



History Newsletter



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Editor: Jeanne Harrie - For current information, visit our website at www.csub.edu/history/
For history program forms, schedules, and information, see the rack outside the History Department Office.

2010 DEPARTMENT AWARD WINNERS

Outstanding Graduating Senior

Alyson Moss was selected as the 2009-2010 Outstanding Graduating Senior in History. Alyson graduated summa cum laude, with a 3.9 GPA. She plans to take a year to consider her options, but her ultimate goal is to attend graduate school to earn an advanced degree in history.



Clio Award

Dennise Bentle is this year's recipient of the Clio Award, awarded to a History graduate with an excellent academic record. She is pursuing a secondary credential in Social Science, and plans to teach history in high school.



James H. George Scholarship Award

Ahnika Ast will receive the James H. George Scholarship, awarded to a promising junior majoring in History. Ahnika plans to attend a joint graduate program in History and Library Science when she graduates.

ZANINOVICH ESTABLISHES SCHOLARSHIP

Matt Zaninovich (BA Sp'04) has provided the department with funds to establish a graduate scholarship in honor of his late grandparents. Named the Marshall and Etta Masters Graduate Scholarship, the \$500 scholarship will be awarded annually to an outstanding history graduate student on the recommendation of the department faculty. The 2010-2011 recipient is **Peter Parra**, currently pursuing a M.A in modern U. S. history. For several years, Matt has been a generous supporter of the department, donating numerous books to the Walter Stiern Library to support research in history.

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JIM GEORGE HONORED WITH EMERITUS STATUS



June 12 marked the 40th commencement for CSUB and the official retirement of Professor Jim George, Jr. The university honored Jim for his forty years of service to the institution, naming him Provost and Vice President for Academic Affairs Emeritus. Jim joined the faculty of History in 1970, the year California State College, Bakersfield, opened its doors. A graduate of the University of Wisconsin's stellar graduate program (Ph.D. 1970) and a specialist in U.S. diplomatic history, Jim taught modern U.S. history and U.S. diplomatic history until 1977, when he was chosen Dean of what was then known as the Village, the lower-division living/learning center. His title was later changed to Assistant Vice President for Academic Affairs and Dean of Undergraduate Studies. Although before taking early retirement Jim spent most of his career in administration, serving as Associate Vice President for Academic Affairs (1987-1999) and then Provost and Vice President for Academic Affairs (2000-2005), he remained strongly committed to the History department, teaching HIST 440: Twentieth Century U.S. Diplomatic History on a regular basis and supervising graduate student theses.

Jim joined the Faculty Early Retirement Program in 2005 and returned to the department to teach four courses per year. To its delight and relief, he was willing to teach both upper-division courses in his specialty of modern U.S. history and the lower-division surveys, HIST 231 and 232. He became an integral member of the department, developing a new course, HIST 446: The History of the American Empire, mentoring graduate students, and attending department functions, including the annual Phi Alpha Theta awards dinner. In 2005, Jim created an endowment to fund an annual scholarship for a junior History major who shows considerable promise.

See George cont. on pg. 9

2010 GRADUATING HISTORY MAJORS

(*Denotes Phi Alpha Theta members)

*Kevin Allred	*Marc Booc	*Ethan Borba
Tyler Bowers	Jennifer Bracamonte	Jared Bradford
Nicole Carrasco	Brandon Chiapa	Alyssa Curtis
Michael Dominguez	Brian Finn	Joseph Hampton
Andrea Hood	*Fernando Jara	Stephanie Jett
*Brandy Ketchum-Sparks		Krystal Laster
Matthew Lundin	*Ryan McAmis	*Joseph McCuan
*Chelsie McNaughton	*Alyson Moss	*Javier Oronoz
Javier Pesqueira	Scott Reed	*Josh Rocha(MA)
James Rodriguez	Kenneth Rowe	Rebecca Seelos
Jason Steele	*Daniel Tierney (MA)	Matthew Weldon
Joseph White	*Ben Zermeno	

CHANGES TO MAJOR APPROVED

Beginning with the 2010-2011 academic year, the following changes in lower-division requirements for the History major will be in effect:

The minimum requirements for a Bachelor of Arts degree in History are:

Lower Division

1. United States History survey – two courses, HIST 231, 232, or equivalent
2. Western and World Civilizations – one course from each of the following three groups. You must choose at least one course in western civilization and one in world history or a non-western civilization (Africa, Asia, Latin America).

HIST 202, Western Civilization I or HIST 210, World History I

HIST 204, Western Civilization II or HIST 211, World History II

HIST 206, Western Civilization III; HIST 212, World History III; HIST 222, Modern Pacific Asia; HIST 240, Survey of Latin American History; or HIST 250, History of Africa

In addition, a new course, HIST 327, History of African Colonial Independence, has been added to the curriculum. It will be taught in Fall 2010, MW 5:20-7:25 pm.

HISTORY FORUM:

On November 17, 2010, History Forum, with support from Instructionally Related Activities, will sponsor a talk by Dr. Mark Baker, Associate Professor of History at Koc University in Istanbul, Turkey. (Professor Baker is on leave from CSUB in 2009-2011.) Dr. Baker's talk is titled "Patron, Protegé and Prophet: Mirsaid Sultan-Galiev, party disloyalty, and the 1923 'affair.'"

