



History Newsletter



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California State University, Bakersfield

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Editor: Miriam Raub Vivian

PHI ALPHA THETA

11th Annual J.R. Wonderly Memorial Awards

First Place – Todd Dickson

The Boston Massacre: Protest, Provocation, and Propaganda

Second Place – Anna Knight

Views of Homosexuality from Augustine to Justinian: How Christian Byzantium Blamed Homosexuals for the Plague

Third Place – José Gutierrez

What is in it For Us? The Role of the Soviet Union in the Spanish Civil War, 1936-1939

HISTORY FORUM

Please join the History Department on Friday, May 13, 2005, at 3:30pm in the Albertson Room to welcome Mark Baker to the History Forum. His talk is entitled "The 'Orange Revolution' as Social History: What happened in late 2004 in Ukraine and why?"

In this presentation, Dr. Baker will make a preliminary attempt to describe the so-called Orange Revolution in Ukraine in late 2004 as a historical event, comparing it to other earlier revolutions in Eastern Europe. To western observers, thousands of protesters on the streets of Kiev and Lviv draped in orange banners may seem to have come out of nowhere. The presentation will provide background on the history of Ukraine and explore the historical roots of these recent dramatic events. While much of the media focused on the struggle between the pro-Russian candidate, Viktor Yanukovich, and the pro-western candidate, Viktor Yushchenko, Dr. Baker will focus more on the experiences of the demonstrators and other Ukrainian citizens rarely mentioned in western press reports.

AUTHOR RAY BRADBURY COMES TO CSUB

History Forum will help sponsor "An Evening with Ray Bradbury" at 7:00 pm on Wednesday, June 1 in the Doré Theater, with a reception to follow in the Albertson Room.

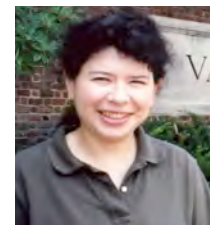
The event is sponsored jointly by the English Department, the School of Humanities and Social Sciences, the Provost's Office, the Psychology and Performing Arts Departments, the Kegley Institute of Ethics, History Forum, and Russo's Books.

It will be Mr. Bradbury's second appearance on the CSUB campus, where he was the featured speaker at graduation in spring 1979. Universal Studios is currently producing a remake of one of his best-known titles, *Fahrenheit 451*, and a new

biography by Sam Weller is due out this month.

FACULTY PROFILE:

Dr. Alicia Rodriquez



Alicia Rodriquez, Associate Professor of American History, joined the History Department at CSUB in 1998, having completed her PhD at UC Santa Barbara.

She has long been fascinated by studying the past. Her maternal grandparents inspired her interest at an early age. While her grandmother told her great stories about growing up on the ranches of West Texas and her life during the Great Depression, her grandfather would send her and her siblings loads of books—encyclopedia sets on all subjects, as well as books on history, biography, and American and British literature. It was a great social studies teacher in junior high school and, even more so, outstanding history professors at the university level who helped transform that early personal interest into an intellectual pursuit.

It was a mix of things that led her to focus her attention on Southern US history. Learning about Texas (which is both southern and western), studying the Dust Bowl migration in California's history, and taking college courses in the Civil War and African American history all helped to cultivate her interest in the American South. An introductory political science course that devoted one class to disfranchisement stirred her interest in the late-nineteenth-century South. After learning about how Jim Crow laws enacted during this period took the vote away from so many, and about the connection of these laws to the southern People's Party, these topics came together in graduate school, where she had the privilege of working with a wonderful mentor, Professor Carl Harris, at UCSB.

Asked whether it was a bit strange to return as a professor to THIS institution, which is where she had earned her BA, she responded,

"Yes! When I would go into the department office (especially when no one else was around), I felt like I shouldn't be in there. I felt like I was breaking and entering. Also, it took me about a year before I could address my former instructors by their first names."

Professor Rodriquez enjoys her teaching responsibilities here at CSUB, where she teaches the American history survey courses, a graduate reading seminar, and upper-division courses on each of the following periods or fields of American history: the Civil War, the Gilded Age, and Mexican-American history. Each has its own

See Rodriquez on pg. 6

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ALUMNI NEWS

Jacob George (BA '03) is a first-year teacher at Fruitvale JHS.

