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FROM THE CHAIR

by Miriam Raub Vivian



Academic year 2021-22 has come to a close with at least some greater feeling of normality, even while there are still visible signs of some of the effects wrought by COVID-19: self-screening, Zoom meetings, (now-optional) mask-wearing, and plenty of parking (yay!).

Most importantly, dozens of students earned their BA degrees, with two adding “MA” to their achievements. We were able to gather a few of our spring graduates for a photo. (See toward the end of this newsletter.) This may be some kind of a record for History BA degrees in a single year: 62!

See *From the Chair*, pg. 16

OUTSTANDING GRADUATING SENIOR - AWARD

Emma Barnes



Emma Barnes is a star in the History Department, not only because of her strong academic performance (a 3.94 history GPA) but also because of the many ways she has jumped in to serve our program and students. A transfer student in fall 2020, Ms. Barnes--like many others--had her first experience as a CSUB student as a fully remote learner. Nevertheless, she eventually connected with students in her classes and joined another student to create various online groups, which enabled these virtual classmates to connect beyond Zoom, allowing them to study together but also to discuss common interests in history.

See *Barnes*, pg. 16

JAMES H. GEORGE SCHOLARSHIP AWARD - Dylan Jones

Dylan Gunner Jones is this academic year’s James H. George Scholar. Mr. Jones is a member of Phi Alpha Theta and an ASI scholarship awardee. From Oildale, he left home at eighteen to make ends meet, and for the next nine years worked at various jobs to save enough to finance his associates degree. He graduated from Bakersfield



College with a near perfect GPA and has successfully maintained that record at CSUB as a junior in history (3.93).

See *Jones*, pg. 16

MARSHALL AND ETTA MASTERS GRADUATE SCHOLARSHIP AWARD – Myrna Reyna



Myrna Reyna has excelled in the M.A. program since entering in Spring 2021, earning a 3.82 GPA in the process. She is an active participant in her graduate seminars, regularly offering poignant contributions to class discussion. She has also distinguished herself in research, producing a rigorous study that highlighted the continuities between the zoot suit and Pachuca styles of the 1940s with the chola style of the 1960s in Los Angeles. See *Reyna*, pg. 16

CLIO AWARD – Ivan León



Ivan León has distinguished himself at CSUB through his excellent academic performance and his active class participation. Mr. León was the winner of the James H. George Scholarship for 2020-2021, which is awarded to an outstanding soon-to-be senior history major. With a 3.95 overall GPA, he has excelled in a wide array of courses touching on Latin America, Asia, and the United States. In 2021, he earned “Honorable Mention” in the Undergraduate category for the J.R. Wonderly Memorial Award Competition, with his paper entitled, “‘Long Live Christ the King!’ See *León*, pg. 16

HISTORY & ARTS & HUMANITIES OUTSTANDING GRADUATE - AWARD

Hannah McKinzie



Hannah McKinzie, who in 2016 earned an Associate of Arts degree in History at Antelope Valley College, was the CSUB History Department’s Outstanding Graduating Senior when she completed her Bachelor of Arts degree in 2018. In Spring 2020, she earned a teaching credential from CSUB and, for a time, taught history at the junior high and high school levels. As a history MA student, Ms. McKinzie is a top-notch scholar who is an original thinker and an excellent writer. In Fall 2020, taking inspiration from her courses, she wrote a twenty-six-page research paper on Maoism’s influence on the Chicano Movement. See *McKinzie*, pg. 16

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ARTS AND HUMANITIES' RISING RUNNER 2022: ALYSON MOSS

by Miriam Raub Vivian



The Alumni Office's Rising Runner Awards are given each year to one student from each of CSUB's four schools, selected from nominations from alumni who have graduated from a CSUB degree program within the past 10 years. The department chairs of Arts and Humanities chose **Ms. Alyson Moss** for 2022.

In my 30+ years here, I regard Alyson Moss as one of the very best students I've seen in both our undergraduate and graduate programs—all while playing intercollegiate water polo as an undergraduate and completing her BA with a 3.96 overall GPA. As a member of Phi Alpha Theta, the national history honor society, she represented CSUB's chapter by presenting a paper ("Meiji Modernity: Re-Imagining the Japanese New Woman") at CSU Fullerton. This paper also won best CSUB history graduate paper and thus a portion of the J.R. Wonderly Memorial Prize, as did another paper in 2019 ("Exploring the Transnational New Woman: Multivalent Identities and Powerful Patriarchies").

After a four-year stint in Japan, where she and her husband, Jeff Newby, taught English as part of the JET program (Japan Exchange and Teaching program), they both enrolled in our history graduate program. She earned a 4.0 GPA in our program and, while a graduate student, she gave a guest lecture with her husband in our program's Modern Japan course. She also gave guest lectures as a Teaching Assistant for our former colleague, Prof. Marie Stango.

Next Ms. Moss landed a job teaching full-time Social Studies at Liberty HS, where she is having a huge impact on young minds. Her experience teaching high school locally and having a master's degree made her a perfect candidate for teaching CSUB's INST 3900: Educator as Social Scientist, which is the capstone course for students in the Social Science Teacher Preparation Program and which she taught for us in spring 2022. At Liberty she has also taught Dual Enrollment courses, which enable high school students to earn college credit.

To capture just how exceptional Ms. Moss was as a student, it's worth noting that as she worked her way through our two academic degree programs, she was recognized with every major award we confer: the James H. George undergraduate scholarship (2009-10); Outstanding Graduating Senior (2010); the Marshall and Etta Masters graduate scholarship (2018-19); and Outstanding Graduate Student (2019). I can think of no other CSUB history student with such a record.

She is also an international envoy for Toyama city in Japan. With her husband, an Asst. Professor of History at Bakersfield College, she is in an OER (Open Educational Resources) and anti-racist grant program through BC. Theirs is the only group at BC to be in the highly competitive Community College program, and their goal is to consider how they can base their curriculum on open pedagogy and anti-racism.

According to Ms. Moss, being in CSUB's history program as an undergrad and then graduate student contributed heavily to her success. Discussing and interpreting history with her peers in

graduate school instilled an even greater love of studying history than before. Being a member of Phi Alpha Theta and presenting her research at conferences gave her a love of research.

In 2019, with funding from CSUB, she was able to travel to Portland, Oregon, to present a chapter of her MA thesis at the WAWH (Western Association of Women Historians). She likewise received several awards as a CSUB women's water polo player—All-American honorable mention, ESPN All-Academic Team, First-Team All-Conference, and President's Award (2010)—and her experience in CSUB sports and the joy of playing water polo has made her eager to see water polo continue in Bakersfield and led her to help launch a team in the KHSD.

Many CSUB history faculty have lauded Ms. Moss's achievements. In his praise, former history professor Chris Tang focused on her MA thesis, an ambitious project that examined images of the "New Woman" across Japan, Mexico, and Britain:

"Alyson's MA thesis was a daring and ambitious project, and I was greatly impressed at how thoughtfully she was able to render her analysis on several different locales across space and time. Alyson's thesis was unique, creative, convincing, and highly readable. Alyson was an exceptionally diligent student, who moved through the MA program with purpose, dedication, and focus."

Congratulations to Alyson Moss on this significant achievement!

SPRING GRADUATE PROGRAM DEGREES

Congratulations to **Hannah McKinzie** and **Chris Ramirez**.

