



History Newsletter



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Editor: Miriam Raub Vivian

HISTORY FORUM



On Friday, January 13, 2006, John-Paul Himka, Professor of Eastern European history at the University of Alberta, Edmonton, Canada, spoke on "The Titillating and Grotesque: The Demise of Last-Judgment Icons in the Carpathian Mountains."

See History Forum pg. 3

UPCOMING HISTORY FORUM

Please mark your calendars for our next

Forum in the Albertson Room on **Friday, May 12th at 3:30pm**. The speaker will be CSUB's history professor Doug las Dodd. See Forum pg. 5



Right front corner Professor Alicia Rodriguez, right rear corner Professor Cliona Murphy

Over the six weeks of the course, Price described and played a variety of music which ranged chronologically from before the Dustbowl migration to the music that is the legacy of the "Sound" today. Music and stories of those who contributed to Bakersfield's rich history as the "other Nashville" or "Nashville West" were accompanied by much smiling, humming, and tapping of feet on the part of the students. Indeed, there were those students who believed the pundits had got it wrong, and that people should refer to Nashville as "Bakersfield East"!

Students were delighted and surprised by a visit from Merle Haggard ("The Hag") on the final night. Mr. Haggard turned up in the small classroom in Dorothy Donahoe Hall and sat in a little chair/desk without any fuss or hoopla. For over two hours, he spoke in a very relaxed fashion about his life and music. His stories about being in prison, about his early music career in Bakersfield, and about his friendship with Johnny Cash were followed by his impressions of the war in Iraq, and information on the upcoming tour he is now undertaking. He left as quietly and modestly as he came in, with no one in the hallway of DDH paying the slightest bit of attention to this small, older man in a leather jacket and well-worn hat on his famous head.

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Further icing on the cake was the class's field trip to the Crystal Palace, where Buck Owens gave the group a private talk and tour of his beloved Crystal Palace. He showed students the "Legends in Bronze," nine-foot tall statues of major singers like Elvis, Garth Brooks, Johnny Cash and, of course, Merle and himself. Owens paid eighty thousand dollars for each statue, and he joked that when he asked the sculptor if he would only charge forty thousand dollars for just the top half of further statues he was told, "No deal!"

That night, despite having been recently ill, Buck Owens gave a great show with his band, The Buckaroos. As well as singing many of his number-one hits, he also demonstrated his musical prowess by playing a number of instruments including the fiddle, Fender Telecaster (a type of electric guitar), slide guitar, and keyboard.

On March 25, Buck Owens passed away shortly after his final performance at the Crystal Palace. Bob Price's students were truly fortunate to have met these two legendary singers, and to have had Price (currently a student in our history MA program) put together such an inspiring class. The

PHI ALPHA THETA J.R. WONDERLY AWARD WINNERS

Congratulations to the following students for winning the 12th annual PAT JR Wonderly paper awards: **Sharon Gillison** for her paper "It's up to the Women:" Shifting Domestic Ideology During the Depression; and



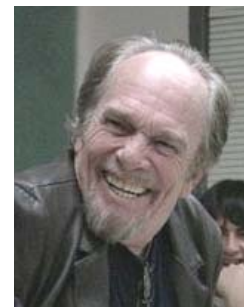
Cyndy Torigiani for her paper Roman Religion, the State, and the Emperor: The Pax Augusta.

Robert Price
Buck Owens

STUDENTS MEET BUCK AND MERLE IN ROBERT PRICE'S "BAKERSFIELD SOUND" CLASS

by Professor Cliona Murphy
Photographs by Diego Oscampo

During the winter quarter, Robert Price, an award-winning columnist with the *Bakersfield Californian*, taught a class on "The Bakersfield Sound: Migration, Poverty and Twang." The class was one of a number of classes offered by the Osher Life Long Learning Institute (OLLI) at CSUB. The "Sound" is a distinctive type of country music which originated in Bakersfield's Honky Tonks in the 1950s and 1960s. It is linked particularly with Buck Owens, but also with Merle Haggard and others who took it in different directions. The class was quite extraordinary and riveting for its over thirty students. It was certainly enjoyed by history major Patrick Calley, and Professors Alicia Rodriguez and Cliona Murphy.



course will be taught again next year. Sadly, Buck won't be there, but perhaps Merle will make the trip again?