STUDENT NEWS FROM BRYCE LOO (on exchange in Northern Ireland)

I am currently studying abroad for one semester at the University of Ulster at Coleraine in Northern Ireland through the International Student Exchange Program (ISEP) affiliated with CSUB, and I am having a wonderful time. I am living in an apartment right next to campus with four other international students, three from Spain and one from Hong Kong. I am taking three courses that will fulfill requirements back home: 19th-century Irish history; Late Victorian and Modern Literature; and a course on the European Union. In addition to experiencing Northern Irish society and culture firsthand, I will have the opportunity to travel to places such as the Republic of Ireland, Scotland, London, and continental Europe. As a history major hoping to pursue graduate studies in U.S. immigration from Europe, I believe that studying in Europe offers me a great opportunity to experience Europe and its history, rather than simply study it from a distance. It so far has been an excellent experience.

While here I will be conducting the first half of a historical research project on Ulster-Scot, or Scotch-Irish, immigration to the United States. The project is being funded by the CSUB McNair Program and is under the faculty supervision of Dr. Cliona Murphy. The Ulster-Scots were a group of Scottish Presbyterians who migrated to the northern Irish province of Ulster during the 16th century under a plantation scheme introduced by King James I of England. During the 17th century, many of these Scottish Presbyterians migrated on to the American colonies to escape political discrimination based on religion. Many eventually made a valuable contribution to the American Revolution, as well as American society, and many notable Americans have been of Ulster-Scot descent, including Presidents Andrew Jackson and Woodrow Wilson. My research, conducted first in Ireland and then back in the U.S., will attempt to find a link between the discrimination faced by Ulster-Scots in Ireland under the British government and their role in fighting British rule during the American Revolution. Here in Northern Ireland and back on the East Coast of the U.S. I will be working with primary sources in archives. I hope to present the finished paper to the

American Conference on Irish Studies and to a journal for publication.

News from Josh Sullivan-Pires
our intrepid MA student now with the Peace Corps in Mozambique

I woke up this morning to a lot of noise from the beach, people yelling and talking loudly. Then I heard "E grande!" (It's big!), so I threw on some shorts, grabbed my camera, and went to look. I expected a beached dolphin, or maybe even a little whale, as the water in the channel is very shallow. But poking its nose out of the water, two feet from the beach, was a 6-foot-long crocodile! Half the neighborhood came to look at it, but everyone was scared of it and wouldn't get within 15 feet of it. The crocodile kept backing into the water, swimming a little ways down the beach, then leaving to sun itself some more. The amazing thing was that it was in water 6-10 inches deep, and you could see only the top of its eyes when it was swimming. It moved so gently it didn't even make a wake.

This went on for about an hour, and then the police came and shot it. No, crocodiles are not an endangered or protected species in Mozambique. But most people said you couldn't eat the meat, because then your skin would become rough and scaly like the crocodiles'! I asked them, if this was true then why didn't they grow horns after eating gazelle meat, but they said these were different situations.

All in all, pretty exciting, but now I'm a little scared to go swimming this week!

California State University, Bakersfield

**HISPANIC SCHOLARSHIP FUND (HSF)
& CSUB'S HISPANIC EXCELLENCE SCHOLARSHIP FUND (HESF)
Scholarship applications are now available!**

- **Incoming CSUB Freshmen / High School Seniors**
- **Community College Transfers**
- **Continuing HSF/CSUB-HESF (Short Form Renewal)**

(Scholarship Awards range from \$1,500-\$2,500)

**New Freshmen and Community College Transfers
Postmark Deadline: April 15, 2005**

The Hispanic Excellence Scholarship Fund (HESF) is a California State University, Bakersfield (CSUB) initiative to increase access to a college education for academically sound, financially needy students with leadership potential from high schools within CSUB service areas. In collaboration with the national Hispanic Scholarship Fund (HSF), the HSF/CSUB-HESF scholarship program is available to incoming freshmen and community college students transferring to CSUB.

Applications are now available in both Word and in PDF (Adobe Acrobat) formats.

**New Freshmen and Community College Transfers must
download the application at:**

<http://www.hsf.net/scholarship/programs/csub.php>

**Continuing HSF/CSUB-HESF Recipients
Deadline: April 15, 2005**

Continuing HSF/HESF scholarship recipients who continue to meet the eligibility criteria must apply to renew their scholarships. A "Short Form" application will be mailed to 2004-'05 scholarship recipients beginning March 1 encouraging them to reapply for 2005-'06.