2021 & 2022 GRADUATES

Summer and Fall 2021 Grads

Cazzell, Connor Michael
Davis, Adam Presten
Lomeli, Rodolfo Gonzalez
Travis, Sara M
Orton, Sarina
Alias, Julian Estevan
Andrade, Alicia
Berisha, Francesk
Chafin, Britt Andrew
Cortez, Abigail Marie
Crouch, Ivy Corinn
Ensley, Angelina Marie
Fuentes, Karen S
Gone, Ricardo Martinez
Gonzales, Matthew Robert
Gutierrez, Daniela
Knight, Isandro
Lopez, Diego
Martinez, Iyari Aileen
Mireles, Elizabeth Ashley
Parker, Erian N
Parra, Jasmine
Portillo, Miguel Angel
Ramirez, Fabian
Saleh, Abdullah
Sergent, Jake
Stovall, Kenneth Ryan
Trafton, Matthew Kenneth
Vasquez, Ruben
Villatoro Ruiz, Yessica Marili
Zamarripa, Jose R

Spring 2022 Grads

Arteaga, Gabriel Richard
Barnes, Emma R.
Boggan-Knutson, Charlotte Leann
Carrillo, Hosvaldo
Churchwell, Sarah
Collazo, Javier
Cortes, Esperanza
Goco, Gillian Lee A
Gonzalez Leyva, Aaron
Hads, Rachel
Herrera, Gerardo
Johnston, Emily Rachel
Leon, Ivan
Lopez Chavez, Maria D
Magana Magana, Melissa
McGee, Tierra Teresita
Nylander, Lesa r
Oropeza, Alejandro C
Ozuna, Cynthia
Pena, Denise
Rodriguez, Ben
Rosica, Hannah P
Sancho, Corey James
Sandoval, Graciela Esmeralda
Santiago, Teresa
Stocumb, David Alexander
Stapp, Debra Michelle
Stone, Meagan Olivia
Suarez, Jesus Alberto
Townson, Morgan Lee
Worrell, Aubrey Rose

HISTORY FORUM



On April 29, 2022, the History Forum had the privilege of hosting Dr. José M. Alamillo, professor and chair of the Chicana/o Studies Department at CSU Channel Islands, to speak about his recently published book, *Deportes: The Making of A Mexican Sporting Diaspora*. The study explores the lesser-known experiences of the players, on both sides of the border, who fought within and alongside their teams and leagues for racial equity in sports during the first half of the twentieth century. While Dr. Alamillo's text covers a broad range of professional and locally based sports teams, his presentation focused more specifically on baseball athletes in southern California and the process through which he gathered information on these players and their stories. He spoke about the pivotal role that the sporting section of local newspapers—an admittedly underutilized genre of historical evidence—played in his research for the book. Perhaps ironically, the wealth of information about local teams, athletes, and games found in these clippings, the speaker noted, also challenged him to develop strategies for analyzing these sources efficiently. When one of the attendees asked Alamillo for tips on how to avoid getting bogged down by the massive volume of periodical and other microfilm sources, the presenter responded with honest concision: it takes a long time!

As the conversation about archival materials and methodologies continued, Dr. Alamillo shared an additional insight about the importance of local newspaper sources for what they reveal about the role of women and gender in history. Women athletes comprise a significant focus of *Deportes*, and it was from periodicals, including the Los Angeles - based *La Opinion*, where he gained further knowledge about the La Jolla Kats, and Los Tomboys -- two women's teams based in southern California. The role of women in local sports also came from the speaker's heavy engagement with oral history interviews, through which he and his student research assistants were able to build networks of former athletes who played in leagues as far back as the 1930s and 1940s. Here, some families willingly shared their relatives' scrapbook memorabilia, collections that brought the author in contact with game tickets, pennants, award ribbons, and scorecards. Audience members were surprised to further learn that some of these athletes went on to play for the East Bakersfield High Blades in the 1960s!

Well attended and followed by a riveting Q&A session, this semester's History Forum talk was a homerun! Attendees' questions focused on a range of topics, including those about Dr. Alamillo's personal journey as an academic who specializes in sports history to inquiries regarding his research collaborations with local community members. All in all, the History Forum Committee would like to genuinely thank our speaker and all those who were able to attend this

rich and captivating discussion. We look forward to keeping in conversation with Dr. José Alamillo as his research continues, and we hope to see you at our next speaker event in fall 2022!

NEW FACULTY TO JOIN THE HISTORY DEPARTMENT

Dr. Moisés “Mo” Acuña-Gurrola will join the History Department this fall. Dr. Gurrola, who was hired this spring after the Department conducted a nationwide search, earned his Ph.D. in history this spring from Texas Christian



University, after completing and defending his dissertation, “Reform, Train, Rehabilitate: The History of Juvenile Detention in Texas, 1883-1979.” His areas of expertise will allow him to develop new courses that engage Mexican-American

and Latinx history, and related areas, and expand the Department's catalog of courses. Dr. Gurrola and his family will relocate from Richardson, Texas, to Bakersfield over the summer. Welcome, Dr. Gurrola, to the History Department and to CSUB!

Welcome to **Dr. John Chen!** He will join our History Department this fall as our new East Asian historian after being selected by the department in a national search. Some of our students already know Prof. Chen, as he was a lecturer



for us in academic year 2021-22, teaching Modern China, Pre-Modern China, and World History II. Building on an undergraduate degree from Harvard in History and Arabic, Dr. Chen earned his Phd in 2018 from Columbia University; his dissertation was titled “Islamic

Modernism in China: Chinese Muslim Elites, Guomindang Nation-Building, and the Limits of the Global Umma, 1900-1960.” We are delighted to have him join our program as a tenure-track member of the history faculty.

FACULTY NEWS

The pandemic affected our work as teaching and research faculty. Many reconfigured their research priorities, given travel restrictions and limited networking opportunities at Zoom-held conferences; others saw this as an opportunity to explore new ways of teaching and disseminating knowledge.

Professor Dhada's History of African Decolonization in Spring semester 2022 was one such example in the History Department, among many others no doubt. Nine internationally known scholars on African liberation historiography doing cutting-edge research in the field delivered curated texts for students, who in this way experienced knowledge-making firsthand.

In the field of public dissemination of knowledge, **Professor Dhada** delivered three podcast interviews on the liberation war in Guinea-Bissau and Portuguese colonial mass violence. His accessibly written research text on Amílcar Cabral's assassination and the aftermath was published in Portugal's premier newspaper, *O Público* in a multi-page spread. The Ministry of Education in Portugal subsequently selected his earlier text on Wiri-yamu (the red book) as a recommended

reading for students in educational institutions in Portugal and the public. In its view the literary and historical value of the text was crucial for understanding Portugal's recent colonial past.

In January, **Douglas Dodd** led a historic architecture walking tour of downtown Bakersfield for a meeting of the Art Deco Society of Los Angeles. The tour focused on Bakersfield's numerous examples of Art Deco and Streamline Moderne architecture, built between 1920 and 1940.

Douglas Dodd has also led the development of a \$95,000 interagency partnership agreement between CSUB and California State Parks. As part of California State Parks' "Relevancy and History Initiative," the partnership will provide resources for CSUB History faculty and students to support the development and improvement of history interpretation in the state parks of the Great Basin District, which spans from Tulare County to the Antelope Valley. The partnership is expected to be approved and signed this summer and will begin in fall semester. Students in Dr. Dodd's HIST 4020: Public History in the fall will be working on the project as part of the course.

Retired faculty colleague **Dr. Connie Orliski** was awarded *professor emerita* status in a campus ceremony in April, where she was presented by Prof. Alicia Rodriguez. Congratulations, Prof. Orliski!



Dr. Kate Mulry was recently interviewed by Dr. Miranda Melcher for the *New Books Network* about her book, *An Empire Transformed: Remolding Bodies and Landscapes in the Restoration Atlantic* (New York University Press, 2021). The *New Books Network* is a consortium of author-interview podcast channels dedicated to introducing the work of scholars to a wider audience through new media. The podcast episode featuring Dr. Mulry's work can be found here: <https://newbooksnetwork.com/an-empire-transformed>.

Dr. Mulry recently published a book review of Greta LaFleur's book, *The Natural History of Sexuality in Early America* (Johns Hopkins University Press, 2018), which was recently reissued in paperback. The review was published in the *Journal of the Early Republic* (Winter 2021).

Dr. Mulry has been on sabbatical this past academic year (2021-2022). She has been the recipient of several national and international fellowships to pursue research on her new projects. In the fall, she was granted a short-term Beckman Center Fellowship at the Science History Institute in Philadelphia, PA. She was also awarded a "Before 'Farm to Table': Early Modern Foodways and Cultures" research fellowship from The Folger Shakespeare Library in Washington, D.C. Her work was further supported by a Consortium for History of Science, Technology and Medicine Research Fellowship to support trips to several Consortium member libraries, including The Library Company of Philadelphia, in Philadelphia, PA, and The New York Academy of Medicine in New York, NY. In the spring, Dr. Mulry was also awarded an Eccles Centre Visiting Fellowship at The British Library in London, UK. These fellowships have offered invaluable opportunities to investigate rich holdings of rare books and manuscripts on a variety of subjects relating to English colonization and bioprospecting activities in the early modern Atlantic World. The sources Dr. Mulry has examined include recipe books, pharmacopeias, and works on agriculture and gardening. The fellowships have also offered exceptional opportunities to work with library staff and to

interact with a diverse scholarly community, including the other fellows and readers, throughout the year. In addition, Dr. Mulry has had several opportunities to present her research to both scholarly and public audiences.