Dr. Baker's presentation will investigate the 1923 arrest, interrogation, and "trial" of Mirsaid Sultan-Galiev, at the time the Communist Party's leading authority on the Soviet Republic's Muslim East. There was, in fact, no actual courtroom trial, but rather a peculiar conference at which the party leadership laid before national leaders (mostly from the Soviet East) the case against Sultan-Galiev, while he sat in the Lubyanka prison. Sultan-Galiev was accused of using his government position to create an underground organization of communists from the eastern republics and oblasts, as well as some foreign communists in Persia, Afghanistan, and Turkey, with the goal to subvert the party's policies and organize an anti-Soviet international revolution of colonial peoples. Sultan-Galiev survived the 'affair,' but then entered the historiography via Leon Trotsky's posthumously (1941) published biography of Josef Stalin, as the latter's "first victim," the initial symbol of the dictator's essential brutality. Sultan-Galiev's historiographic role has barely shifted since that time. Baker's research provides a corrective to this simplistic interpretation of the 'affair,' Sultan-Galiev's activities, and his relationship with Stalin, and thereby helps to challenge highly ideologized interpretations of Soviet history and Stalinism. Dr. Baker's talk will begin at 3:30 p.m. in the Albertson Room.

In addition to Professor Baker's talk, in October the History Department, in conjunction with the First-Year Experience Program, will host a History Forum presentation by Dr. Gabriel Gutierrez, a historian and Associate Professor of Chicano/a Studies at CSU Northridge. Professor Gutierrez's talk will engage next year's CSUB's First-Year Experience book, *Burro Genius*, by Victor Villasenor, who will visit CSUB on November 9. *Burro Genius* is also the Kern County Library's One Book, One Bakersfield, One Kern's citywide read.

History Forum will also host presentations in the winter and spring quarters, 2011. Robert C. Pavlik, a historian and an environmental planner for the California Department of Transportation, will deliver one of these presentations. Pavlik's talk will be based on his recently published book, *Norman Clive: Legendary Mountaineer of California's Sierra Nevada*. Please check the History Department web page for updates on dates and times of History Forum events.

SOCIAL SCIENCE PROGRAM:

Social Science Certification Program students should be aware that because the Economics Department no longer offers Econ 340, Global Economics, the course has been deleted from the list of International Economics course options (number 6 under II. Breadth and Depth Perspective). Econ 410, International Economic Development, has, however, been added to the International Economics course options list.

In addition, History 327, History of African Colonial Independence, has been added to the list of course options for Africa/Asia, (number 2 under II. Breadth and Perspective). Professor Mustafah Dhada is offering this course in Fall 2010, MW, 5:20 – 7:25 p.m.

Students with questions about the Social Science Certification Program should contact Professor Rodriguez in FT 301-A, at 654-2166, or by e-mail at arodriquez@csub.edu. Students interested in the program should visit the History Department's Social Science Program web page, <http://www.csub.edu/history/ss.htm>.



History faculty at the graduate reception. L. to r.: Professors Rodriguez, Rink, Vivian, Harrie and Orlicki

Visions of the Future from the Past

a review by Michael McKeehan

While many Americans debate the influence of religion on the founding fathers, historian Carl J. Richard looks in another direction. Ready yourself to be transported to Spartan Greece, and the magnificence of Rome. Richard takes the reader on a thematic tour that aims to “reintroduce Americans to a lost part of their heritage in a way that I hope will be both informative and entertaining” (x). He is successful on both fronts. Specifically, it is the stories of the ancient historians read by our own founding fathers that Richard uses to support his thesis of the profound inspiration the heroes and villains of Greece and Rome gave to the founding fathers’ vision of independence and constitutional government. He introduces the histories and stories of Herodotus, Demosthenes, Plutarch, and Tacitus, along with others, and demonstrates the lessons our American heroes learned from these revered storytellers. Richard laments the decline and near absence of classical education today, and strives to reconnect us with the beginnings of western civilization and its importance and relevance to Americans. The lessons and the mistakes of Sparta, Athens, and Rome were what the founders sought to both emulate and avoid.

Plutarch inspired Samuel Adams, often called the “Father of the American Revolution,” with his accounts of Spartan bravery and freedom, but the founders were also cautious of the rigid social structure that de-emphasized individual rights. The Persian Wars provide thrilling accounts of Themistocles’ and Leonidas’ defense of liberty against overwhelming odds. These stories fueled the founders’ hope and determination to cast off the mantle of British monarchal oppression. They wholeheartedly accepted Herodotus’ claim that “free men fight better than slaves,” but Richard fairly points out that some of the lessons learned were not necessarily the same between the Federalists and the Antifederalists (47).

Athenian democracy also provided the founders with an example of how unfettered democracy led to Athens’ decline and fall. They understood that necessary checks were required in the form of a strong executive and senate. The founders were concerned with establishing a government that would be able to “preserve itself,” and not be “but a transient glare of glory, which passes away like a flash of lightning” (80). From the example of Athenian democracy, Alexander Hamilton concluded that it resulted “in the ruin of all Greece, and fitted it for the Macedonian yoke” (81). The stories of the Persian Wars convinced the founders that a mixed government was preferable to Athenian democracy. The lack of central control, while admirable in some ways, led Greece to fall to the centralized powers of Macedon and Rome.

Richard introduces the Roman republic as the founders’ chief political model for governance, and contends that the personal behavior and virtues of its heroes were greatly admired by the founders. The legend of Horatius saving Rome from the Etruscan army by holding them off while other soldiers

destroyed the bridge, denying the enemy victory, particularly inspired the founders. When Cincinnatus is called by his country, he promptly abandons his plow in the field, and leads the Romans to victory over their enemies, but then relinquishes his authority and returns to his plow and civilian life. The lessons of these legends were praised and emulated by the founders, who respected the patriotism and sacrifice of these men of virtue. Richard correctly emphasizes how deeply the founders viewed the virtues of Rome as the “backbone of a republic” (126). Richard writes how Patrick Henry credited American victory in the Revolutionary War to “the sons of Cincinnatus.” Furthermore, George Washington was often compared to Cincinnatus, and Richard tells us that this was a comparison that Washington encouraged. Washington’s reluctance to assume power, and his return to civilian life after the war, further enhanced the analogy of Cincinnatus, endearing him to all. Richard, as well as the founders, realized that we need our heroes, and the heroic deeds they performed for the foundation of greatness. In this, the founders turned to the heroes of ancient Greece and Rome.