If you have any questions or need assistance, please call: California State University, Bakersfield (661) 664-2160.

PLEASE PASS THE SALT
a review by **Michael Davis**
written for Senior Seminar
Fall 2004

Salt: A World History
by Mark Kurlansky
New York: Penguin Books, 2002
484 pp.

In this case, *Salt* refers to a very reader-friendly book by Mark Kurlansky. At times, a reader may not be sure if this book is a cookbook, history book, environmentalist book, or a book on the philosophy of life. In order to better understand why this book was written, Kurlansky provides the reader with a useful thirteen-page introduction. Kurlansky's thesis is that "in every age, people are certain that only the things they have deemed valuable have true value." Using sodium chloride (salt), Kurlansky shows how something as common as salt might capture the attention of both the heart and the pocketbook at the same time: "The search for love and the search for wealth are always the two best stories. But while a love story is timeless, the story of a quest for wealth, given enough time, will always seem like the vain pursuit of a mirage." Kurlansky begins his introduction with examples of how salt has been loved or desired by many people.

After describing how he had overpaid for a piece of rock salt, Kurlansky relates how he carefully washed it, patted it dry, and tried to find suitable space for it to rest. After describing how friends would "delicately lick a corner" in order to confirm that it was salt, Kurlansky notes that "those who think a fascination with salt is a bizarre obsession have simply never owned a rock like this." Kurlansky points out that in a 1912 published essay, Jungian psychologist Ernest Jones wrote "about the human obsession with salt--a fixation that he found irrational and subconsciously sexual." After guiding the reader through other human desires of salt, including the body's need of salt for life and several ways that salt brought financial wealth to individuals and government treasuries, Kurlansky also presents what he considers salt's most desirable trait: its effect on food.

Kurlansky mixes a selection of recipes with short histories on some of the world's favorite foods (such as caviar, ketchup, and sauerkraut) and histories of some of salt's other uses (such as preserving cadavers, medicine, and road de-icing). Early in *Salt*, Kurlansky points out that "the earliest written record of salt production in China dates to around 800 B.C. and tells of production and trade of sea salt a millennium before, during the Xia dynasty." It is with this information that Kurlansky begins to explain the relationship between salt and wealth.

The prospect of wealth led many to search out salt much the same as gold drew miners to California and the Dakotas. Kurlansky takes the reader on a tour of salt mines, salt pits, and brine wells distributed in all quadrants of the world:

Inland cities of the Po Valley such as Parma had their own salt policies and derived revenue from the import of Venetian or Genoese salt, a cost which was passed on to their local consumers. This created a permanent salt contraband trade along the back routes between Genoa, Piacenza, Parma, Reggio, Bologna, and Venice.

Originally Liverpool was the port that connected Ireland with England. But in time it became England's most important port after London. It was the port of West Indian sugar, the port of the slave trade, the Industrial Revolution port that brought iron to coal and then shipped out steel. But before any of this, it was the port of English salt, Cheshire salt, or as it became known all over the world, Liverpool salt.

On his tour, Kurlansky also gives examples of tortured earth and tortured souls, sinkholes in the ground caused by the pumping out of brine, slaves worked to death in the mines, and the disappearing act of the Dead Sea while being torn apart by Israel and Jordan. In the last chapter, Kurlansky lets the reader discover how far salt has fallen in value.

According to Kurlansky, the United States is the largest producer of salt, and 51% of that production is used for de-icing roads (the United States is also the largest consumer of salt). Anyone purchasing salt today knows that it can be had for pennies. And this thought is part of Kurlansky's thesis. How can something that was so valuable that lives were lost for its production, that only the wealthiest could serve it on their tables, that revolutions were centered around its production, and that in its day it was comparable to the oil of today, be worth only a few pennies?

Today, thousands of years of coveting, fighting over, hoarding, taxing, and searching for salt appear picturesque and slightly foolish. The seventeenth-century British leaders who spoke with urgency about the dangerous national dependence on French sea salt seem somehow more comic than contemporary leaders concerned with a dependence on foreign oil. In every age, people are certain that only the things they have deemed valuable have true value.

In presenting evidence for his thesis, Kurlansky has given the reader a very entertaining and informative book. The journey across the world and across time keeps the reader wanting more while providing historical information bound together by salt. Kurlansky has shown the reader that even the simplest item has value in the right circumstance. In this case, he has given us the knowledge of salt, and it still has value in terms of our history.