Prof. Alicia Rodriguez was selected as a member of the Faculty Leadership Academy for academic year 2022-23.

Congratulations to **Dr. Sean Wempe**, who was awarded early tenure and promotion last month!

When Walls Talk! Collaboration with the House of European History

Dr. Sean Wempe helped build educational content for an exhibit at the House of European History (a museum in Brussels, Belgium: <https://historia-europa.ep.eu/en/mission-vision>). The exhibit, *When Walls Talk* (<https://historia-europa.ep.eu/en/when-walls-talk>) will be on display from April 30th to November 13th, 2022. It explores the history of the illustrated poster in Europe and examines how posters used as promotion, propaganda, and protest throughout the 19th and 20th centuries reflect the development and transformation of the public sphere in European cities. In addition to a pedagogical article he wrote—"A Poster in Search of Its Context. Walking Students through Primary Source Analysis"—published by the museum as part of the exhibit and catalogue in which Wempe explains teaching CANSS (Contextualize, Analyze, Never Simply Summarize) methodology of source analysis to his students, Wempe consulted on interactive displays and teacher training materials produced by the museum. According to the Museum Educator, Laurence Bragard, the following learning components of the exhibition were inspired by Wempe's CANSS method for teaching students Primary Source Analysis and developed in consultation with Wempe:

- Public program
- Online expert talk
- School activities
- Teacher training (which took place on April 29th, 2022 at the EuroClio annual conference)
- Interactive displays in the exhibition



How it's Going, How it Started: Pandemic Inequality



On March 22nd, 2022, **Dr. Sean Wempe** gave twin talks, both entitled “Society’s Pre-Existing Conditions: Patterns of the History of Pandemics,” in Pullman, Washington, and Moscow, Idaho. The public talks, sponsored by Washington State University, the Idaho Humanities Council, and the Latah County Historical Society, were part of the *How it’s Going, How it Started. Exploring the Historical Roots of Contemporary Issues* speaker series hosted by these institutions. Dr. Wempe’s talks examined how pandemics have, throughout history, exacerbated existing inequalities in societies, particularly in terms of race. The talks focused on the Seven Pandemics of Cholera, the Third Pandemic of Plague, and the ongoing HIV/AIDS Pandemic as examples to help put the current racism and racial disparities associated with the COVID-19 pandemic in historical context. Below is an image of Dr. Wempe outside the Kenworthy Theatre in Moscow, Idaho where the second of the two talks was held.

On the 24th of February, 2022, **Dr. Sean Wempe** participated in the *Imperial Afterlives Workshop* hosted by the University of Cambridge. He served as chair on a panel and also presented the beginning stages of a new research project on the role of public health institutions and medical professionals in the international imperialism of the 1920s, particularly its activities in sub-Saharan African Mandates directed by the League of Nations Health Organization—a precursor to the World Health Organization. This workshop will have a second part in person, held in Cambridge, England, in August of this year, which Dr. Wempe will take part in. The aim of the workshop is to bring together a group of international scholars of imperialism to produce an edited volume, it’s hoped, in 2024.

A Remembrance of our Colleague John A. Maynard

by Miriam Raub Vivian



John Arthur Maynard, who passed away on February 21, was a beloved History Department colleague, serving our programs for a couple years as a lecturer before he was hired as an Asst. Professor in 1999 to teach California history and recent U.S. history, both

of which enabled him to focus on at least two of his passions: the Beatniks and body-building culture. He was a popular instructor, known for his imitations of famous people and his rapid-fire lectures full of fascinating information. His teaching provided critical support for our social science teacher preparation program, and he helped educate hundreds of future teachers.

After a stint in the army, mostly doing intelligence work in Germany during the Vietnam War, Dr. Maynard completed his BA in History at UC Santa Cruz and then returned to Bakersfield to pursue an MA at CSUB. He continued graduate studies at USC, earning his PhD there. While editing ceramic tile trade magazines, he revised his dissertation into a published monograph on the Beatniks, *Venice West: The Beat Generation in Southern California* (1991). In conjunction with the Centennial of Bakersfield, he published *Bakersfield: A Centennial Portrait* (1997), and in 2000 his *California: Golden Past, Shining Future* appeared in print.

Prof. Maynard was also extremely generous with his time when it came to helping our students, as well as those who had not yet advanced to

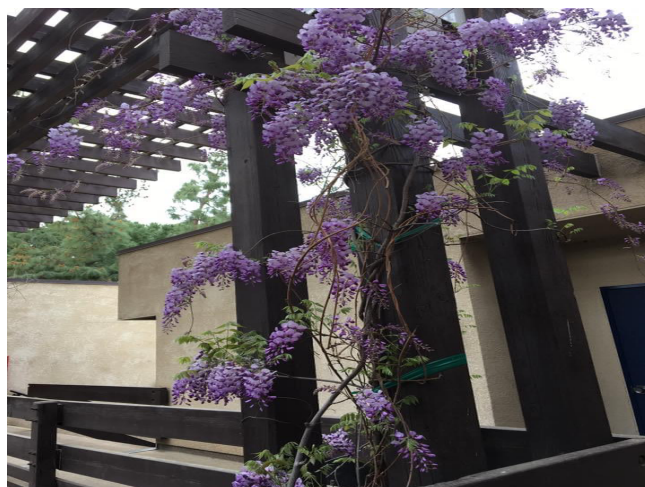
college. He regularly assisted History Day students at Fruitvale JHS, where his wife, Lori, taught, and for several years he also helped coach Arvin HS students in the annual “We the People” competition. Additionally, he volunteered at the Kern County Museum.

Although Prof. Maynard retired in 2012, several of his colleagues continued to visit with him, and his good humor, cheerful nature, and interest in a wide range of topics—from history and politics to theater, photography, and movies—were all on display. He was a good friend to many, and we, his friends and colleagues, will miss him.

FACULTY TOWERS WISTERIA LIVES ON!

One of the loveliest features of our old humanities building—Faculty Towers—was the purple wisteria that bloomed seasonally at each corner of the interior courtyard of our 3-storey building. When we left “FT” for the new Humanities Office Building in fall 2017—and before it was demolished—Prof. Dhada took cuttings from the wisteria to plant at his own home, allowing the FT wisteria to live on.

Then



And Now



Film Review

by Jacob Opie

Flame is a dramatic film written and directed by Ingrid Sinclair with the objective of telling the story of Zimbabwean independence through the perspective of women and their struggles. The film follows Florence and Nyasha, childhood friends who are convinced by their fellow comrades to join in the fight against the British and take back their land. The unique approach to retelling this story through the perspective of women provides new insight on a topic that had not been previously told in a visual narrative.

Flame establishes two types of paths a woman could take during the struggle for independence. Nyasha is characterized as a woman looking to further her education and build a career; this is the first path of womanhood. The opposite is Florence, a woman who dedicates her life to her family and is desperate to ensure a safer environment for them no matter what it costs. The paths that each woman takes leads them to live very different lives. Florence thrives in the war and becomes a respected soldier, while Nyasha learns to type, use the telephone, and process words. This perspective of womanhood also seeks to educate the viewer in the harsh reality that women during this time were used by their male counterparts. In the film, the women openly discuss the lack of food being provided to them, and it is implied that in order for them to not starve they must provide sex for their male comrades. This issue is again at the forefront of the film when Florence is raped and forced to birth the child of her rapist with little support from Nyasha and other comrades.

The historical context behind the film is that until the late nineteenth century, Zimbabwe was populated by mostly Africans, with a minority of Anglo-European farmers settling in Rhodesia. Although the White Europeans were part of the minority, they established the Federal Party, which governed the area. In 1961, Ian Smith founded the Rhodesian Front, a white-supremacist support party that sought to rule Rhodesia independent of Britain. By 1965 Smith declared independence, which was rejected by the British government and followed with harsh sanctions. All ties were cut from the commonwealth, and in 1969 the adoption of white rule was voted upon by the Rhodesian Front; the overwhelmingly white party agreed upon the measure.¹ African nationalists fought against this governing body, and this is where *Flame* begins.

