79 CE. Remodeled several years ago, the Villa now sports an outdoor amphitheater for theatrical productions, beautiful gardens, a collection of thousands of antiquities, and ample parking. Best of all, it’s FREE! One need only visit their website and make a reservation, which secures a parking place for the relatively modest on-site fee of \$15. Check it out: <https://www.getty.edu/visit/villa/>.

PHI ALPHA THETA NEWS

The National History Honor Society
by Miriam Raub Vivian, Advisor

Spring Paper Competition

Early in spring quarter, department faculty may submit outstanding student research papers from fall 2013 and winter 2014 to the department’s **J.R. Wonderly Memorial Award** Committee for the Spring Paper Competition. A winner will be announced sometime in late April.

Annual Phi Alpha Theta Regional Student Paper Conference

PLAN NOW to join me at the Phi Alpha Theta Southern California Regional Student Paper Conference, at California Lutheran University, on **Saturday, April 28**. 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.

Membership

Now that fall quarter is behind us, it is a good time to consider applying for Phi Alpha Theta, if you are not already a member. If you 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—then you qualify. (Graduate students must have a minimum 3.5 GPA in four or more CSUB graduate history courses.) See our department web page (www.csub.edu/history), and click on P.A.T to find the online application. If it’s more convenient, there are also red information/application forms 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 résumé. It also qualifies you to participate in our chapter’s annual paper competition. (See above.)

Newest Member

This fall we officially welcome **Jovanni Garcia** into Phi Alpha Theta’s membership. Although she was included in the spring induction, she was actually still in France at the time, completing her SECOND year abroad through the CSU International Program. Congratulations to Jovanni on her academic achievement!

PAT Board of Officers, 2013-14. If you have any questions about Phi Alpha Theta, contact me or ask a member of the board of officers for 2012-13: **President:** Frank Martinez; **Vice-President:** Kristin Self; **Secretary:** DJ Wheeler; **Treasurer:** Paul Rendes; **Historian:** Melissa Bowen; and **Paper Award:** Peter Wonderly.

LIVING IN ISTANBUL

by Mark Baker

About four and a half years ago, the opportunity to live, study and teach in Istanbul, Turkey fell into my lap. After a lot of discussion and waffling, Mary and I decided to uproot our kids and move to the other side of the planet, for a few years. It is, of course, not possible to capture the whole of that experience in a brief newsletter article, but I thought I would write about a few key things I learned from our time in that ancient and not so ancient city.

First, I learned that Istanbul is both an old center of various empires, and an exciting, new, innovative metropolis. Of course, I knew it was among the oldest cities of the ancient world. The first human settlements in the area date from much earlier, but the town of Byzantium was founded in approximately 660 BCE by Greek colonists emigrating from Megara. It was initially a center of trade, strategically located at the only maritime entrance to the Black Sea, and soon grew into a thriving city. Its location also attracted those militarily minded, most famously the Roman Emperor Constantine, who decided in 330 CE to make the city an imperial residence. After his death, the city was renamed Constantinople (the city of Constantine), and became the capital of the Eastern Roman Empire. Like all imperial capitals, the city passed through periods of great, vibrant growth, as well as serious decline, and in one of the latter periods, the Turkic Ottomans conquered the city (1453 CE), and eventually made it the capital of their diverse, expanding empire, as well as a major Islamic center, the seat of the last caliphate. Although historians now generally refer to the city as Istanbul, it was not officially called this until after World War I, after the founding of the Turkish Republic (Ottomans usually referred to the city as *Kostantiniyye*). Istanbul was officially declared the city's sole name only in 1930.

Nowadays, Istanbul is no longer an old city; certainly, there are still ruins strewn about all over the place, but the city has become a sprawling, modern metropolis, bursting with diverse peoples (officially, 14 million, unofficially 18 million inhabitants), ideas, buildings, styles, arts, and architectures. In one day, an intrepid tourist can easily see ancient Greek tombstones in one part of the old city (Sultanahmet), visit the massive and beautiful Hagia Sophia basilica, have coffee at Starbucks (there are at least 50 locations in Istanbul, 179 in Turkey), visit the awe-inspiring Blue Mosque, lunch at a fancy French bistro (for example, *Le Pain Quotidien*), shop at one of the city's (too) many shopping malls in the afternoon (including American shops such as GAP, Nike, Dockers, Krispy Kreme, Levis, and Burger King), eat dinner at traditional Turkish restaurant in Kadikoy (we highly recommend Ciya), and go to a classical (or pop or rock or jazz) music concert in the evening.