According to Richard, the founders considered Julius Caesar to be the greatest villain, and revered the chief assassins, Brutus and Cassius. Sulla, Catiline, Mark Antony, and Caesar were considered cancers who corrupted the Republic; alternatively, they considered Cato, Cicero, Brutus, and Cassius to be exemplars of patriotism. Noteworthy is the statement from Alexander Hamilton (later killed in a duel with Aaron Burr) that “the greatest man who ever lived was Julius Caesar” (157). Richard frankly discusses how the founders used the same examples of ancient heroes to support the opposing ideologies of the Federalists and the Antifederalists alike. To Jefferson, Caesar was vile and corrupt, but to Hamilton he was the “greatest.” This tempered blend of ideologies has enabled America to “preserve” itself.

Richard’s book presents a compelling argument for the influence of classical leaders and their governments on America’s founders. Richard supports his position with a multitude of sources he organizes into a chronological storyline of the development of Greece and Rome, and shows the deep influence those ancients had on the founding fathers. At the end of each chapter, Richard reiterates the lesson the founders learned and took to heart. This book is a brief, yet concise, capsule of the beginnings of western civilization, with Greece and Rome and their re-invention by our heroic American founding fathers. The map was helpful, but a timeline would also be appreciated in future editions. Richard more than meets his purpose; the reader is introduced to the wisdom of the ancient heroes of our American heroes, thereby giving the discerning reader pause to think of our founders in a different, possibly more illuminating, light.

CSUB GRAD STUDENTS ATTEND WESTERN HISTORY CONFERENCE AT THE HUNTINGTON LIBRARY

James Maddox

On Friday, May 23, Professor Douglas Dodd and three of his graduate students, Garth Milam, Peter Parra, and myself, made our way down to the Huntington Library for a conference entitled “Ed Shannon’s West.” The conference, co-sponsored by the University of Southern California–Huntington Institute on the West and the Autry National Center, paid tribute to the late Ed Shannon, a prominent oil man and patron of those institutions. The conference focused on the aspects of western history that reflected Shannon’s interests: Native American history, the energy industry, ranching, and western landscape art.

Professor Dodd was instructing the three of us in a graduate reading seminar on the American West, so we were all extremely interested in attending. After an early morning drive, we found ourselves in a conference room with at least four authors whose work we had discussed in our seminar. The first two speakers at the conference were prominent scholars, Elliot West (University of Arkansas) and Richard White (Stanford University). West’s paper, “Indians and Yellowstone,” argued that Yellowstone had been promoted, by its dual boosters—the government and railroad—as a “pleasuring ground” and a “wonderland” outside of history and set apart from the surrounding world. To fit that image, the population of native people who lived in the park, as well as the many more who frequently used those lands, had to be displaced. West proved the extent to which the government and the railroad worked together to establish the park, the extent to which the Anglo uses of the park would mirror the native uses of the same lands, and the extent to which the interaction between the native peoples of the Yellowstone area and the government-backed business developers were representative of the interaction that was repeated at most of the western national parks.

After Professor West concluded his remarks, Richard White presented his paper, “Indians and Railroads.” White’s thesis was that of all the bad things that happened to the Native Americans in the nineteenth century, the federal government’s decision to subsidize the railroads was probably the worst. By proving that most of railroads of the far West, especially the five transcontinental railroads, were not needed, he argued that the lion’s share of railroad building in the far West was characterized by corruption and businessmen seeking to make fortunes from government land grants and the sale of bonds. He argued that building unnecessary railroads led to the end of the treaty-making system, irregular and disastrous settlement patterns, unnecessary wars with Native Americans, and a crippling of Native American culture. White was asked what Native American communities would look like today if the coming of the railroads had been delayed by forty years, and he hypothesized that they would look much more like the present

day Navajo communities and much less like Pine Ridge. In other words, not wealthy and prosperous, but more economically viable and sustainable.

During lunch, the CSUB contingent grabbed a quick bite to eat and surveyed the grounds. Professor Dodd showed us across the extensive grounds to the Chinese and Japanese gardens. Walking through this highly man-made natural setting we were all delighted to stretch our legs amid such beauty. All of us were struck by the sheer size of the fish lurking in the koi pond, and we pondered the intricacies of the art of bonsai in the large collection we found there. With less time than these gardens deserved, we made our way back to the conference hall for the afternoon session.

The afternoon session entitled “Energy” consisted of three speakers with whom we were less familiar, but found very informative none the less. The first speaker was Thomas Andrews (University of Colorado–Denver) delivering his paper, “The Fossil-Fueled West.” His thesis was that there was a gap in the literature concerning the use of fossil fuels in the West from the latter decades of the nineteenth century to approximately the early middle of the twentieth. The next speaker was Brian Frehner (University of Oklahoma) who presented “Finding Oil, Searching for Authority,” arguing that it took a unique blend of formal scientific training as well as a good bit of practical knowledge to find oil. Finally, Karen Merrill (Williams College) presented “Texas Oilmen and the Postwar World,” a topic which she narrowed down to a penetrating look at one particularly fascinating oilman, E.L. DeGolyer.

As the second session ended, we made our back across the grounds to see the art museum as well as the history museum. In the original Huntington home there were many fantastic works of art but the signature piece was Gainsborough’s *Blue Boy*. The library’s museum had first editions of *Common Sense* and *The Federalist*, along with many other documents and artifacts from American history. Of special interest was the exhibition which will be on display until July 26 on the Seven Years War (The French and Indian War) called “A Clash of Empires.”