As previously stated, *Flame* is unique in its approach of telling the story of the liberation movement; this unique retelling is thanks to Ingrid Sinclair. Sinclair, who was born in Britain but moved to Zimbabwe to pursue her passion for understanding women's struggles. Sinclair's time in Zimbabwe was spent making connections with the women who were associated with the liberation movement; this was a seven-year-long process that culminated with the making of *Flame*. During her research, Sinclair noted that women who were involved in the fight for freedom were marginalized and subject to harsh treatment based solely upon their gender.² This is what *Flame* is portraying to the audience; while women were heavily involved in the liberation movement, they were also treated poorly even by their own comrades.

The historical accuracy of the film is remarkable. Florence and Nyasha are first taught at a training camp outside of Zimbabwe in Mozambique. Because this portion of the country was liberated from the Portuguese, most training took place in Mozambique. The Rhodesian military also had an air force, which was depicted in the movie. Although the specific instance where Florence's town is fired upon and her baby is killed is not officially reported, there are instances where the Rhodesian government reported casualties resulting from air cover.³

The effectiveness of *Flame* should not be understated. The film depicts women's struggles in the Zimbabwe liberation movement while retaining historical accuracy and captivating characters. Sinclair's personal connection to re-telling the story of women within the Zimbabwe national parties shines through in the film as time after time women's struggles and triumphs are depicted.

¹ The Editors of Britannica, "Ian Smith," *Encyclopedia Britannica*, November 16, 2021, <https://www.britannica.com/biography/Ian-Smith>.

² "Flame," California Newsreel, Accessed February, 18, 2022, <https://newsreel.org/guides/flame.htm>.

³ New World Encyclopedia contributors, "Rhodesian Bush War," *New World Encyclopedia*, July 28, 2019, https://www.newworldencyclopedia.org/entry/Rhodesian_Bush_War.

John Mulvany: The Irish Painter Who Changed the Course of Art of the American Frontier

My Summer Research Project

by Dyaln Gunner Jones

Jim George Scholarship Recipient, 2021-2022

In 1851, a 12-year-old boy stowed away on a ship heading for New York City to escape the Great Irish Famine in pursuit of fortune and glory. Thirty years later he achieved both: riches beyond his wildest dreams, and a legacy as the most influential artist of the American West. His name was John Mulvany. Today he is little known, barely studied, and forgotten as a pivotal influencer of figurative art in the American West, and yet he influenced a whole generation of artists who copied his techniques and subject matter depicting heroic grit and the white conquest of the American Frontier. Under the supervision of faculty, this research project will evaluate Mulvany's lasting contribution to Western Art and American expansionism.

The current popular understanding of American Western art is that it emerged around the turn of the 20th century with the rise of prominent artists such as Frederic Remington and Charles Marion Russell. This understanding is not accurate, however. Figurative art movements on the East Coast and artists from major art teaching academies in Europe played a significant role in shaping the style and theme-centric approach of artistic depictions of the American West. One such leading figure was the Irish rebel painter John Mulvany. After training in major art academies around Europe, Mulvany returned to America with two enviable skills that forever altered the course of art and its history of the American West: figurative realism depicting a complex set of momentous experiences on canvas, and storytelling from the ground up that portrays heroism, grit, violence, and a self-sacrificing passion to conquer human opposition and hostile landscapes.

The purpose of this research project is to advance the literature in the field with an authentic and highly accessible narrative on art of the American West, with John Mulvany at the heart of this narrative as the most influential, and perhaps most important, founder of figurative historicism in art of the American West. He lent critical legitimacy to Western Art, paving the way for artists such as Remington and Russell to become luminaires in their own rights as iconic painters of the American West.

This study also hopes to alter our understanding of the emergence of Frontier Art, restoring Mulvany to his rightful position as a founding artist of the American West. It will deepen our understanding of Western Art that sought to realistically depict heroes in action taming the Wild West, and it will recontextualize the Western Art movement as part of a larger historical narrative that links art of the American West to figurative historicism dominating art movements of the late 19th century on the East Coast and Europe. Through evidence-based evaluation of Mulvany's role in these art movements, this study will advance the literature in the field while also rescuing Mulvany from undeserved obscurity.

The Jim George Scholarship will play a crucial role in this endeavor. It will help partially fund my trips to mine archival materials in New York and Texas, while perhaps also allowing me to undertake oral interviews in accordance with the Oral History Association and the American Historical Association guidelines. If time and resources permit, it will then enable me to visit sites of significant importance to the project. After I finish mining these resources and gathering evidence, I will seek to present my findings to the campus community, should such an opportunity present itself.

ALUMNI NEWS

Donato Cruz (BA '15; MA '20), who is the processing archivist in the Historical Research Center of the Walter W. Stiern Library, had his MA thesis on redlining in housing in Bakersfield cited in AB 3121's draft report: <https://oag.ca.gov/ab3121>. California's AB 3121 Task Force was to study and develop reparations proposals for African Americans: <https://oag.ca.gov/system/files/media/task-force-materials-120721-120821.pdf>. Donato is cited in the Housing Section, biblio. p. 222. Awesome work, Donato!

Javier Llamas (BA '03; MA '15) earned tenure and promotion at Bakersfield College this spring. Congratulations, Javier!

Lance Nelson (BS '11; MA '15), who first majored in physics (and minored in history) before pursuing a History MA, was recently hired at the University of Nevada, Las Vegas, as an academic advisor for the Division of Health Services. Congratulations, Lance!

Jeff Newby (BA HIST/RS '11; MA '19) is the Bakersfield College Team Lead for the Open for Anti-Racism (OFAR) Fellowship. Alumna **Alyson Moss** (BA '10; MA '19) is in the fellowship as well, and the team currently is entirely made up of historians. The fellowship focuses on creating open-pedagogical assignments/practices and teaching from an anti-racist perspective to empower marginalized student groups. Alumnus **Omar Gonzalez** (MA '19) is also part of this cohort.

Jennifer Paulsen (BA '18; MA '20) has been hired by Foothill High School, where she'll be teaching Dual Enrollment history courses and coaching the Academic Decathlon team. Congratulations, Jennifer!

Jamal Wright (BA '15; MA '17) was the speaker at this spring's Arts and Humanities Honors Reception, having been a Rising Runner Awardee in 2021. He also earned tenure and promotion at Bakersfield College this spring. Congratulations, Jamal!

STUDENT NEWS

Luc Burdick plans to study abroad in Japan next academic year, taking courses in "The Way of the Warrior" and "Post-war Japanese Culture," among others. Best wishes, Luc!

Eileen Diaz (BA '20), who is in her second year of the MA program, has been awarded a CSUB Alumni Association Scholarship for academic year 2022-23. Congratulations, Eileen!



Nick Geye and his wife welcomed son Mason Reid Geye on May 13 at 11:04am. Baby Mason weighed 7lbs 6oz and was 19.5 inches long. Congratulations to the new parents!



May 13 was a busy day for births to CSUB history students! MA student **David Gonzalez** (BA '17) and his wife likewise welcomed a son, David Matthew Gonzalez III, who was born at 8:19pm and measured 19.75 inches. Congratulations to these veteran parents, who also have an older son!

Marissa Hudgins plans to study abroad next academic year in Sweden at Uppsala University, taking, among others, courses on the Vikings and Swedish history. Best wishes, Marissa!

Hannah McKinzie (BA '18), who completed her MA degree in History this spring, won first place in the category "Humanities, Arts and Letters," Graduate Division, at the statewide CSU Student Research Competition, held virtually at San Francisco State. Her winning paper is entitled, "Humor and Housewives in the Postwar United States." Congratulations, Hannah!

Chris Ramirez, who completed his MA this spring, is heading east for 8 weeks this summer, as he has been awarded an internship with the National Marine Corps Museum outside Washington, DC. He'll be working there identifying photographs of military aircraft in the aviation restoration dept. Congratulations, Chris!

Ruben Vasquez, a graduating senior and double History/Religious Studies major, has been accepted to study at Harvard Divinity School beginning this fall. Congratulations, Ruben!