Phi Alpha Theta News

by Miriam Raub Vivian, Psi-Zeta chapter advisor

Judging for the 11th annual Phi Alpha Theta paper competition has been completed. This year's winners are announced on page 1 of the newsletter. Congratulations to **Todd, Anna, and Jose!**

Not only do these awards help provide us with a program at our annual Phi Alpha Theta banquet (this year on April 16), but they encourage our students to excel by giving them an opportunity to share their research and be recognized for their achievement. I thank all those students who contributed papers to the competition, and congratulations to the winners!

If you've just finished a research paper for a course, or will write one this quarter or next fall, please consider saving it to submit to next year's competition in January 2006 (you needn't still be an enrolled student at the point). **Papers in Historical Writing and Senior Seminar are generally very appropriate.** The paper should have earned an "A" of some kind, meaning that the instructor's grading functions as a screening process. You are, of course, welcome to revise the paper in any way you like for this competition, and it's smart to revise a strong paper as soon as possible after your instructor returns your paper with evaluative comments. Competition entry forms will be available outside the History Department office **next** December and will be mailed out at that time to all active Phi Alpha Theta members.

Our next major activity here in town is the annual member banquet—perhaps our most important annual activity; certainly it provides a number of important functions: we initiate new members into Phi Alpha Theta, acknowledging their academic success; we have an opportunity to hear about student research from our annual **JR Wonderly Award** winners; and we enjoy a nice dinner and the chance to socialize with other members.

This year's banquet will be held on Saturday, **April 16**. Please mark your calendars now. All current/active and alumni members are invited and are welcome to bring family and friends. If you would like more details, please contact Jean Stenehjem in the History Department office at 664-2230, weekdays between 8am and 2pm. This banquet continues to be a great bargain at just \$10.00 per person.

The following students will be among those initiated as new members at his event: **Ruben Carrillo, Todd Dickson, Malinda Gillette, Jessica Gossett, Erick Hubble, Bryce Loo, Monica**

Martinez, Augustine Moreno, Oliver Rosales, Eric Scott, and Rose Ty. Congratulations to all of you!

We are now recruiting new members for the spring banquet/initiation, so if you think you qualify for membership in Phi Alpha Theta, please fill out a red application form, available outside my office door or that of the department office, and leave it with me or Jean Stenehjem in the History Department office. Membership requires a 3.1 GPA in a minimum of four CSUB history courses (a 3.5 for grad students); however, if you have only 3 courses, but have earned As in each of them, you may also qualify. Membership furthermore requires an overall 3.0 GPA. The cost is \$40.00, which goes to the national office and provides a lifetime membership.

Phi Alpha Theta members enjoy the opportunity to participate in the annual Southern California Regional Student Paper Conference. This year it will be held at Cal Poly Pomona on Saturday, April 23. So far, our top two paper competition winners—**Todd Dickson and Anna Knight**—plan to participate by presenting their papers there.

By now, some of you are thinking about graduation. PAT members are eligible to purchase an honor cord to wear at commencement. If you would like to have one of these as part of your regalia, you may purchase one from me (or Jean Stenehjem) for \$12.00 during spring quarter. You save **over** \$5.00 this way because we make one large chapter order, which earns us a discount and free shipping—such a deal!

Finally, there are several opportunities for members of our chapter to compete for national PAT awards. I have posted details on the Phi Alpha Theta bulletin board outside the department office, but will mention here that there are national paper awards. The deadline for the paper prize is July 1. If you've written an exceptional paper that won a chapter award or significant praise, you might consider submitting it. You will need to seek a letter of recommendation from me. If deemed suitable for publication, your paper could be published in an issue of *The Historian*, the Phi Alpha Theta journal. **Kathleen Freeland** (MA '03) has twice won national paper awards.

Finally, **save this date: Friday, June 3**. That's the day set for our annual History Department bbq at Faculty Towers. We have scheduled this event from 3:30 to about 5pm or so. It will include an early dinner, in part provided by Phi Alpha Theta and in part by your contributions to this potluck. You should receive further information in the mail in May.