Before we were ready, we were ushered out of the museum as the complex was closing for the night. It was decidedly an excellent day, full of first-rate scholarship and intellectually stimulating environs. The Huntington is not to be missed even when it is not hosting a conference within your field of study. But, if you are as fortunate as we four to attend a conference that suits your studies so completely, you will never regret spending a day in such a fine pursuit.

PHI ALPHA THETA NEWS

by Miriam Raub Vivian, Psi-Zeta Chapter Advisor



Professors Orliski, Vivian, and Harrie with student participants; l. to r.: Ben Zermeno, Ethan Borba, Ken Cook, and Garth Milam. Second from rt. is the keynote speaker, Dr. Gerald Haslam. Not pictured: Marc Booc, Jared Bradford, and Rafael Villalon.

The highlight of our chapter's activities this past year was the annual Phi Alpha Theta regional student paper conference, which we hosted here at CSUB, on Saturday, April 10. Nine colleges or universities sent a total of sixty-five participants to the annual regional. At this all-day event with breakfast, a deli lunch, and an awards dinner, forty-five students presented their research on a wide range of topics, such as these: the Improvement Policy in Scotland in the early 19th century, women writers on the Lebanese Civil War, the recreational habits of slaves on Southern plantations, world fairs and exhibits, the Knights Templars, the Bakersfield Sound, and the Free Thai movement during WWII. There was even a (winning) paper on Wikipedia: "The Real Problem with Wikipedia: How the Encyclopedia Project has Developed and Evolved with a Western Academic Bias in a Bid for Public Legitimacy." A panel discussion led by six participants from Cal State Fullerton rounded out the event.

A special thanks to department faculty for stepping up and chairing sessions at the conference: **Doug Dodd, Jeanne Harrie, Cliona Murphy, Connie Orliski, and Lia Schraeder.**

The national office of Phi Alpha Theta provided six book awards to award-winning papers, and at the evening banquet five undergraduate students and one graduate were recognized for their work. From CSUB, **Garth Milam** took an award for his local history research resulting in a paper he wrote for Historical Writing: "The Spanish Influenza in Bakersfield: The Lost Winter of 1918." Congratulations, Garth!

Congratulations also to the following new Phi Alpha Theta members who were initiated into our Psi-Zeta chapter on Saturday, April 24, at La Costa Mariscos: **Kevin Allred, Ole Hertzog, Brandy Ketchum, Katherine Layton, Joseph McCuan, Chelsie McNaughton, Garth Milam, Geoff Oehler, Javier Oronoz, Peter Parra, John Stegall, Jessica Steward, Rafael Villalon and Benjamin Zermeno**

If you think you qualify for Phi Alpha Theta, the **international history honor society**, please visit our department website this summer and follow the directions to apply online (www.csub.edu/history). 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 mid-April to be part of the annual spring induction of new members.

A **new board of officers** has been selected for next year. Please join me in congratulating the following members on their new positions:

President: **Ethan Borba**, Vice-President: **Ben Zermeno**, Secretary: **Marc Booc**, Treasurer: **Brandy Ketchum**, Historian: **John Stegall**, and Paper Award: **Peter Wonderly**.

Thanks for agreeing to serve! Thanks also to the officers for 2009-2010, three of whom are returning for another tour of duty! I greatly appreciate the service to our chapter from the following 2009-10 officers: Ethan Borba, Marc Booc, Jennifer Williams, Peter Wonderly, and Ken Cook.

It's time to look ahead to future PAT events, and the perfect preparation for the annual regional conference is our own local, chapter paper competition. This competition for one of the **JR Wonderly Memorial Awards** (and that's CASH!) will be in **January 2011**; applications will be mailed out to members sometime in December. If you earned some kind of an A on a research paper this past winter or spring quarter (e.g., for HIST 300 or 490, or any other history course with a research paper), or will be writing one in the fall (especially for HIST 300 or 492),



New PAT initiates, standing l. to r.: **Geoff Oehler, Peter Parra, Brandy Ketchum, John Stegall, Katherine Layton, Joe McCuan, Chelsie McNaughton, Javier Oronoz, Ben Zermeno, and Rafael Villalon.**

please consider submitting it in January to our 17th annual paper competition; **you are welcome to revise the paper as much as you like.** You, too, could win one of the J.R. Wonderly (cash) Awards!

Plan now to participate: next year's spring Regional will be held at **Chapman University** in Orange, CA. A group of us will be attending, so consider now how you might present your own research at this enriching event. Talk to Prof. Vivian if you would like more information on this—or anything else related to Phi Alpha Theta.

HISTORIANS SHINE AT BRAINS OF BAKERSFIELD

Members of the History Department again demonstrated their mental agility at the fifth annual "Brains of Bakersfield" competition, held Saturday June 5 in CSUB's Icardo Center. In a fierce and close battle, Los Fantasticos, a team captained by Professor Cliona Murphy and including history student Arturo Paz, took first place. Two-time winners Gray Matter Envy, captained by Professor Miriam Vivian, came in third. Her team included Professors Connie Orliski and Jeanne Harrie and history student Jeff Newby.

"Brains of Bakersfield is based on the popular British trivia game "Quiz Night," commonly played in pubs and on television. The contest features teams of up to 10 people who are challenged to answer tough questions ranging from sports trivia to scientific facts. This year's questions were especially esoteric. Proceeds from the event help support CSUB men's soccer and a local charity.

FACULTY NEWS

Douglas Dodd, Associate Professor of American history, is one of 24 faculty selected for a National Endowment for the Humanities Summer Institute, Native Cultures of Western Alaska and the Pacific Northwest Coast. The institute will be held on-site in several locations in Alaska and British Columbia. Several internationally known scholars and Native artists will conduct seminars and field study experiences focusing on culture groups, including the Yup'ik of Pacific Alaska, the Tlingit and Tsimshian of Southeast Alaska, the Haida of Haid Gwaii (the Queen Charlotte Islands), and the Kwakwaka'wakw of Alert Bay off the coast of Vancouver Island. The group will examine the role of the potlatch, the symbolism of totem poles, museum issues concerning collection and display of First Nation artifacts, and the importance of oral histories and Native self-representation. Professor Dodd expects his experiences to enhance his teaching of American Indian history and public history, and he plans to share his impressions with the Bakersfield community in a History Forum during the 2010-2011 academic year.