CSUB HISTORY ALUMNI NEWS

John Kennedy (Outstanding Graduating Senior '04) sends the following word from northern California: "I'm in government relations in Sacramento now, but still really enjoy doing research and research projects. I just happened across a rifle that is documented as being issued to the 23rd Kansas Volunteer Infantry Unit in 1898. I did a little digging and found out that they were an all African-American unit that was one of just a few guard units (excluding regular army) that actually left the country and went to Cuba during the Spanish American War. I know they performed garrison duties during the war, and am hoping I can find some documents from the unit at the national archives to fill in some more details on what the unit actually did in Cuba. I know the project will take me a while, as I have to do some searching in Kansas as well, but it should turn out to be fun and informative." Keep up with the research, John, and good luck!

Aaron Mena (BA '02) sent word in February (to Prof. Vivian) of some of his recent exploits:

"I went to London recently and had a strapping good time! ... I am still teaching at SJVC [San Joaquin Valley College]—Sociology and Anatomy remain my core subjects—[and] my background in history has really helped my instruction as I try to explain social movements and social concerns.... I will soon be finishing my teaching credential...and then I will be getting a Masters in Sociology. I have a love of history but a strong sense of the discipline of sociology. I have been spending a great deal of time studying the subject. I have found myself becoming very anxious if I do not read. I think that my training in your courses and others has made me a bit of a book worm or 'bookaholic.'" All good wishes in your teaching career, Aaron.



FACULTY NEWS

Prof. Mark Baker has had two recent publications: "The War and Revolution," in *A Companion to Europe 1900-1945*, Blackwell Companions to European History series, ed. Gordon Martel (Oxford: Blackwell Publishing, 2006), 243-258; and "How to Make Kharkiv Workers into Bolsheviks: Lessons from the Hetmanate and Directory, 1918," *Canadian-American Slavic Studies* 40, No. 1 (Spring 2006): 49-63.

In April **Professor Orliski** will present her paper "The Flow of Power between Women: The Case of Emily Hahn and the Soong Sisters" at the one-day colloquium "Gender, Culture, and Power: Chinese and Western Women Interaction in Late Imperial and Modern China" sponsored by the Ricci Institute at the University of San Francisco Center for Pacific Rim Studies. In June she will be a Reader for the Advanced Placement World History national examinations.

Cliona Murphy's co-authored article "Burial and Bigotry in Early Nineteenth Century Ireland" was published in *Studia Hibernica*, Winter/Spring 2006, pp. 125-146. She reviewed Julie Des Jardins' *Women and the Historical Enterprise in America: Gender, Race and the Politics of Memory, 1880-1945*, for *Women's History Review*. She also submitted an article on Humor and the Irish Women's Suffrage movement for a book to be published by Irish Academic Press on the hundredth anniversary of the foundation of the Irish Women's Franchise League (1908).

STUDENT NEWS

Congratulations to **Deanna Heikkinen**, a student in TWO MA programs—history and anthropology—who recently won second place in CSUB's student research competition for her project under the direction of Prof. Robert Yohe: "Descriptive Analysis of Coptic Textiles Associated with Christian Mummies from Tell El-Hibeh, Middle Egypt."

Andrea Hernandez, a history major who will be graduating this spring, has been accepted by the Whittier Law School for enrollment in fall 2006. Congratulations on this great achievement, Andrea!

Birth Announcements

On August 25, 2005, **Katalina Martinez** gave birth to a son, Michael Francisco Soho, 10lbs. 2oz. On January 4, 2006, **Brenda Moudy** also gave birth to a son, Landon Scott Moudy, 7lbs. 4oz. And on February 4, 2006, CSUB History Lecturer **Michael Rucks** announced the birth of his son, Brendan Michael Rucks, 7lbs, 8oz. Congratulations to all of you!