A Recommendation from the Chair re Advising

The History Department highly recommends that all history majors seek **advising** from a department advisor **at least once a year**. All majors have been assigned an advisor, though you are welcome to meet with any faculty member you like—and we all advise. The Department Assistant, Jean Stenehjem, can tell you who your assigned advisor is (weekdays from about 8am-2pm). Each quarter, in the middle of the term, there is a two-week period of formal advising, and faculty have sign-up sheets on their office doors for 30-minute advising sessions. When you make an appointment to see an advisor, please make a note of the date and time of the appointment, and bring your advising materials with you, that is, your degree worksheet, a schedule of classes, and your tentative schedule for the following term. Preparing in this way is a big help to advisors and makes for an efficient advising session.

A Civil War Display in Kern County

Take advantage of an opportunity to learn more about the American Civil War by visiting the County Fairgrounds on either May 11 or May 12 (from 9am to 8pm). There will be an exact replica of the *USS Hunley* on display there. This vessel was the first submarine of the Civil War and was eventually sunk. Those who have worked to restore it after it was raised will be on hand at the Fairgrounds to share their knowledge of this sub. There will also be some static Civil War displays, including the Washington Artillery canon crew. This event is being presented by the War Between the States Historical Association, and all proceeds will go to the Friends of the Hunley for their continued restoration work. Tickets are \$5 for adults and \$3 for children 3-11.

The Writing Corner
by Miriam Raub Vivian

In Case You Wondered...
Inflection: the Case of the Changing Pronoun

(With thanks to Grandpa Allen)

You may know that English is an inflected language—i.e., a potpourri of many influences, particularly Germanic tongues, Latin, and French—and is as well an infectious language, as it has become the recognized lingua franca of the modern world. What you may not know is that English is also an **inflected** language. This means that the form of some words are altered to indicate their grammatical status or their relationship in a sentence. This is really less complicated than it sounds, and a clear awareness of what is meant by "case" may assist you in speaking and writing correctly, at least as it affects pronouns.

First, however, let us take a look at inflection as it relates to verbs, which is termed **conjugation**. This refers to the way we alter the form of a verb, depending on the number, person, and tense. For instance, "He **runs** for the ball," but "yesterday they **ran** six miles." These changes pose little problem for most folks, though you may occasionally hear someone say, "If I had went there..." Knowing **the principal parts** (present, past, and perfect tenses) of so-called "strong verbs," or irregular verbs, helps avoid this mistake. (Most dictionaries provide these, and Diana Hacker's *A Pocket Style Manual* (4th ed.), which we require in Historical Writing and Senior Seminar, has a list of some of these on pp. 30-32.)

By far the trickiest verb for most English-speakers appears to be "to lie" (meaning to recline, not to prevaricate); the second most difficult is the one so frequently confused with it: "to lay" (to put). Yet a simple mastery of the principal parts of these verbs can solve the problem:

	to lie	to lay
present:	lie	lay
past:	lay	laid
perfect:	lain	laid

Therefore, "I regularly lie on the couch in the afternoon"; "Yesterday I lay down on it for an hour"; "For a week now I have lain down in order to take a nap." "Lain down" may sound odd, but it is correct. Notice two issues with these sentences: 1) the verb "to lie" takes no direct object (i.e., you cannot "lie" something; instead the verb requires a preposition, such as "on"), which means it is an **intransitive** verb; and 2) "down" so often following "lie" tends to lead one to hear "laid" instead of the correct "lay" or "lain."

"To lay" is much simpler. The form of this **transitive** verb (meaning it takes a direct object) is the same for all past and perfect tenses ("laid"), so one need only remember that it is "lay" in the present tense: "I lay the book on the table whenever I tire"; "Yesterday I laid the book on the table and forgot I'd put it there"; "I have laid the book on that table so many times that it's hard to imagine I forgot where I'd put it."

If conjugation is for verbs, then **declension** is for adjectives, nouns, and pronouns (i.e., those little words, such as "he," "she," and "it," that substitute for nouns). Fortunately for us, English declines (or alters the form of) only pronouns. Before one can fully appreciate how this works, however, it's essential to know something about "case." Case refers to the grammatical function of the pronoun in a sentence. The pronoun might be the subject of the sentence ("**He** gave the book to me"), or it might be the direct object ("He gave **it** to me"), or the indirect object ("He gave it to **me**"), or even the possessive case ("He gave **my** book to her").