Another important thing I learned is how wonderful the Turkish people are. Mary and I were immediately struck by their friendly, open approach to foreigners so different from our many experiences in the former-Soviet Union (or even, sad to say, in



Mary's hometown of Boston). Many Turks seemed especially to love children, and so our kids, Lily and Jasper, were welcomed with open-arms, smiles, and treats, wherever we visited. For three-year old Jasper this was sometimes a little too much, as older Turkish women chased after him to squeeze his cherubic cheeks. Overall, however, we very quickly felt at home in Istanbul. One of the first places we visited in the local market area near our apartment was a sweets shop, where they made and sold lokum (Turkish delight) and baklava; the kids were invariably offered free samples, and we could sit, drink tea, and eat a tasty afternoon treat. They were also incredibly patient with our poorly pronounced Turkish, as we gradually learned our first non Indo-European language.

At the same time, the diverse nature of the city was everywhere apparent. At a personal level, this was always enriching: our kids saw ancient ruins and artifacts at the Istanbul Archeological Museum, modern art masterpieces at the Pera Museum, visited the beautiful Chora Church, its interior covered in Byzantine frescoes and mosaics, and also learned to ice-skate, to swim, to play Minecraft, and they learned Turkish. Mary learned to speak Turkish quite well and interacted more often with non-English speaking Turks than I did, but she also uncovered a local West African community, and she arranged for some of them to come to campus to teach African drumming and dance classes.

I have much more to write about our experiences in Istanbul and Turkey, but I will have to conclude with something I already knew, but was repeatedly reminded of while living in Istanbul. Travelling, living in, experiencing a new city, country and culture is not *only* about finding something and somebody who is different. It is also about finding common ground, about comparing notes on the human experience, and confirming how similarly human we all are. If I could give one piece of advice to students interested in travelling or studying abroad, I would suggest this: do not assume the people you meet are somehow fundamentally different; assume they are fundamentally the same. You will then be surprised by the differences, but less likely to assume that these differences are fundamental. They are not.

An Environmental History of Ancient Greece and Rome

by Lukas Thommen

Cambridge: Cambridge University Press, 2012

186 pp.

Nature's Touch: A Study of Greek and Roman Environmental Practices

a review by Rayanna Hunter

Environmental studies today have made it clear that the impact of humans on nature has been anything but minimal. That is no big surprise when one considers the size of their impact. With the largest human population the earth has ever seen, increasing levels of ozone-destroying chemical use, ever-growing mountains of non-biodegradable garbage dumped in landfills, and rapidly disappearing natural habitats for animals and plants, it can be argued that humans have lost touch with the side of nature that guided ancient civilizations. But then, Lukas Thommen might have an argument against that. According to him, the devastating environmental practices of ancient civilizations were only limited by their scale.

You do not need a PhD in environmental sciences to enjoy this book. While he uses his share of scientific and historical terminology, Thommen successfully achieves his goal of an informative text that is still accessible to the general audience. The unique chapter-for-chapter style, with the historical review of the two civilizations organized as closely as possible in matching chapters bearing matched titles, allows the reader to compare ancient Greek environmental practices and beliefs with those of the Romans. With this useful method, the reader is able to learn, for example, how the Greeks' environmentally damaging strip-mining practices and slag dumping were continued by the Romans, most often with the same view of conquering nature. In another pair of chapters, Thommen explores the limited Greek literary sources that paint a picture of small-scale, nutrient-poor farmland insufficient to meet the needs of their growing population versus the much greater array of Roman works describing the great pride Romans took in their agricultural lands and the understanding of fertilizers and field rotation that they used to keep their production strong and robust.