Kyle Winn has been selected as a Sally Casanova Pre-Doctoral Scholar for the 2022-23 academic year, one of 76 chosen from an applicant pool of nearly 200. Congratulations, Kyle!

Experiences in the Archive

by Eileen Diaz, History MA student and Graduate Research Asst. in the HRC

The Historical Research Center (HRC), located on the second floor of the Walter Stern Library, houses several collections relating to local history. The Archive contains university history and local collections, such as the Clarence Cullimore [architecture] Collection and the California Odyssey Project [on the Dust Bowl migrants]. I have worked as a Graduate Research Assistant at the HRC for over a year now and have gained invaluable knowledge and experience in archival methods. I have also gotten to know and establish professional relationships with some amazing library staff and faculty.

Apart from my duties as a research assistant, I often find myself in the HRC conducting research for my thesis. Chris Livingston, director of the HRC, and Donato Cruz, processing archivist, have supported my research by eagerly offering resources and collections that apply to my thesis and showing me how to digitize these materials. As a result, I have been hard at work digitizing the Kern County court record books and microfilm collection. My research interests lie in digitizing court cases that date back to the 1920s using the amazing technology housed within the HRC.

The HRC is a wonderful environment for researchers to come together and share ideas with one another. My favorite part of the archive is getting up close and personal with historical documents. The connection one feels by touching, holding, and reading dated documents that tell the story of people and times long gone is unmatched. It is a feeling I encourage all students of history to try to experience. Visiting the archive is the best way to get up close and personal with primary sources.

This summer, my goal is to catalog much of our microfilm collection, search for primary sources for my thesis, and supervise the Gallery Group alongside the HRC's newest librarian archivist, Luz Villareal. If you are interested in archival research and experience, consider joining the Gallery Group! Gallery Group volunteers will gain hands-on experience organizing and contributing to the HRC's upcoming exhibit. In addition, students will conduct research and write interpretive panels that may even be displayed in the exhibit! If you are interested in joining the Gallery Group, do not hesitate to contact the HRC at 661-654-6127 or me @ediaz26@csub.edu.

Ricardo Goné goes to Keene!

This summer, I will be doing an internship with the César Chavez National Monument in conjunction with the Harper's Ferry Center in West Virginia. The internship is part of the Latino Heritage Internship Program (LHIP). LHIP encourages Latin American college undergrad and graduate students to pursue jobs in conservation and preservation with the National Parks Service. The program offers paid internships to students in different National Parks, National Historic Parks, and National Monuments throughout the United States and Puerto Rico. For my internship, I am tasked with going through archival accessions held at the Chavez Monument and documents and photographs from other private collectors in order to review those materials for future use in an upcoming exhibit project at the monument. I will also be tasked with digitizing some of the accessions and completing a collections survey. The internship will wrap up with a trip to Washington D.C., where I will be doing a presentation about my work during my internship. That trip will also give me a chance to network with NPS employers who are looking to hire college graduates. I am excited for the opportunity that LHIP is giving me to work within the National Parks Service. For anyone interested in LHIP and the internships that they offer throughout the summer, please visit the LHIP website to learn about the program and what they offer.
<https://latinoheritageintern.org>.

Ricardo Goné, who graduated from CSUB in Fall 2021, will begin graduate study in the MA Program in Public History at Sacramento State University in Fall 2022.

Reflections from R. J. Vasquez

Fall 2021 graduate

As a first-generation student who returned to college 10 years after graduating high school, I am thankful for all the resources that were made available to me at Bakersfield College and CSUB. I was blessed with a community of professors who believed in me and saw something in me that I did not always see in myself. I could not have done it without them. Now, I continue my academic journey as I have earned admission as a graduate student of theological studies at Harvard Divinity School and will be relocating to Cambridge, MA, this summer. Given the context of our time and considering how sociopolitical changes often unfold in front of a religious backdrop, it is imperative that historians be at the forefront of religious dialogue. I intend to be such a historian. My goal is to become a professor of American religious history. I want to teach and write with academic authority and personal conviction about religion's role in history in a way that sheds light on our current sociopolitical climate and engenders positive change. I leave my beloved CSUB with this quote that stuck with me since my first day sitting in Dr. Dhada's classroom: "go out there, conquer the world, and be kind to people." Go Runners! R.J. Vasquez

A Former Student Reflects on his Teaching Philosophy

by Joseph Andreotti

I believe that my obligation as a teacher is to create a safe space that fosters compassion towards others, engagement with the curriculum, and equity and diversity by using culturally relevant teaching. I have strived to achieve this with self-awareness about how I acknowledge my students' various individualities, cultures, and identities, what I choose to include in my lessons to encourage engagement, and how I and my students create an inclusive classroom environment where all students can be themselves and are able to express their opinions without judgment. Moreover, I believe the most important aspect of education is for us not only to help our students academically, but to be understanding of the hardships our students face and to help with their specific needs. This has never been more important than teaching during the COVID-19 pandemic for the past two years. The last two years have taught me that the greatest reward that I find as a teacher is simply being available to my students as an empathetic listener, understanding of their various adversities, and as a friend to those who need one the most.

My personal teaching style is a reflection of my philosophy as a teacher. I create a safe environment within my teaching style by assigning consistency in weekly assignments that assist in easing anxiety by not creating surprises or confusion, by devising engaging lessons that are culturally relevant and include historical figures from various diverse backgrounds that encourage my students to use history to better understand themselves, where they come from, and to develop both respect for themselves and empathy for those around them, and by establishing a forum where students can express their own opinions and hear the diverse opinions of others.

By creating class norms that promote equity, diversity, openness, and self-awareness, I am able to engage students of all backgrounds and abilities. One way I accomplish this is to design assignments that offer various routes to mastering the given standard. For example, instead of offering only a traditional essay format for an assignment, I provide an option that includes an artistic component that allows students who might have a language barrier or a learning disability to master the standard and gain praise from peers and staff members for their finished product. I have noticed that this has given many of my students who otherwise might not have been engaged to not only have gained mastery of the standard, but received praise, which in return gives them a better self-esteem, self-confidence, and pride in their academic work.

Furthermore, I engage all of my students of diverse backgrounds by including lessons that recognize the contributions of peoples from various racial and ethnic backgrounds, gender perspectives, sexual orientations, and religious backgrounds. While teaching about the contributions of these various groups, I am aware that most of our curriculum focuses on violence when covering African-American history, Native-American history, and LGBTQ+ history. Teaching Tolerance's report *Teaching Hard History: American Slavery* found that "not only is slavery being mistaught; it's the only thing some students are learning about Black history at school."¹ To combat this I have included lessons that focus on African-American figures such as Mary Ellen Pleasant (Gold Rush-era business woman), Granville T. Woods (Inventor), and Moses Fleetwood Walker (Major League Baseball player in the 1800s), the contributions of Hakadah (Charles Eastman) to the Native- American experience, and while I teach about the Gold Rush, my students learn about LGBTQ+ history and gender identity when discovering the contributions of Charlie (Charlotte) Parkhurst. These are good examples of the type of lessons that best define me as a teacher and demonstrate my teaching philosophy. By introducing my students to the diverse contributions of various historical figures, they are able to use history to better understand themselves and where they come from, and to develop both respect for themselves and empathy for those around them.

¹ Stephanie P. Jones, "Ending Curriculum Violence," *Teaching Tolerance* Spring 2020, Issue 64, p. 49.

In 2006, Mr. Joseph Andreotti earned his BA in History from CSUB, where he also earned a single subject teaching credential. That year he began teaching at Sillect Community School, before teaching at Haven Drive Middle School in Arvin. He has taught 7th and 8th grade history at Lakeside School since 2008. In 2020, he was one of three Kern County "Teacher of the Year" award recipients.

PHI ALPHA THETA NEWS

by Miriam Raub Vivian, Psi-Zeta Chapter Advisor

We have gradually moved toward a more typical year these past several months, and the PAT Regional Student Paper Conference was even held again after a two-year hiatus. For the first time in a long time, we did not have any CSUB student participation; the event was also Easter weekend—at the end of our spring break—so that may have discouraged attendance. Chapman University held it this year; California Lutheran University is slated to host next spring, and I hope we'll once again have a student delegation. Please keep the conference in mind if you wrote a research paper this past spring OR you'll be writing one in fall term, as these would be eligible to present.