Prof. Miriam Raub Vivian plans to spend part of the summer working on the following article: "The Christian Ascetic as a Vision of Holiness: The Example of St. Daniel the Stylite." She is writing this for a volume titled *Visibility and Invisibility in Roman Religion*.

STUDENT NEWS

Fernando Jara (BA 2010), will enroll in the Claremont School of Theology this fall to pursue a doctorate in religion. Fernando is a McNair Scholar and is in the CSU Pre-doctoral program.

Garth Milam's paper on the Spanish influenza in Bakersfield has been awarded the Best Graduate Paper for the Dean's annual paper awards. Garth, who began our MA program in the fall, wrote this paper for HIST 300 in spring 2009, and then presented it at both the Oildale Centennial conference at CSUB ("Oildale and Beyond") in November and the Phi Alpha Theta annual student paper conference (also at CSUB) in April; he also earned an award at the PAT conference for this paper. Garth is currently



expanding on this topic for an MA thesis. Congratulations, Garth!

Following a search, **Taren Mulhause** has been appointed Executive Director of Associated Students, Inc. Ms. Mulhause has been with CSUB and ASI for 17 years, serving as staff support coordinator and, most recently, as interim executive director.

Please join me in congratulating Taren and welcoming her to her new leadership role at CSUB.

Josh Rocha (MA, Sp'10) has been awarded the Schoen Fellowship to pursue a PhD in History at the University of California, Santa Barbara. The award will pay all fees and provide a \$29,000 living stipend. Congratulations, Josh!

ALUMNI NEWS

Edward Moreno (BA, Sp'02) teaches world history at Wasco High School.



Graduate Michael Dominguez with Professor Miriam Vivian.

SOUTHLAND MUSEUM EXHIBITS

Southern California is home to several important museums, some of which this summer are offering exhibits of interest to students of history, including "The Aztec Pantheon and the Art of Empire" at the Getty Museum through July 5, and "Secrets of the Silk Road" at the Bowers Museum in Santa Ana through July 25. For more information consult the following links: <http://www.getty.edu/museum/exhibitions/> and http://www.bowers.org/index.php/art/exhibitions_listing/current.

World History – Sunnyside Up
by Mustafah Dhada

It has been an eventful quarter, at least for World History 210. The course comes to an end in a few weeks. Research papers on the history of Christendom and the rise of Islam are trickling in; a handful from seniors in English and History are near stellar in composition and adherence to Chicago Style Manual; others are remarkable in other ways.

Mid-term exams are over – and with them are some very imaginative phrases and booboos. In one instance the Indic civilization in Sarawati was seen as a tool that used the Quipus script. We know not for what purpose though. In that same continent Dravidians become Sumerians. Chico in Northern California was identified in ancient times to be a center of a major civilization, thereby instantly impoverishing Peru of its heritable claim. Of the three empires that made extensive use of spies and spying networks, two were called Cyrus and Aarus. It was in this world of powerful empires that Hammurabi was born and brought up in Rome, thereby founding the cradle of civilization.

Perhaps the most imaginative use of neo-homophones was the suggestion that cuneiform was a basic pinecone full of seeds that helped fuel the agricultural revolution in early history, which then led to the development of three crucial sacred texts in Hinduism, namely, the Uris, the Puris, and the Mal! Mal was also known as Mayan. Of course both refer to the Mahabharata. Upanishads are variously referred to as Upritas, Umabayns, Uursha, Upaya, Uratas, Usimitri, Umanans, Uhoira, and Urabnid – the latter no doubt an early phobia-in-the-making. The most important and powerful caste (the Brahmins) in India at the time was called “Havanna” who were also known as Herphus.

When asked if Cyrus was Spartan or Indian, one responded, Spartan and the other, Indian. BCE had the most varied responses: Before the End; Before The Common Error; Before The Empire; Before The Century; Before The Era of Christ; Before The Christ Ended; and finally, Before The “CruCiFiction.”

When asked why were Ionian Greeks so important in Persian history, twelve scholars stepped forward with plausible

explanations. Ionians were Senators and therefore important in Persian history; how we know not, though one pointed out that Ionians were in fact Persians, experts in technology and law making. “Because most of their buildings follow(ed) the same structural concepts (sic) as the Greeks’ they proved important in Persian history.” The best ersatz factoid was put in a paper this way: “Because they (the Ionians) had emigrated to the northern part of Africa and had caused trouble to the Persians. This had caused the war between the Greeks and the Persians.”

Several displayed a powerful ability to contract China’s distance from Rome and Persia. In a resoundingly authoritative assertion, several suggested that Rome became a major naval force after the “Punic War of the Chinese.” One, however, thought the Punic wars to be in effect a “Persian War of the Carthage,” making the Persians instant possessors of North African territories. One last contribution in this vein argued that the Punic wars had little to do with Carthage. Instead, they were fought over “the caste” – the Indic caste system. Clearly, Carthage was on the mind of many scholars. The Romans wanted it and both the Persians and the Indians possessed Carthage it appears before Rome fought to get it so successfully.

While Persia and India appeared to have reached North Africa under the guise of the Punic Wars, Rome itself appeared to have extended well beyond Europe to South Africa, Peru, and the Island of Madagascar.

On the other hand, questioning core values in imperial history would appear to have transmogrifying effect on rulers. In the case of Asoka, it turned him into a “beast.” Another scholar was more poignant. He suggested Asoka’s unwise questioning of his kingly omnipotence turned him into a “brutalist.” The upshots were the decline and thence demise of Asoka’s reign.