Throughout most of the work, Thommen takes care to present evidence from a variety of literary sources. He notes that no one source is able to represent the views of all people living and

working at that time and wisely suggests that a study of ancient civilizations is therefore enhanced by a review of their opposing environmental beliefs. In one chapter he shows that, while many other sources extolled the might of Rome with its grand cities and vast riches, in the early first century Pliny the Elder protested the destruction of the earth for the purpose of satisfying the lusts of men. Of course, Thommen then goes on to point out that Pliny's complaints were more likely aimed at a moral desire to curb the extravagant lifestyle of the Romans than out of any concern for actual environmental devastation.

The reader further benefits from Thommen's decision to include quotations from the primary sources. These grant the audience a uniquely direct view into the minds of ancient writers. Pliny the Elder's eloquent phrases and Plutarch's matter-of-fact accountings successfully bring this environmental history to life. The use of pictures and maps further enhances the book, providing the reader a visual glimpse into ancient life and its effect on the land. It is one thing to imagine how Roman clear-cutting might have in some small way touched the vast German forests, and quite another to see the profound changes to the land as displayed through an artist's rendering.

Thommen's book is an excellent introduction to the environmental history of ancient Mediterranean civilizations. His carefully crafted comparison between Greek and Roman practices and beliefs is not so dense as to bore the reader, but rather provides just enough information to whet the taste buds of those interested in further study. The reader is left with an increased understanding that today's environmentally devastating practices are not so new and that it was only the smaller scale of much smaller societies that limited the ancient Greeks' and Romans' harmful effects on the Earth. Human nature, far more than Mother Nature, directed those ancient civilizations into a course of physical devastation to the earth that more than two thousand years has failed to cure.

SOCIAL SCIENCE PROGRAM NEWS

Students pursuing Social Science certification should be aware of important program changes. The History Department no longer offers California history in two quarters, as History 370 and History 371. Instead, California history is now offered in one term, as History 374. Because of this change History 374 now fulfills the requirements for both halves of California history previously required for Social Science subject matter certification. If you have taken only one of the halves of California history previously offered (History 370 or History 371), and plan to seek Social Science certification, please contact Professor Rodriguez to request a waiver; arodriquez@csu.edu

In addition, the Social Science program previously required that students take a designated Gender, Race, and Ethnicity course outside of their major (such as Econ 380 or Soc 327). The Social Science committee has elected to eliminate that requirement. The result of both changes means that Social Science Program students will take ten fewer units than previously required. If you have questions about the changes or about the Social Science program, please see Dr. Rodriguez in FT 301-A

Cicero: The Life and Times of Rome's Greatest Politician

by Anthony Everitt

New York: Random House Trade Paperbacks, 2003

364 pp.

The Complexity of Cicero's Character

a book review by Kenny Antoniono

In his monograph *Cicero: The Life and Times of Rome's Greatest Politician*, Anthony Everitt examines the life of Rome's most famous orator through his impact on the course of the Late Republic and civil war. Born at the beginning of a climactic period of Roman history, Cicero came into contact with almost all the key players of the period at some point or another during his life. Everitt attempts to recreate Cicero as a man both influential in his age and influenced by the world that surrounded him. In exposing the dangerous, corrupt, and powerful environment that was Roman politics, he is able to highlight Cicero as both an emotional and rational human being.

Organizing his book temporally, each chapter traces a key event or time during Cicero's life, ending with an account of his death "at the Seaside." Each chapter is given a subtitle that reflects its contents. At the beginning of the book, he provides two maps that allow the reader to conceptualize the geographic context important to understanding Cicero's life, especially his exile in Thessalonica and his foreign posts. A brief chronology also helps to keep the events in order. This is especially important, as much of Cicero's life may be unfamiliar to readers. After the main text, Everitt includes a detailed Sources section that gives a very brief treatment of ancient historians and their relationship with the subject matter. Next he provides a Further Reading list separated into primary and secondary sources. An abbreviations section helps one understand Everitt's detailed Chapter-by-Chapter Sources section, which includes a short annotation. It is clear that Everitt's book is very well researched. While not intended for a scholarly audience but rather one seeking entertainment or a better understanding of the Late Republic, *Cicero* relies heavily on primary source materials for the crafting of its narrative. Still, it lacks footnotes or endnotes and often reads more like a novel than a text meant for scholarship. While this format allows the book to progress smoothly, Everitt's decision not to provide citations for claims made in the narrative detracts from the text's ability to fully inform readers.