The Regional (SoCal for us) offers a venue for the presentation of student research papers (maximum 10 pages—you can pare down a longer one). If you've earned some form of an A on one of these, please consider submitting it. The deadline for submission of papers is usually sometime in March. I'll post the Call for Papers for the spring 2023 conference once I receive it early in the spring semester, but feel free to contact me for more information about this terrific experience for both undergraduate and graduate students.

We also hosted an in-person History Department Honors and Awards Reception this year for the first time in two years, previously foiled by the pandemic (though the dept. did a wonderful job in spring 2021 with a Zoom event). On May 6, in the Albertson Room, with beverages and Sweet Surrender cupcakes, we recognized department award and scholarship winners, as well as the newest initiates of PAT. In fact, we had a bumper crop of new members!

Congratulations to our newest members:

Danitza Acosta Gill
Gabriel Arteaga
Charlotte Boggan-Knutsen
Luc Ian Burdick
Christian Burgara
Gino Cemo
Sarah Churchwell
Moriah Conedy
Karen Fuentes
Gillian Lee Auson Goco
Aaron Gonzalez Leyva
Dylan Jones
Prabhdeep Kaur
Melissa Magaña Magaña
Kayla Prince
Debra Michelle Stapp
Anthony Strongin
Kenneth Ryan Stovall
Samuel Toro
Aubrey Worrell

Congratulations as well as our annual department awardees:

Emma Barnes	Outstanding Graduating Senior
Ivan León	Clio Award
Dylan Jones	James H. George Scholarship
Hannah McKinzie	Outstanding Graduate Student
Myrna Reyna	Marshall and Etta Masters Graduate Scholarship

Hannah McKinzie was further honored as the Outstanding Graduate Student in the School of Arts and Humanities!

The names of these award winners have been engraved on the department's perpetual plaques, which are now visible in our hallway display case in HOB. (See p. 1 of the newsletter for more on these award winners.)

We are grateful to our department benefactors, who make our scholarship awards possible: *professor emeritus* **James George** (since 2005) and alumnus **Mathew Zaninovich** (since 2010). Another long-time patron of our program is alumnus **Peter Wonderly**, who for the past 28 years has funded our annual research paper awards, the **J.R. Wonderly Memorial Awards**.

Congratulations to this year's **Wonderly Award** winner:

Ruben Vasquez: Fields, Faith and Activism: How Pentecostalism Influenced California's Central Valley Politics

If you think you qualify for Phi Alpha Theta, the **national history honor society**, please email me (mvivian@csub.edu), and I'll check your transcript. You need a minimum 3.1 GPA in four or more CSUB history courses. If you have only three courses, but earned As in all three, then you may also qualify. Graduate students must have a 3.5 GPA. You may join anytime between now and roughly early April 2023 to be part of the annual spring induction of new members in 2023.

Thanks to the new **board of officers** willing to serve in 2022-23:

President:	Emma Barnes
Vice-President:	Dylan Jones
Secretary/ Treasurer:	Moriah Conedy
Historian:	Anthony Strongin

Thanks to members of our 2021-22 board of officers, whose current terms have ended: **Emma Barnes**, President; **Kyle Winn**, Vice-President; **Erika Reyes**, Secretary-Treasurer; and **Melissa Magaña Magaña**, Historian.



**THE PUBLIC HISTORY
INSTITUTE
AT CSUB**

by Miriam Raub Vivian, Director



As COVID-19's restrictions had eased, the PHI was able to host two events this past term:

In March, Communications alumnus **Tyree Boyd-Pates** (BA '12) spoke in the Dezember Reading Room of the Walter W. Stiern Library about the experiences he had as a student at



CSUB and the ways that those—as well as his own upbringing—guided him toward both a career in museum curation and activism to expand and disseminate the history of African Americans, particularly in Southern California, which he currently does

as the Associate Curator of Western History at the Autry Museum of the American West in Los Angeles. Those in attendance were treated to a dynamic and inspiring presentation entitled “Remixing the Archive: Making Black History Contemporary.” President Zelezny, who attended, noted in an email that she “was so inspired by his story and contributions. A reminder of our important touch at CSUB. So very proud!”

In the month following, the PHI hosted “A History of History at CSUB: A 50th-Anniversary Retrospective,” which featured four emeriti faculty from our department, ranging from 1975 to present: **Prof. Oliver Rink, Prof. Jeanne Harrie, Prof. Charles Litzinger, and Prof. Clóna Murphy. Dr. Jim George**, a founding member of the dept. from 1970, had been scheduled as part of this panel as well, but was unexpectedly delayed in Europe during a vacation there.

With immense help from Donato Cruz in the Historical Research Center, who put together a 12-min. slide show of photos (and some video) dating back to the earliest days of the History Department, we were able to share in person as well as via Zoom a nostalgic look back at our program. After the opening slide show, attendees in the Dezember Reading Room joined in a trivia quiz via Kahoot, which queried them on the history of CSUB and the History program. This was followed by our panel of emeriti faculty reflecting on their experiences in the department and answering questions from me, as well as the audience, including our Zoom audience.



Finally, our half-day 1920s conference, planned originally for fall 2020 (!), is back in the works, now slated for Friday, Nov. 4. **“The Turbulent Twenties: A Centennial Exploration of America in a Changing World”** will accept 200-word abstracts (with a one-page CV) through Sept. 15 on topics related to (namely) America in the 1920s.

Here are some of the topics we anticipate will be addressed:

- women’s suffrage
- Prohibition
- motor vehicles
- aviation
- the KKK
- agriculture
- oil
- the Red Scare
- art and music
- immigration
- labor
- foreign policy

The conference will include a keynote address by CSUB musicologist Dr. Joel Haney on Bakersfield opera legend Lawrence Tibbett: “‘A Genuine Son of the West’: The Voices of Opera Singer Lawrence Tibbett.”

If you have any questions, contact me: mvivian@csub.edu. You may register by Oct. 7 at <http://phi.csub.edu>. There is no conference charge, but if you would like to join us for a no-host, prix fixe lunch at Wool Grower’s Basque Restaurant following the conference (c. 1:15pm), there will be payment due for that at the restaurant (about \$30 + tip)—and you must reserve your spot ahead of time on the online registration form.

HISTORICAL RESEARCH CENTER (HRC) NEWS

During the spring semester, we had three incredible interns: Kayla Prince, Nathaniel Hutchinson, and Anthony Osgood. The first two were history majors; the third was from Interdisciplinary Studies. Our interns made great historical discoveries and got to work with four historical collections: Lawrence Tibbett Musical Collection, John Bergman Railroad Collection, Clarence Cullimore Architectural History Archive, and the John Maynard Papers. All of the History 3860: History Practicum students who intern in the Historical Research Center get to process, engage and interpret historical materials that range from physical and digital photographs, written works, video, audio, and much more. If you are a history student who will take History 3860, consider taking your applied experience at the Historical Research Center. If you are a past intern student, thank you for your service, and know that your contributions have helped the archive become the place we all know today. (**Donato Cruz**, Processing Archivist)

This summer, Gallery Group volunteers will be working hard to help the Historical Research Center prepare for its upcoming *Bakersfield SoundS* exhibit. This exhibit will be housed in the HRC gallery from August 2022 to August 2023. Through volunteering, students are able to expand their archival and research skills and gain hands-on experience organizing and contributing to the HRC's upcoming exhibit. We are still in the beginning stages, but students will soon write abstracts that will be displayed as interpretive panels in the exhibit! The Gallery Group consists of volunteers—current students and alumni—dedicated to researching and collecting materials for upcoming exhibits. (**Eileen Diaz**, Graduate Student Research Asst.)

Gallery Group Volunteers: Sarah Churchwell[^], Eileen Díaz*, Nathaniel Hutchinson*, Caitlin Livingston[^] (Psychology), Anthony Osgood (Interdisciplinary Studies), Kayla Prince*, Sara Trask[^] (Anthropology), and Cheyenne Wright (Anthropology).