Finally, the mid-term asked our scholars to name three things that they thought would take from the class for professional and personal development. One suggested with resounding self-assurance – “Mamarization”!

And there we have it – World History in a nutty shell.



History graduates celebrate at the department’s post-commencement reception.

“WHAT ADVICE WOULD YOU GIVE TO A STUDENT ENTERING HISTORICAL WRITING ABOUT WHAT THE CRITICAL ELEMENTS ARE IN ANY HISTORICAL STUDY WORTH ITS SALT?”

an essay by Matthew Wilson

Spring 2010

As you enter into Dr. Vivian's Historical Writing class, you may think you are prepared and that you can write well. You may have never received a letter grade lower than an "A," even on research papers you hastily prepared over a long weekend. However, this class, while not exceedingly difficult, may make you feel entirely inadequate as a writer, and there are several steps you should take to ensure that you are properly prepared to craft a research paper that will meet the unfamiliar standards of a true scholarly work. First and foremost, take the time to thoroughly contemplate the topic you would like to write about, as this can take more time than one might imagine. Next, after you have selected a topic, begin gathering information as soon as possible from relevant and scholarly sources. Finally, though this concept may be contrary to all of your writing procedures of the past, begin writing your paper as soon as you are able. As we will see, these steps will aid you greatly in improving as a writer and in passing this mandatory course.

To begin, take a good, long time to think about a topic that interests you. As a student of history, you should have an era, event, or a person that is of particular interest to you. Make sure that the topic is not only interesting, but also one that you will not mind focusing on for eight to ten weeks without wanting to set fire to the library and change your major to mathematics. Once you have decided on a topic, be sure to meet with your instructor, who will give you great advice and suggestions, and will let you know that the focus of your paper is too broad. Selecting and focusing your research can be much more time consuming than you first planned, and this initial process can take the first few weeks of the course. Once you have focused your topic to the acceptable level of minutiae, do not stop to rest or be distracted; you now have about six weeks to finish your paper.

Now comes the research. This process can be extremely time consuming, as finding previous work on your topic becomes more difficult as your topic narrows. There is also the very strong possibility that as you glean information from your sources the focus of your research will shift. Therefore, allow yourself time to gather as many books, articles, and primary source evidence as possible before you start to write even your roughest of rough drafts. Since you will probably not crack your first book or read your first article until week four or five, the amount of material you have gathered will prove to be nearly impossible to read and research as thoroughly as you would like. The ten pages you are required to write may not sound like a daunting amount, but it can be very difficult to extract ten pages of material from the literally thousands you are likely to have gathered. Some of your sources may focus entirely on your topic; other sources may give only a paragraph worth of relevant information on page 352 out of 1000. Synthesizing these sources, both secondary and especially primary, into a paper that is your own without plagiarizing or excessively regurgitating someone else's work is the reason you are in this class. Be sure that you extract and organize all the information in whatever manner you prefer, as everyone does this differently. Keep

legible notes and make sure you keep track of the authors, locations, and page numbers of the sources you wish to cite. By this point, after you have chosen and narrowed your topic and gathered information in a way that will be easiest to find and reference later, it is finally time to begin writing. By the way, your assignment is probably due in two days, along with a seven-page paper for another class and the take-home essay for yet another.

In reality, the best time to begin writing is after you have selected what you hope is your narrow-enough-to-be-acceptable topic. The best place to begin is with a thesis statement. Though writing down what you already know in your head may seem superfluous, it is actually very helpful in crafting your paper to be able to type out what you think are your main ideas and thesis. Just as your topic may have shifted several times to this point, so might your thesis and arguments or ideas change as you put them to paper. Be adaptable to these changes in thought and focus, and the end result of your paper may be pleasantly surprising, and not at all what you intended from the beginning. When you are finally able to begin writing your final paper, it is imperative that you begin with a strong, well-constructed introduction that will set the focus for your reader to follow. Remember that you are writing for other people to read, and they need to be clear on your intentions as they begin to examine your writings. Clearly define your thesis and lay out your main points or arguments, and give the general structure of your paper in this introduction. The body of your article should closely follow the introduction. As Dr. Vivian will stress throughout the class, primary sources should be cited heavily to support your points. Try to use secondary sources sparingly, where relevant, as this is your work, not a review of someone else's. If you truly hope to make a contribution to the historical record, be sure to give credit to other scholars, but your intention should be to form your own argument and support it with adequate and strongly accepted research. Do not let others speak for you, even though this is merely a student paper. Be confident in your research, writing, and the conclusions you have reached, and your work will stand on its own, earn you a passing grade, and perhaps even make Dr. Vivian proud.

Though the paper you produce over the course of this quarter is not likely to be published, the instruction you receive in creating an acceptable scholarly paper will prove to be invaluable over the remainder of your time in college. Much of what you thought you knew about writing and researching will likely change over this course. There is more that goes into writing a college-level paper than you probably thought, even if you have written "A+" papers in the past. The time and effort that you will need to put into preparing a paper that will meet this course's standards is more than you are accustomed to, but do not be intimidated or allow yourself to be lazy. You will find in the end that the paper you write and everything that you learn about the process will be unexpectedly rewarding. Do not allow yourself to fall behind, and this course could well be the foundation to your future as a historical author!

George cont. from pg. 1

Jim recently sat down with the department chair, Jeanne Harrie, to talk about his forty-year career.

Jim arrived in Bakersfield in the summer of 1970, a newly minted Ph.D., excited about the prospect of starting his academic career, to find the campus a “dusty mess” as what had once been fields was being transformed into a new campus. Even in the late 1970s, as many senior faculty fondly remember, sheep continued to graze on the fields surrounding the small campus, and kit foxes and roadrunners, the campus mascot, were a common sight. The city itself was much smaller, with Old Stockdale marking the western edge of the community.