Here's a helpful layout of pronoun cases:

subjective case	objective case	possessive case
I	me	my
we	us	our
you	you	your
he/she/it	him/her/it	his/her/its
they	them	their

This seems easy enough; the problem, however, often arises with so-called "compound word groups," that is, when a pronoun is tied to at least one other subject or object. No one would say, "Me is going to the movies," but far too many say, "My brother and me are going to the movies."

Whereas understanding case is important in analyzing a pronoun in a sentence in order to determine its correct form, for the most part the advice my Grandpa Allen gave me ages ago does the trick: simply strip the sentence down to the pronoun you're unsure of. In the example, "My brother and me are going to the movies," eliminate "My brother and," and the need for "I" rather than "me" becomes clear. Here's a more challenging example: "Bob gave the books to her and me." Though the tendency for some is to think it's always correct to say "she and I," this holds true only in the subjective case. In the above example, the two pronouns are in the objective case, receiving rather than giving, and therefore the sentence must read "her and me." Likewise, "He gave the books to Bob and me" is more obviously correct if you take away "Bob," making it easier to see "me" is needed rather than "I."

Were I to offer further instruction in pronoun inflection, you'd undoubtedly decline (that's a pun), but this covers the basics of this topic. For further discussion of related situations that might make one pause, see Hacker, pp. 40-44. After a look at that you'll be a pro regarding "who" vs. "whom"! Also, if you REALLY want a handle on the business of case, just take a German or Latin course; that will really do the trick!

The University of Southern Mississippi will again offer students an opportunity to study in London this summer through five-week courses offered through the British Studies Program.

Two of the many exciting courses you can take in London are the Royal Britain and World War II classes. The courses carry six hours of undergraduate or graduate credit in HIS 499, or 599 and 799. They are offered from July 7, 2005-August 7, 2005, in London. Last year more than 150 students took part in the British Studies Program, the largest London-based international program in the U.K.

Re the WWII course, the class crosses the English Channel to Normandy for a four-day tour of the battle area, following in the footsteps of America's "greatest generation." The course is enriched by trips to Parliament, the university town of Cambridge, and Duxford Airbase, home of the world's largest collection of military aircraft. Students will also have the opportunity to conduct primary research in the Public Record Office of the Imperial War Museum, allowing them to experience World War II through the eyes of the participants themselves.

The courses meet four days a week to allow ample time for touring.

You can get financial aid just as if these were courses you were taking in the U.S. You apply through your school's financial aid office. There are no prerequisites for the courses.

We stay in central London in King's College at one of their dormitories.

The cost for the program is about \$5,000, not including food and spending money. While the amount may seem quite high, it's low when compared to other schools' tuition for similar programs. And since it includes tuition, air travel, and lodging, it's not as steep as it sounds. Moreover, student loans are available for almost any student. So, money is not nearly the worry that you think it is.

For more info: <http://britishstudies.org>, Frances Sudduth, 601-266-4344, frances.sudduth@usm.edu

Rodriquez, cont. from pg. 1

challenges and rewards, but she enjoys the Civil War course in particular, noting that "it's a great story and there are so many resources (documentaries, photographs) that help bring the subject to life for students."

Although teaching and scholarly pursuits take up most of her time, when she's not engaged in these, she enjoys reading both fiction and non-fiction, and she and her husband (Assistant Professor **Douglas Dodd**) enjoy traveling, especially visiting historical sites and national parks.

She has a few recommendations for books/films for students. For those interested in the Civil War, she recommends James McPherson's massive *Battle Cry of Freedom*. Another good book, which is relatively short in length and available in the CSUB bookstore, is *Celia: A Slave*, by Melton McLaurin. It's a fascinating book about a sexually abused slave who murders her master (her abuser), and her attorneys argue that she should be acquitted of the crime on the grounds of self-defense. The book examines the dynamics of slavery, law, and gender in the antebellum South. She and two other department instructors use this book in History 231. For film, she recommends the Coen brothers' film, *O Brother, Where Art Thou?* Though fictional and not historically accurate (for example, the real "Pappy" O'Daniel was governor of Texas, not Mississippi), it's nevertheless a great comedy and a wry take on Southern politics and culture in the 1930s.

Dr. Rodriquez's latest "project"—which is also exciting news—is that she and her husband are expecting their first child (a boy) sometime around May 19, and they're very excited about becoming parents.