Everitt opens his book with a *media res* account of Caesar's assassination. Rich in detail, this section does an excellent job setting the stage and introducing the characters who witnessed or participated in the attack. As these names come up again in the course of the narrative, that the characters have already been introduced allows the reader to place them in the larger context. In the story of Cicero's life, many important people cross his path, and a surprising number of them are present at Caesar's assassination on March 15, 44 BCE.

Overall, Everitt is successful in examining the "life and times" of Cicero. He paints a very vivid picture of Forum life. The author's description of the College of Pontiffs proves an interesting example of the importance of the Establishment to Roman life. For a society that in some ways seems very much

like our own, a continued reliance on the supernatural and the opinion of the gods to direct policy reminds the reader that this was very much a different time. Keeper of the calendar, the Pontiff decided holidays and sought to be the middleman between the Romans and their gods. By explaining such features about the world in which Cicero lived, Everitt brings life to the era and is able to further develop Cicero as a human being.

The main points of *Cicero* include the lead-up to civil war, his political leadership as Praetor and Consul, his humanity as revealed through his character—both strong and weak—his relationships with family and friends, and the state of Rome during his lifetime. Everitt does his best work exposing Cicero as a human being in his analysis of the relationship between Cicero and Atticus. Through correspondence with his close friend, Cicero shows clearly he is a man with real emotions. For instance, he does not hold back when telling Atticus how displeased he is with the decision to be sent abroad, and his emotions range from anger to depression.

Everitt is able to bring texture to a man often viewed as quite two-dimensional. Although, for example, most evidence points to Cicero not being homosexual, he wrote a "flirtatious" letter to a young slave of his that seemed to imitate Greek "love poetry." A colorful and complicated character, Cicero's ability to remain on good terms with people "whose behavior he [finds] morally objectionable" speaks to his political acumen. He was a man who often knew what he wanted and how to get it but occasionally his situation was left to the mercy of others to decide. At once influential and powerful, he also seemed weak at times. Unable to prevent his exile (although he came back from it more powerful than ever), Cicero proves ultimately unable to prevent his own execution. With much of Cicero's personality lost forever to history, Everitt does a great job taking the record that remains and reconstructing Cicero the man.

Possibly Everitt's greatest failure in writing *Cicero*, however, is allowing the title character as a main actor in his narrative to get lost among the other great personalities of his time, including Caesar and Pompey. These larger-than-life characters take away from the story of Cicero the man. Whether intentional or not, Everitt allows the central subject to shift often. When on topic, the author is clear in his intention to highlight his humanity and does so without ignoring the jealous and vindictive streaks that complicate Cicero the politician.

Incredibly intelligent, manipulative, and driven, Cicero proves a primary character in the story of the Late Roman Republic. Everitt, through an equal exploration of the man and his environment, reveals a politician much more complicated than one might expect. The statesman of his age, Cicero both influences and is influenced by the world in which he lives.

A War Like No Other: How the Athenians and Spartans Fought the Peloponnesian War

by Victor Davis Hanson

New York: Random House Trade Paperbacks, 2005

397 pgs.

A Greek Tragedy in Four Acts: The Human Cost of the Peloponnesian War

a book review by Leah Avila

History is made, directed, shaped, and forged by the choices and actions of people. Hanson bases his unconventional history of the Peloponnesian War upon this unalterable fact. In *A War Like No Other*, Hanson states that his history is unlike the traditional histories of the Peloponnesian War because he emphasizes the human aspect of the war (XIV). The author focuses on the people in this twenty-seven-year struggle in order to show the universality of war and its attendant cost in lives (XVI). To accomplish this goal, he structures his book topically, examining aspects of the war such as the use of ships, horses, and hoplites. This organization, while useful for his purpose, makes an already intensive book difficult for readers who are not familiar with the subject matter. Hanson recognizes this problem and tries to alleviate it by providing a timeline of the war at the end of chapter one, maps of the regions and campaigns in the corresponding chapters, and glossaries of important terms, places, and people at the end of the book. The timeline divides the war into four phases and lists which chapters correspond to which phases of the war. These aids are helpful in placing the events and people he describes within their larger context. For example, in the chapter on fortifications, Hanson provides a map that details the locations of the battles and sieges that occurred during the war (181).