Sheep grazing on the lawn behind Faculty Towers.

The History department, which occupied offices on the ground floor of the new Faculty Towers, consisted of four seasoned faculty members, the chair and three who had taught at the Fresno State Center in Bakersfield, and three fairly young ones. All were male and the department was firm in its conviction that it did not want to hire women at that time. (Jeanne Harrie was the first female historian hired, in 1976.) Among the three younger men, Jim remembers a graduate school atmosphere – long hours on campus devoted to class preparation and scholarship – and irrepressible enthusiasm for the campus’s vision and optimism about its future. Many shared Vice President Phil Wilder’s hope that CSCB would become an exemplar of liberal arts education, although cynics mockingly referred to the new college as “Harvard by the highway.”

CSCB’s administration exerted considerable pressure on faculty to reach out to students even outside the classroom. The Village, the lower-division living/learning center, was established to facilitate strong relationships with students. Selected faculty were named Village Fellows and had offices in the college dormitories. In addition to serving as advisors and mentors, they were expected to develop and teach interdisciplinary courses. The popular InSt 312 Plagues and People was first developed as a lower-division course for the Village. While younger faculty excitedly embraced the concept of living/learning, many older faculty did not share their enthusiasm. The resulting tension eventually led to more structure in majors.

The optimistic first seven years of the campus ended with the passage of Proposition 13 in 1978, which raised the cost of attending a state university, affected the CSU budget, and dramatically changed the environment on CSU campuses. Jim remembers the late 1970s and 1980s as challenging years. The campus had reached an enrollment plateau, there was zero-based budgeting, and the president, Jacob Frankel, implemented the recommendations of a community advisory group to achieve greater efficiency, compressing five schools into three. Although the group recommended that the campus give up the Village, its experiment in living/learning, Frankel rejected that recommendation, indicating his support for interdisciplinary education and ensuring Jim’s tenure as dean.

Jim served under all four of CSUB’s presidents: Paul Romberg, Frankel, Tomás Arciniega, and the current president, Horace Mitchell, and was both observer of and participant in its evolving vision. Romberg had sought to enroll the best students across the state, while Frankel was forced by economic realities to reorganize a leaner campus with a less ambitious mission. Arciniega, who became president in the early 1980s, identified Hispanics as underserved by the university and aggressively recruited them. As a result, Hispanic representation increased five-fold during his two decades of service. Today Hispanics represent approximately 37% of the student population. During this same period, as Associate Vice President for Academic Affairs, Jim collaborated with Arciniega to secure an engineering program for CSUB. Although they came close, their hard work ultimately proved fruitless. Arciniega’s long tenure eventually devolved into a state of war with the faculty over university governance, a two-year period Jim remembers as one of the low points of his administrative service.

Despite the constrained budget, Jim was involved in a number of initiatives of which he is understandably proud: the establishment of the local History Day competition, which has resulted in several national winners over the years; the founding of the We the People competition; a 1972 National Endowment for the Humanities grant awarded to explore what Bakersfield should look like in the future; the Gear Up Grant designed to benefit teachers and schools in underserved communities; the establishment of an Advising Center on campus; and a grant to establish cooperative education on the campus. He considers one of the high points of his career his involvement in the Village courses and the interdisciplinary education they supported.

When asked what drew him to administration, Jim invoked his high school and college experience and his love of organizing. In both high school and at Westminster College in Pennsylvania, Jim was a “moderate activist,” who was involved in many activities and enjoyed organizing and leading groups and institutions. At CSUB, he was drawn to those areas in which one could define measurable goals and enjoyed the challenge of working with different groups and putting together a consensus. He admits that he enjoys organizing even more than the results of such work.

Despite being drawn to administration, Jim preserved a love of teaching, teaching a HIST 440 or a graduate seminar late at night every year for many years. He found it a refreshing change from what he did during the day and enjoyed the students who accepted the difficult challenges of his courses.

Jim has long been active in community service and continues his engagement into his retirement. He serves on a number of community boards, including that of the Salvation Army Rehabilitation Center, Chamber of Commerce, and Vision 20/20, but is looking for more work. He has yet to wean himself from the long hours he worked as an administrator and teacher. In the meantime, he and his wife, Bobbie, plan several trips in the coming year, including visits to Russia, Australia and New Zealand, Paris, Cape Cod, and New York City.

Jim concluded his reminiscences by praising the History department as “remarkably effective” and its faculty for their excellence as teachers, mentors, and scholars. He will be greatly missed by faculty and students alike.