Once she adjusts to motherhood, Prof. Rodriquez plans to continue work on a couple of research projects, expecting to complete research and write a draft of an article that deals with the 1920s Kern County Ku Klux Klan. She also intends to continue working on a larger project on the 1890s People's Party in Dallas, Texas, which stems from her dissertation. Because she has been awarded a sabbatical in winter and spring of 2006, she happily anticipates devoting her research and writing energies to work on the People's Party.



Dr. Oliver Rink and Dr. Maynard Moe dressed as a traditional doctor (left) and plague doctor (right) of the 1300s.

SUMMER CLASSES

John Maynard - **HIST 270** Survey of California History, 6/20-7/15, MTWR, 10:30am-1:25pm

Courses offered through Extended University Division:

Cliona Murphy - **HIST 325** European Colonialism, 06/20-07/14, MTWR, 9am-12pm

John Maynard - **HIST 371** Modern California, 06/20-07/28, TR, 6pm-10pm

Jim Meriwether - **HIST 466** History of African-Americans Since 1865, 06/20-07/21, MT, 5:30pm-10pm, one additional day TBA,

3 hour final exam

Fall 2005 Schedule

Hist 102(1)	Making of Modern World	Baker, Mark	MWF	A	8:00-9:25A
Hist 102(2)	Making of Modern World	Baker, Mark	MWF	E	11:00-12:25P
Hist 102(3)	Making of Modern World	Staff	TTh	G	1:00-3:25P
Hist 202	Western Civilization I	Vivian, Miriam	MWF	F	12:30-1:55P
Hist 222	Modern Pacific Asia	Orliski, Connie	TTh	L	6:00-8:05P
Hist 231(1)	Sur of US Hist to 1865	Rink, Oliver	MWF	E	11:00-12:25P
Hist 231(2)	Sur of US Hist to 1865	Rodriquez, Alicia	MWF	F	12:30-1:55P
Hist 231(3)	Sur of US Hist to 1865	Staff	TTh	L	6:00-8:05P
Hist 231(4)	Sur of US Hist to 1865	Staff	TTh	B	8:00-10:25A
Hist 232(1)	Sur of US Hist since 1865	Meriwether, Jim	MWF	C	9:30-10:55A
Hist 232(2)	Sur of US Hist since 1865	Staff	MW	K	6:00-8:05P
Hist 232(3)	Sur of US Hist since 1865	Maynard, John	TTh	J	3:30-5:55P
Hist 270	Survey of CA History	Maynard, John	TTh	D	10:30-12:55P
Hist 300	Historical Writing	Harrie, Jeanne	MWF	C	9:30-10:55A
Hist 316	England, 1783 to the Present	Murphy, Cliona	MWF	C	9:30-10:55A
Hist 325(1)	European Colonialism	Murphy, Cliona	TTh	B	8:00-10:25A
Hist 325(2)	European Colonialism	Rink, Oliver	MW	I	3:30-5:55P
Hist 330	Historical Geography	Dolkart, Ron	TTh	D	10:30-12:55P
Hist 351	Colonial N. America 1492-1776	Rink, Oliver	TTh	J	3:30-5:55P
Hist 358	America's Rise to Globalism 1917-1964	Meriwether, Jim	MW	I	3:30-5:55P
Hist 401	The Renaissance	Harrie, Jeanne	MWF	F	12:30-1:55P
Hist 422	Medieval & Early Modern Japan AV/ITV	Orliski, Constance	TTh	G	1:00-3:25P
Hist 443	Modern Mexico	Dolkart, Ron	TTh	J	3:30-5:55P
Hist 468	Mexican-American History	Rodriquez, Alicia	MW	I	3:30-5:55P
Hist 492	Seminar in Public History	Dodd, Doug	TTh	G	1:00-3:25P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 555	Reading Seminar in Amer Hist	Dodd, Doug	T	KM	6:00-10:15
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		