The unifying theme in *A War Like No Other* is the cost of human life. This theme blends social and military history to study the effect the Peloponnesian War had on Greece in general and on Athens in particular. To achieve this unique perspective, Hanson utilizes works from other scholars who have studied the Peloponnesian War, as well as authors from that time period, such as Thucydides and Euripides. At various points in the book, the narrative leans toward the military aspect, and at others greater attention is paid to the social consequences.

During the Archidamian War, the first phase of the Peloponnesian War, a virulent plague broke out in Athens. This plague of unknown origin and type lasted from late May 430 until 426 B.C.E. (68, 78). Hanson dedicates an entire chapter to examining the plague and its impact upon the Athenian people. Thucydides, a historian who lived through the plague, notes that “men did whatever they wished,” without the restraint of the laws of men or gods (67). This hedonism and barbarity became ingrained in the behavior of the Athenians, resulting in a brutal prosecution of the war (77). The disease killed approximately 70,000 to 80,000 men, women, and children, including the statesman Pericles, who might have been able to curb Athens’ later excesses (82-83). Hundreds of bodies decomposed on the streets before they were either buried in hastily dug mass graves or burned by their families in a pyre made from stolen fuel (75-76).

In the aftermath of the plague, the lost economic activity would equal in today’s dollars an estimated \$500 million (80). It was not until 416 B.C.E., at the end of the second phase of the war, that the city gained a measure of recovery from the plague when the young had grown to adulthood (82). Besides the manpower shortage, Hanson argues that the plague left mental and emotional wounds in the populace that survived. Consequently, the city of Athens was obsessed with what happened to the bodies of the dead, especially their dead soldiers and sailors. For example, after the Athenian victory at Arginusae, six of their ten generals were tried and executed for dereliction of duty because they failed to recover the bodies of the drowned. The remaining generals fled into exile to avoid a similar fate (76, 282).

The chapter on ships spans both the third and fourth phase of the war. It outlines the characteristics of triremes, their use in battle, how they were outfitted, the costs of outfitting a fleet and their role in the war. Social history in this chapter is limited mainly to how triremes were a source of bitter contention between the wealthy landowners and the poor who comprised the rowers. The trireme empowered the landless classes by making them an integral part in maintaining the empire, thus extending democracy beyond the landowning class (252). The lower classes used this chance to dominate the Assembly. Triremes also exasperated class tensions by forcing the rich to pay for a navy that provided jobs for the poor but did not defend their estates (263). Deploying two hundred ships for eight months cost Athens 1,600 talents—double what they received in tribute from their imperial subjects (262). In order to fund the fleet, the Assembly appointed four hundred trireme commanders from among the wealthy. They were compelled to contribute the upkeep and supply of a trireme as well as command it for a year (251). This depleted their funds and left their estates without management because they were gone or forced to stay in the city, further depleting their resources. This resentment boiled over into violent revolution in 411 and 404 B.C.E. (263). Naval engagements were not only extremely costly in monetary terms but also in the loss of life. The Athenians purchased their victory at the battle of Arginusae with the lives of 55,000 sailors from 263 different triremes (264).

Throughout his book, Hanson argues that the cost of the war was not measured in battles lost or money spent but in the toll on human life. This theme is repeated in every chapter and reinforced with the estimated death rate associated with that chapter’s subject. The final chapter presents the figure of over 100,000 dead in Athens alone in the course of twenty-seven years of war (296). Hanson contends that war is “an entirely human enterprise,” the cost of which is human lives (312). According to Thucydides, war is a “harsh schoolmaster” that teaches many important truths, such as the importance of money, technology, and professional armies (104, 302-306). The true lesson of the Peloponnesian War, however, is the tragedy of so many lives lost.