2010-2011 CLASS SCHEDULE

FALL 2010

Hist 202	Western Civilization I	Vivian, Miriam	MWF	D3	12:20-1:40P
Hist 210(1)	World History I	Dhada, Mustafah	MW	B3/C3	9:30-11:35A
Hist 210(2)	World History I	Orliski, Connie	TTh	H2	5:20-7:25P
Hist 210(3)	World History I	Dixon, Josh	TTh	B2	9:30-11:35P
Hist 231(1)	US Hist to 1877	Schmoll, Brett	MWF	A3	7:55-9:15A
Hist 231(2)	US Hist to 1877	Schmoll, Brett	TTh	B2	9:30-11:35A
Hist 231(3)	US Hist to 1877	Rodriquez, Alicia	MWF	B3	9:30-10:50A
Hist 231(4)	US Hist to 1877	Rosales, Oliver	MW	F1	3:10-5:15P
Hist 232(1)	US Hist since 1865	Schraeder, Lia	MW	B3/C3	9:30-11:35A
Hist 232(2)	US Hist since 1865	Schraeder, Lia	MW	H1	5:20-7:25P
Hist 232(3)	US Hist since 1865	Maynard, John	TTh	F2	3:10-5:15P
Hist 232(4)	US Hist since 1865	Rosales, Oliver	TTh	D2	12:20-2:25P
Hist 270	Survey of CA History	Maynard, John	MWF	C3	10:55-12:15P
Hist 300	Historical Writing	Harrie, Jeanne	TTh	D2	12:20-2:25P
Hist 301	Greece	Vivian, Miriam	MW	F1	3:10-5:15P
Hist 327	History of African Colonial Independence	Dhada, Mustafah	MW	H1	5:20-7:25P
Hist 356	The Civil War Era, 1828-1877	Rodriquez, Alicia	MWF	D3	12:20-1:40P
Hist 370	Early California	Maynard, John	MW	F1	3:10-5:15P
Hist 421	Gender in East Asia	Orliski, Connie	TTh	D2	12:20-2:25P
Hist 443	Modern Mexico	Schraeder, Lia	TTh	H2	5:20-7:25P
Hist 445 AV/ITV	The American West	Dodd, Doug	TTh	B2	9:30-11:35A
Hist 492	Seminar in Public History	Dodd, Doug	TTh	D2	12:20-2:25P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 503	Historical Research Methods	Orliski, Connie	W	HI	5:20-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		

Tentative WINTER 2011

Hist 204	Western Civilization II	Harrie, Jeanne	MWF	D3	12:20-1:40P
Hist 210(1)	World History I	Schraeder, Lia	MW	B3/C3	9:30-11:35A
Hist 210(2)	World History I	Vivian, Miriam	MW	F1	3:10-5:15P
Hist 231(1)	Sur of US Hist to 1877	Schmoll, Brett	MWF	C3	10:55-12:15P
Hist 231(2)	Sur of US Hist to 1877	Schmoll, Brett	MWF	E3	1:45-3:05P
Hist 232(1)	Sur of US Hist since 1865	Rodriquez, Alicia	MW	B3/C3	9:30-11:35A
Hist 232(2)	Sur of US Hist since 1865	Schraeder, Lia	TTh	D2	12:20-2:25P
Hist 232(3)	Sur of US Hist since 1865	Schraeder, Lia	TTh	H2	5:20-7:25P
Hist 250	History of Africa	Dhada, Mustafah	TTh	D2	12:20-2:25P
Hist 270	Survey of California History	Maynard, John	TTh	B2	9:30-11:35A
Hist 300	Historical Writing	Orliski, Connie	TTh	D2	12:20-2:25P
Hist 303	The Roman Empire	Vivian, Miriam	MWF	D3	12:20-1:40P
Hist 313 AV/ITV	Ireland since 1800	Murphy, Cliona	MWF	C3	10:55-12:15P
Hist 325	History of European Colonialism 1500-1970	Rink, Oliver	MW	F1	3:10-5:15P
Hist 423	Modern Japan	Orliski, Connie	TTh	H2	5:20-7:25P
Hist 454	Rebellion in America	Maynard, John	TTh	F2	3:10-5:15P
Hist 468	Mexican-American History	Rodriquez, Alicia	TTh	B2	9:30-11:35A
Hist 477(1)	Imagining Liberty - Honors	Dhada, Mustafah	MW	F1	3:10-5:15P
Hist 477(2)	The Middle East	Dhada, Mustafah	MW	I1	7:30-9:35P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 525	Reading Seminar in European History	Murphy, Cliona	M	HI	5:20-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		
Inst 312	Plagues & People Biohistory	Rink/Moe	MW	B3/C3	9:30-11:50A
GST 277	Films for Plagues and People	Rink/Moe	F	B3/C3	9:30-11:30A

Tentative SPRING 2011

Hist 206	Western Civilization III	Murphy, Cliona	MW	B3/C3	9:30-11:35A
Hist 210(1)	World History I	Schraeder, Lia	MWF	B3	9:30-10:50A
Hist 210(2)	World History I	Dhada, Mustafa	MW	H1	5:20-7:25P
Hist 211	World History II	Rink, Oliver	MW	F1	3:10-5:15P
Hist 222	Modern Pacific Asia	Orliski, Connie	TTh	H2	5:20-7:25P
Hist 231(1)	Sur of US Hist to 1877	Schmoll, Brett	MWF	B3	9:30-10:50A
Hist 231(2)	Sur of US Hist to 1877	Schmoll, Brett	MWF	E3	1:45-3:05P
Hist 231(3)	Sur of US Hist to 1877	Staff	TTh	H2	5:20-7:25P
Hist 232(1)	Sur of US Hist since 1865	Rodriquez, Alicia	TTh	B2	9:30-11:35A
Hist 232(2)	Sur of US Hist since 1865	Schraeder, Lia	MWF	D3	12:20-1:40P
Hist 270	Survey of California History	Maynard, John	TTh	F2	3:10-5:15P
Hist 300	Historical Writing	Vivian, Miriam	MW	H1	5:20-7:25P
Hist 340	Latin America	Schraeder, Lia	MW	F1	3:10-5:15P
Hist 351	Colonial North America, 1492-1776	Rink, Oliver	MWF	C3	10:55-12:15P
Hist 371	Modern California	Maynard, John	TTh	B2	9:30-11:35A
Hist 401	The Renaissance	Harrie, Jeanne	MWF	D3	12:20-1:40P
Hist 426 AV/ITV	China, 1949 to present	Orliski, Connie	TTh	D2	12:20-2:25P
Hist 462	Women in History	Murphy, Cliona	TTh	D2	12:20-2:25P
Hist 481	History of South Africa	Dhada, Mustafah	TTh	H2	5:20-7:25P
Hist 490	Senior Seminar	Vivian, Miriam	TTh	F2	3:10-5:15P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 555	Reading Seminar in American History	Rodriquez, Alicia	T	H2	5:20-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		



Congratulations to all of our Spring 2010 graduates!

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