Tentative Winter 2006 Schedule

Hist 102(1)	Making of Modern World	Staff	MWF	A	8:00-9:25A
Hist 102(2)	Making of Modern World	Murphy, Cliona	TTh	D	10:30-12:55P
Hist 204	Western Civilization II	Harrie, Jeanne	MW	I	3:30-5:55P
Hist 206	Western Civilization III	Baker, Mark	TTh	B	8:00-10:25A
Hist 210	Ancient Civilizations	Orliski, Connie	TTh	G	1:00-3:25P
Hist 231(1)	Sur of US Hist to 1865	Maynard, John	MWF	F	12:30-1:55P
Hist 231(2)	Sur of US Hist to 1865	Dodd, Doug	MW	I	3:30-5:55P
Hist 231(3)	Sur of US Hist to 1865	Staff	TTh	B	8:00-10:25B
Hist 232(1)	Sur of US Hist since 1865	Rink, Oliver	MWF	C	9:30-10:55A
Hist 232(2)	Sur of US Hist since 1865	Staff	TTh	G	1:00-3:25P
Hist 232(3)	Sur of US Hist since 1865	George, Jim	TTh	L	6:00-8:05P
Hist 300	Historical Writing	Baker, Mark	TTh	J	3:30-5:55P
Hist 301	Greece AV/ITV	Vivian, Miriam	MWF	F	12:30-1:55P
Hist 313	Ireland Since 1800	Murphy, Cliona	MWF	C	9:30-10:55A
Hist 325	European Colonialism	Harrie, Jeanne	MWF	E	11:00-12:25P
Hist 357	Emergence of Industrial Amer 1877-1917	George, Jim	TTh	G	1:00-3:25P
Hist 371	Modern California	Maynard, John	MWF	C	9:30-10:55A
Hist 426	China 1949-present	Orliski, Connie	TTh	L	6:00-8:05P
Hist 445(1)	The American West	Dodd, Doug	MWF	C	9:30-10:55A
Hist 445(2)	The American West	Dodd, Doug	MWF	F	12:30-1:55P
Hist 465	History of African-Americans to 1865	Meriwether, Jim	TTh	D	10:30-12:55P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 503	Historical Research Methods	Orliski, Connie	W	KM	6:00-10:15P
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	TTh	D	10:30-12:55P

Tentative Spring 2006 Schedule

Hist 102(1)	Making of Modern World	Staff	MWF	F	12:30-1:55P
Hist 102(2)	Making of Modern World	Staff	MW	K	6:00-8:05P
Hist 102(3)	Making of Modern World	Staff	TTh	D	10:30-12:55P
Hist 222	Modern Pacific Asia	Orliski, Connie	MW	I	3:30-5:55P
Hist 231(1)	Sur of US Hist to 1865	Staff	MWF	C	9:30-10:55A
Hist 231(2)	Sur of US Hist to 1865	Dodd, Doug	TTh	B	8:00-10:25A
Hist 231(3)	Sur of US Hist to 1865	Staff	TTh	J	3:30-5:55P
Hist 232(1)	Sur of US Hist since 1865	Meriwether, Jim	TTh	B	8:00-10:25A
Hist 232(2)	Sur of US Hist since 1865	George, Jim	TTh	G	1:00-3:23P
Hist 232(3)	Sur of US Hist since 1865	Staff	MW	K	6:00-8:05P
Hist 270	Survey of California History	Maynard, John	TTh	L	6:00-8:05P
Hist 300	Historical Writing	Vivian, Miriam	MWF	F	12:30-1:55P
Hist 309	Europe since 1914	Baker, Mark	TTh	J	3:30-5:55P
Hist 325(1)	European Colonialism	Rink, Oliver	MWF	C	9:30-10:55A
Hist 325(2)	European Colonialism	Murphy, Cliona	TTh	D	10:30-12:55P
Hist 352	Revolutionary America 1750-1789	Rink, Oliver	MWF	F	12:30-1:55P
Hist 359	Recent America	Maynard, John	MW	I	3:30-5:55P
Hist 370	Early California- AV/ITV	Maynard, John	TTh	D	10:30-12:55P
Hist 402	The Reformation	Harrie, Jeanne	MWF	E	11:00-12:25P
Hist 423	Modern Japan	Orliski, Connie	MWF	F	12:30-1:55P
Hist 440	20 th c. US Diplomatic History	George, Jim	TTh	L	6:00-8:05P
Hist 445	The American West	Dodd, Doug	TTh	G	1:00-3:25P
Hist 462	Women in History	Murphy, Cliona	MW	K	6:00-8:05P
Hist 466	History of African-Americans Since 1865	Meriwether, Jim	TTh	G	1:00-3:25P
Hist 490	Senior Seminar	Harrie, Jeanne	TTh	D	10:30-12:55P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 525	Reading Seminar in European History	Baker, Mark	M	KM	6:00-10:15P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		



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