*History major

[^]Alumni

Luz Villarreal is the HRC's new temporary Archives Librarian. Mx. Villarreal graduated from the University of British Columbia School of Library, Information and Archival Studies with a Master of Library and Information Studies (MLIS) and a Master of Archival Studies (MAS) with an Indigenous Curriculum Concentration. They earned their BA in Asian Studies from CSU Long Beach, with a concentration in History and Chinese Studies. They have worked in a variety of archival positions in several cultural memory institutions in the past five years, including in academic libraries, local history museums, and academic archives. Their work in archives includes the arrangement, description, and preservation of records relating to anthropology, archaeology, political and internet history. Mx. Villarreal has worked as a reference librarian and digital archivist throughout the pandemic. They are excited to be part of the Historical Research Center as our Archives Librarian, planning and designing upcoming exhibits with our staff in addition to providing reference and research help as a faculty librarian.

THE HISTORY BOOK CLUB (HBC)

The **History Book Club** has received two Student Leadership Awards for the 2021-2022 AY: **Most Promising New Organization**; and **Outstanding President (Kyle Winn)**. Congratulations to its officers, who have done a fantastic job launching this club, and to Prof. Alicia Rodriguez, their faculty advisor!

In addition, the History Book Club welcomes the following incoming officers for 2022-2023:

- President, **Kyle Winn**
- Vice President, **Emma Barnes**
- Treasurer, **Mark Arroyo**
- Secretary, **Nathan Zarate**

The position of Public Relations Officer is currently vacant. If you are interested in serving in this capacity, please email kwinn1@csub.edu.

Here are a few photos from HBC activities this past year.



HBC Trivia Quiz Night



Coffee and Conversation

FREE Museum exhibit at the Getty Center in Los Angeles

(pay only for parking)



The Lost Murals of Renaissance Rome

May 31–September 4, 2022, GETTY CENTER

In Renaissance Rome, the facades of many prominent buildings were painted with elaborate narrative frescoes. Once part of the fabric of the city, only a few now remain. Using works from the Getty’s collection, including the celebrated drawings series "Early Life of Taddeo Zuccaro" in which murals play a central role, the exhibition explores this popular Renaissance phenomenon.

FREE Museum exhibits at the Getty Villa in Malibu

(pay only for parking)



FEATURED EXHIBITION Persia

Ancient Iran and the Classical World

April 6–August 8, 2022, GETTY VILLA

Ancient Iran, historically known as Persia, was the dominant nation of western Asia for over a millennium (about 550 BC–AD 650), with three native dynasties controlling an empire of

unprecedented size and complexity. This exhibition, part of the Getty Museum’s program *The Classical World in Context*, explores the artistic and cultural connections between the rival powers of Iran, Greece, and Rome. Works on view include royal sculpture, spectacular luxury objects, religious images, and historical documents assembled from major museums in the United States, Europe, and the Middle East. The exhibition is supported by an immersive film presentation exploring the site and palaces of the ceremonial capital of Achaemenid Persia, Persepolis.

[Also available is a website experience allowing for in-depth exploration of the magnificent palace complex of Persepolis and objects featured in the exhibition.](#)



Assyria

Palace Art of Ancient Iraq

October 2, 2019–September 5, 2022, GETTY VILLA

Assyrian kings in the ninth to seventh centuries BC decorated their palaces with masterful relief sculptures that represent a high point of Mesopotamian art, both for their artistic quality and sophistication and for their vivid depictions of warfare, rituals, mythology, hunting, and other aspects of Assyrian court life. The importance of these ancient treasures has only increased with the recent destruction, by ISIS, of many of the reliefs that remained in Iraq.

The masterworks in this exhibition are on special loan from the British Museum, London.

PHI ALPHA THETA PRESIDENTIAL ADDRESS

by Emma Barnes, PAT President (BA 2022)

Last year, the previous president of Phi Alpha Theta provided a wonderful address that captured what it felt like as students to be thrust into Zoom classes because of the Covid-19 pandemic, the struggles we all faced, and how we adapted in our new chaotic and virtual world. She



recognized the uniqueness of our situation and how historians will look back on this period as the struggle of this generation. I would like this address now to be the other half of hers. While her address recognized how we adapted, I would like to tell you my story to show you how my peers and I have continued

to push forward though the world sometimes seemed to have stopped.

It feels almost surreal being here. I transferred to CSUB while I lived in New Cuyama. My first semester was Fall 2020, which was the first semester completely on Zoom. For a year, I attended classes, connected with professors, forged friendships with students, and did all my homework before stepping foot on campus. Only fall semester did I have my first class on campus, and it was the singular history class offered in person. But that did not stop us.

We have built communities in the virtual world. I started a Discord server for a few friends my first semester that has grown to over 100 students, who are all just wanting to connect. People have held virtual game and movie nights. We formed study groups, shared documents and notes, and asked and answered urgent questions. Last semester with the one history class on campus, several of us already knew each other from online and formed a study group. Our final was in the evening, and we spent the whole day in the library studying together and quizzing each other. Though we still had masks and had to fill out our screenings, it felt so normal.

Not only have we found the ability to connect and forge these relationships, but we have also come together and created new

clubs. The History Book Club is a brainchild of Zoom classes. Kyle Winn asked me if I would be interested in serving as an officer, and I jumped at the opportunity. All of our meetings in setting up the club were over Zoom. I did not meet Kyle in person for over a full semester after meeting him through classes. We coordinated over Zoom and through phone calls, built a friendship from the ground up, and cultivated a working relationship. That has continued outside of CSUB into Kyle's nonprofit, Urban Environment Association.

Through the struggle of the last two years, there has been much light. I am not going to downplay the hurt and loss we have all felt. Maybe like me, some of you have also attended funerals over Zoom. There has been so much positive in the virtual world that as we are beginning to come back together, we have hope and we are not starting from scratch. Over Zoom, I have made some of the best friends I've ever had in Ali and Kyle, I've met the love of my life in Aubrey, I wrote an award-winning paper, co-founded the History Book Club, and now I am graduating. And even though I have struggled with loss, depression, and anxiety, I know that overall, we have achieved and persevered. I am not unique, and I know I am not the only one who has succeeded despite the many limitations. Though the red brick road was deserted, the café and WichWich were closed, and parking was easier to find than ever, we never stopped.

To all the students, I applaud each and every one of us because together we cultivated the virtual world we needed to thrive in our online classes. I value every connection I have made. To our teachers, thank you for your patience with technology (including the struggle of using computers in the classroom again), for continually inspiring us, and for fielding all of our questions and concerns in coming back into classrooms. You have provided the basis for us to thrive. And finally, to all my fellow graduates; some of you have had half your college years online. I hope you all had good desk chairs. Congratulations, we have made it!

This address was delivered at the History Department's Annual Honors and Awards Reception, May 6, 2022.

[From the Chair, cont. from pg. 1](#)

Congratulations to all of our graduates, as well as those who continue pursuing their academic goals. This is indeed the time of year when we celebrate our students' achievements, notably in determining our annual award winners—both outstanding graduates and scholarship winners—all of whose achievements we celebrated at our department's annual Honors and Awards Reception. That is also where we initiate new members into Phi Alpha Theta (PAT), the national history honor society, and fully 20 students were inducted (another record?); their names are listed in the PAT column in this newsletter, along with this year's J.R. Wonderly Memorial Award winner. You may also read about our alumna who was this year's A&H Rising Runner.

Our department was particularly busy this spring, undertaking two searches for new faculty colleagues. We are pleased to announce two new faculty hires, brief introductions for which are in this newsletter: Dr. Moisés Acuña-Gurrola (Mexican American history), and Dr. John Chen (East Asian history).

You may also peruse the newsletter for information on how to join Phi Alpha Theta, what courses will be offered next fall, who spoke at the spring History Forum, what the rather new History Book Club has been doing, as well as see information on alumni, students, and department faculty. There is also information about the Public History Institute, which had a busy spring and which will be hosting a half-day academic conference—"The Turbulent Twenties"—on Friday, Nov. 4. The Getty Museums (Center and Villa) both have exhibits; find information on these in our newsletter, as well several contributions from our students. There is even information on the current activities of the Historical Research Center.