Abu Bakr Muhammad b. Zakariyya' al-Razi Medieval Islam and Modern Medicine
by Bailey Smith

This is an abstract of a paper Bailey wrote for Professor Mustafah Dhada's HIST 413 course.

Today's world of medicine is constantly making the headlines for its extraordinary medical advancements. But how did medicine and science get to where it is today? The "Father of Arabic Medicine," Abu Bakr Muhammad b. Zakariyya' al-Razi, pioneered the medieval medical world with discoveries and advancements in everything from the treatment of cancer with chemicals to the differentiation between small pox and measles. In the ninth century, Al-Razi began his studies of philosophy, alchemy, and medicine from which he helped transform the medical practices of medieval Islam theoretically to clinically. Most of al-Razi's advancements are significant to twenty-first century medicine, but his three greatest contributions to the world of medicine are hospitals, pharmacies, and the physician as a professional. Christian monasteries had already employed the use of hospitals when al-Razi became Head Director at the hospital of Rayy, but they were nothing like the institutions that we know today as hospitals. Al-Razi divided the patients by illness and gender; there was a psychiatric ward, an obstetrics ward, and a quarantined area for highly infectious diseases. Hospitals around the world today are educational centers as well as a place for healing; this is due to al-Razi's philosophy that a good physician should never stop learning. A competitive edge was strategically employed by al-Razi in his staff; the more time and knowledge they obtained in the field, the higher in the ranks of the hospital they could grow. Al-Razi's hospitals also contained laboratories and pharmacies. Pharmacology became a profession because of the denouncement of *charlatans* made by al-Razi due to their dishonesty and lack of formal training. This revolution from charlatans and witch doctors to pharmacists led to professional enterprises of pharmacies. In medieval Islam, entrepreneurs began opening up their own pharmacies and these establishments were regulated by a government agency that observed cleanliness, purity, and quality of medications sold to the public —the medieval Islamic equivalent to Ombudsmen. Al-Razi wrote over two hundred texts in his lifetime; *Kitab al-Hawi*, a twenty-volume medical encyclopedia was used in European medical schools until the 18th century. This text by al-Razi was a conglomeration of all known medical observations, theories, treatments, and diagnoses that had been recorded by al-Razi's predecessors like Galen and Hippocrates. The idea that physicians cannot solely rely on their competency and knowledge to become doctors but need to indulge in a moral and ethical lifestyles stems from al-Razi's transformation of the physician as a profession and his writings on medical ethics. It was a conceptualized idea of al-Razi that the balance between the body and spirit were dependent on one another; the physician should cure one's body as well as one's spirit and this idea began to blossom within the profession. From this philosophy, al-Razi demanded patients should be treated with dignity and respect just as today's ideal medical professional does.

Dhada cont. from pg. 1

In his talk, Professor Dhada addressed the challenges of researching and writing the history of the massacre, including the special care required in conducting oral history interviews with the survivors and perpetrators of the massacre, and the ways in which he was affected by his encounters with his interviewees and the tragic stories they told.

The talk was drawn from Dhada's forthcoming book, *The Wiriyamu Massacre and the End of the Portuguese Empire in Mozambique*, which will be published in 2014 by Bloomsbury Academic Press.

Video of Professor Dhada's talk is available on YouTube:
Part 1: <https://www.youtube.com/watch?v=2mYeTA1U3As>
Part 2: <https://www.youtube.com/watch?v=GEPs4bRu6vo>

Professor Mark Baker, who recently returned to CSUB from four years of teaching at Koc University, in Istanbul, Turkey, will present the Winter History Forum.