Here are a few important alerts or reminders: the department offers HIST 2000, HIST 3008, and HIST 4908—our three-course sequence of required courses—each and every semester, and students should take these in the order listed above. HIST 3860: History Practicum is likewise taught every term, with an individualized focus that enables students to gain hands-on experience using the skills of our discipline. **Students planning to enter the teacher credential program after graduation may use EDTE 3000—a required prerequisite for CSUB's credential program—to satisfy the Applied History requirement.** Finally, students wanting to enroll in senior seminar must request enrollment by the department chair, who will review transcripts to ensure students are indeed graduating at the end of the semester in which they seek to enroll.

If you have questions about our program, feel free to contact me in the coming months: mvivian@csub.edu. I hope the summer provides us all a chance to rest, read, and rejuvenate. My colleagues and I all hope to see you at our welcome-back pizza gathering early this fall.

Finally, we remember Dr. John A. Maynard, our beloved colleague who passed away in February.

[Barnes, cont. from pg. 1](#)

Significantly, their shared interests, common major, and desire for discussing books created the foundation for the History Book Club, an organization started by students and led by them. Ms. Barnes is currently the Vice-President of the History Book Club, as well as President of our chapter of Phi Alpha Theta, the national history honor society. She was the First Place undergraduate winner in last spring's department annual paper awards for her paper on "Sickness and Citizenship: Fever and Morality in Early National Philadelphia." To satisfy her Applied History requirement through the History Practicum, Ms. Barnes a Teaching Assistant in Prof. Vivian's Roman history course this spring (HIST 4638), where she provided a mini-lecture for the class. She will pursue an MA in the CSUB History Department beginning in fall.

[León, from pg. 1](#)

The Politics Behind Mexico's Cristero War, 1926-1929." Mr. León has shown a remarkable ability to make connections between his courses and to bring outside research into class discussion. He is finishing up his coursework in the Social Science Credential program to become a secondary school social studies teacher and has expressed interest in pursuing his M.A. in History in the future.

[Jones, cont. from pg. 1](#)

He loves doing historical research in the company of Bailey, the three-legged rescue cat kept in a cage by the previous owners. Mr. Jones will use the James George scholarship to partially fund his summer research project on John Mulvaney, the Irish rebel painter who changed the face of historical representation of life in the West.

[McKinzie, cont. from pg. 1](#)

In December 2020, she presented her work on the subject in CSUB's "Grad Slam/Three-Minute Thesis" competition, which showcases graduate student research in a three-minute TED Talk-style format. Though at the time only a first-semester graduate student, she was awarded first place in the competition, besting others with more graduate experience under their belts. In 2021, Ms. McKinzie was awarded a CSUB Associated Students, Inc., scholarship, and in that year, she was also a fellow in the University of California, Berkeley, Ph.D. Pipeline Program. In April 2022, Ms. McKinzie was informed that she had been selected to participate in the prestigious Japan Exchange and Teaching Program (JET). She will thus spend 2022-2023 in Japan, working and teaching English. Most recently, she placed first in the Arts, Humanities, and Letters category in the CSU Student Research Competition for her project presentation: "Humor and Housewives in the Postwar United States."

[Reyna, cont. from pg. 1](#)

Employing primary-source evidence from newspapers like *La Opinión*, the *Los Angeles Times*, and the *Los Angeles Herald-Express*, the paper focused on how the styles received similar criticism for undermining gender and sexual mores. Ms. Reyna's intellectual curiosity and her exceptional analytical skills have paved the way for her success.

CONGRATULATIONS TO OUR 2022 GRADUATES!



2022-23 CLASS SCHEDULE

FALL 2022

Course, Catalog, Section #	Course Title	Faculty	Day			Time	
HIST 1218 01	Survey of US History to 1877	Andreotti, Jenny E	M	W	F	8:00:00 AM	8:50:00 AM
HIST 1218 02	Survey of US History to 1877	Vosper, Andrea K	M	W	F	9:00:00 AM	9:50:00 AM
HIST 1218 03	Survey of US History to 1877	Mulry, Kate L	M	W		1:00:00 PM	2:15:00 PM
HIST 1218 04	Survey of US History to 1877	Dodd, Douglas W		T	R	8:30:00 AM	9:45:00 AM
HIST 1218 05	Survey of US History to 1877	Rodriquez, Alicia E		T	R	1:00:00 PM	2:15:00 PM
HIST 1228 01	Surv of US History Since 1865	Freeland, Kathleen B	M	W	F	9:00:00 AM	9:50:00 AM
HIST 1228 02	Surv of US History Since 1865	Andreotti, Jenny E	M	W	F	10:00:00 AM	10:50:00 AM
HIST 1228 03	Surv of US History Since 1865	Andreotti, Jenny E	M	W	F	11:00:00 AM	11:50:00 AM
HIST 1228 04	Surv of US History Since 1865	Andreotti, Jenny E		T	R	10:00:00 AM	11:15:00 AM
HIST 1228 05	Surv of US History Since 1865			T	R	11:30:00 AM	12:45:00 PM
HIST 1228 06	Surv of US History Since 1865	Plata, Julie		T	R	4:00:00 PM	5:15:00 PM
HIST 1418 01	World Hist, Pre-Hist to 1500		M	W		2:30:00 PM	3:45:00 PM
HIST 1418 02	World Hist, Pre-Hist to 1500	Vosper, Andrea K	M	W	F	11:00:00 AM	11:50:00 AM
HIST 1418 60	World Hist, Pre-Hist to 1500	Dhada, Mustafah				FONL	
HIST 1428 01	World History, since 1500 CE	Wempe, Sean A		T	R	1:00:00 PM	2:15:00 PM
HIST 2000 01	Historian's Craft	Garcha, Kiran A.K.	M	W		1:00:00 PM	2:15:00 PM
HIST 2100 01	Introduction to CA History	Plata, Julie		T	R	1:00:00 PM	2:15:00 PM
HIST 2100 02	Introduction to CA History	Freeland, Kathleen B	M	W	F	11:00:00 AM	11:50:00 AM
HIST 3008 01	Historical Writing	Freeland, Kathleen B		T	R	10:00:00 AM	11:15:00 AM
HIST 3008 02	Historical Writing	Rodriquez, Alicia E		T	R	2:30:00 PM	3:45:00 PM
HIST 3110 01	Colonial No. America 1492-1776	Mulry, Kate L	M	W		4:00:00 PM	5:15:00 PM
HIST 3150 01	Twentieth-Century America	Garcha, Kiran A.K.	M	W		2:30:00 PM	3:45:00 PM
HIST 3150 02	Twentieth-Century America	Garcha, Kiran A.K.	M	W		4:00:00 PM	5:15:00 PM
HIST 3280 01	Inter-American Relations	Allen, Stephen D		T	R	10:00:00 AM	11:15:00 AM
HIST 3330 01	Modern Mexico	Allen, Stephen D	M	W		2:30:00 PM	3:45:00 PM
HIST 3410 01	Rise of Islamic Civilization	Dhada, Mustafah		T	R	1:00:00 PM	2:15:00 PM
HIST 3490 01	Modern China		M	W		4:00:00 PM	5:15:00 PM
HIST 3530 01	The European Reformations	Wempe, Sean A		T	R	2:30:00 PM	3:45:00 PM
HIST 3560 01	Europe, 1815-1914	Wempe, Sean A		T	R	8:30:00 AM	9:45:00 AM
HIST 3600 01	Black Europe	Wempe, Sean A		T	R	10:00:00 AM	11:15:00 AM
HIST 3860 01	History Practicum	Garcha, Kiran A.K.	M	W		5:30:00 PM	6:45:00 PM
HIST 4020 01	Public History	Dodd, Douglas W		T	R	11:30:00 AM	12:45:00 PM
HIST 4220 01	Mexican-American History			T	R	2:30:00 PM	3:45:00 PM
HIST 4248 01	Film & Identity in History	Dhada, Mustafah		T		5:30:00 PM	8:00:00 PM
HIST 4908 01	Senior Seminar	Allen, Stephen D	M	W		1:00:00 PM	2:15:00 PM
HIST 4908 02	Senior Seminar	Allen, Stephen D		T	R	11:30:00 AM	12:45:00 PM
HIST 5030 01	Res Methods & Historiography Reading Sem: Ancient Med	Mulry, Kate L		W		5:30:00 PM	8:00:00 PM
HIST 5610 01	Wrld	Vivian, Miriam R	M			5:30:00 PM	8:00:00 PM

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