WINTER 2014

Hist 204	Western Civilization II	Harrie, Jeanne	TTh	CT2	10:00-12:05P
Hist 210(1)	World History I	Baker, Mark	MW	C2	10:00-12:05P
Hist 210(20)	World History I	Vivian Miriam	MW	D2	12:45-2:50P
Hist 211	World History II	Dhada, Mustafah	MW	B2	7:45-9:50A
Hist 222	Modern Pacific Asia	Orliski, Connie	TTh	Dt2	12:45-2:50P
Hist 231(1)	Sur of US Hist to 1877	Schmoll, Brett	MW	B2	7:45-9:50A
Hist 231(2)	Sur of US Hist to 1877	Rodriquez, Alicia	TTh	DT2	12:45-2:50P
Hist 231(3)	Sur of US Hist to 1877	Freeland, Kathleen	MW	C2	7:45-9:50A
Hist 232(1)	Sur of US Hist since 186	Schmoll, Brett	TTh	BT2	7:45-9:50A
Hist 232(2)	Sur of US Hist since 186	Dodd, Doug	MW	D2	12:45-2:50P
Hist 232(3)	Sur of US Hist since 186	Parra, Peter	MW	G2	5:15-7:20P
Hist 300	Historical Writing	Baker, Mark	MW	G2	5:15-7:20P
Hist 303	The Roman Empire	Vivian, Miriam	TTh	DT2	12:45-2:50P
Hist 313	Ireland Since 1800	Murphy, Cliona	MW	F2	3:00-5:05P
Hist 414	Ottoman Empire World History	Dhada, Mustafah	MW	C2	10:00-12:05P
Hist 423 AV/ITV	Modern Japan	Orliski, Connie	TTh	GT2	5:15-7:70P
Hist 453	Environmental History of US	Dodd, Doug	MW	C2	10:00-12:05P
Hist 468	Mexican American History	Rodriquez, Alicia	TTh	BT2	7:45-9:50A
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 525	Seminar in European History	Baker, Mark	T	G1	5:15-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		

SPRING 2014

Hist 206	Western Civilization III	Murphy, Cliona	MW	C2	10:00-12:05P
Hist 210(1)	World History	Dhada, Mustafah	MW	B2	7:45-9:50A
Hist 210(2)	World History	Vivian, Miriam	MW	F2	3:00-5:05P
Hist 210(3)	World History	Orliski, Connie	TTh	GT2	5:15-7:20P
Hist 212	World History III	Baker, Mark	TTh	CT2	10:00-12:05P
Hist 231(1)	Sur of US Hist to 1877	Schmoll, Brett	MW	B2	7:45-9:50A
Hist 231(2)	Sur of US Hist to 1877	Rodriquez, Alicia	MW	D2	12:45-2:50P
Hist 231(3)	Sur of US Hist to 1877	Tentative	TTh	FT2	3:00-5:05P
Hist 231(4)	Sur of US Hist to 1877	Tentative	MWF	B3	8:30-9:55A
Hist 232(1)	Sur of US Hist since 1865	Schmoll, Brett	TTh	BT2	7:45-9:50A
Hist 232(2)	Sur of US Hist since 1865	Tentative	TTh	BT2	7:45-9:50A
Hist 232(3)	Sur of US Hist since 1865	Tentative	MW	G2	5:15-7:20P
Hist 300	Historical Writing	Vivian, Miriam	TTh	DT2	12:45-2:50P
Hist 309 AV/ITV	Europe Since 1914	Murphy, Cliona	TTh	BT2	7:45-9:50A
Hist 327	African Colonial Independence	Dhada, Mustafah	MW	D2	12:45-2:50P
Hist 374	California History	Dodd, Doug	TTh	DT2	12:45-2:50P
Hist 406	Rise & Fall of Soviet Empire 1917-1991	Baker, Mark	TTh	GT2	5:15-7:20P
Hist 421	Gender in East Asia	Orliski, Connie	TTh	DT2	12:45-2:50P
Hist 464	The American South	Rodriquez, Alicia	MW	C2	10:00-12:05P
Hist 490	Senior Seminar	Harrie, Jeanne	TTh	CT2	10:00-12:05P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 556	Reading Seminar in the American West	Dodd, Doug	M	G1	5:15-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		
INST 390	The Educator as Social Scientist	Dhada, Mustafah	MW	C2	10:00-12:05P

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