From the Chair

As email use proliferates, faculty sometimes are overwhelmed by the large number of emails received from students, some of whom need answers sooner rather than later. Whereas email can be a positive means to help students connect effectively with faculty, it can also sometimes be used frivolously, unduly burdening faculty with a clutter of emails that distract from more important tasks. The NY Times article below expresses some of the uses and abuses of email, and the rules on "Email Etiquette" (p. 4) that follow provide some guidelines for students. Both pieces thus offer us all some thoughts on how we use email to communicate with one another.

THOUGHTS ON E-MAIL

February 21, 2006 New York Times Article

To: Professor@University.edu Subject: Why It's All About Me
By [JONATHAN D. GLATER](#)

One student skipped class and then sent the professor an e-mail message asking for copies of her teaching notes. Another did not like her grade, and wrote a petulant message to the professor. Another explained that she was late for a Monday class because she was recovering from drinking too much at a wild weekend party.

Jennifer Schultens, an associate professor of mathematics at the University of California, Davis, received this e-mail message last September from a student in her calculus course: "Should I buy a binder or a subject notebook? Since I'm a freshman, I'm not sure how to shop for school supplies. Would you let me know your recommendations? Thank you!"

At colleges and universities nationwide, e-mail has made professors much more approachable. But many say it has made them too accessible, erasing boundaries that traditionally kept students at a healthy distance.

These days, they say, students seem to view them as available around the clock, sending a steady stream of e-mail messages — from 10 a week to 10 after every class — that are too informal or downright inappropriate.

"The tone that they would take in e-mail was pretty astounding," said Michael J. Kessler, an assistant dean and a lecturer in theology at Georgetown University. "I need to know this and you need to tell me right now," with a familiarity that can sometimes border on imperative."

He added: "It's a real fine balance to accommodate what they need and at the same time maintain a level of legitimacy as an instructor and someone who is institutionally authorized to make demands on them, and not the other way round."

While once professors may have expected deference, their expertise seems to have become just another service that students, as consumers, are buying. So students may have no fear of giving offense, imposing on the professor's time or even of asking a question that may reflect badly on their own judgment.

For junior faculty members, the barrage of e-mail has brought new tension into their work lives, some say, as they struggle with how to respond. Their tenure prospects, they realize, may rest in part on

Phi Alpha Theta News

by Miriam Raub Vivian, Psi-Zeta chapter advisor

Judging for the 12th annual Phi Alpha Theta paper competition has been completed. This year's winners are announced on page 1 of the newsletter. Congratulations to Sharon and Cyndy!

Not only do these awards help provide us with a program at our annual Phi Alpha Theta banquet (this year on April 22), 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 2007 (you needn't still be an enrolled student at that 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 fall and will be mailed out in December 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 22 (6:00-8:00pm). 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 654-3079, 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: Steven Allen, Shanna Cerro-Rowland, Jacquelyn Farnholtz, Tracy Hastings, Deanna Heikkinen, Kenya McCormack, Eric Parker, Marie Poland, Shelly Rice, and Tiffany Smith. Congratulations to all of you!

We are now recruiting new members for Phi Alpha Theta for the spring banquet/initiation, so if you think you qualify for membership in our

History Forum cont. from pg. 1

Presenting a fascinating collection of photographs of these icons, Himka charted the evolution of icons of the Last Judgment (based on Revelation) in the Carpathian Mountains over a 250-year period. The icons, of course, evolved over time, but the basic style of these icons survived until the eighteenth century. "Then," Himka explained, "the icons began to disappear. The last icons show features that could be causes or could be symptoms of their decline or perhaps both. For one thing, there were radical changes in the materials and techniques of their production. But also the iconographic content and the gaze brought to them changed. The denizens of Hell became more realistically portrayed. Sexual sins became more elaborately depicted. The torments of sinners became more imaginative, grotesque, and explicit. Many icons bear evidence that ecclesiastical authorities had the scenes from Hell effaced or covered or not painted at all. Clearly, a more prurient gaze and sensibility were at work." After his lively presentation, Himka took numerous questions from the large, engaged audience.

2006 History Summer Classes

Hs 210	Orliski	6/19-7/14	MTWR	1:30-4:25pm
Hs 231	Rodriquez	6/19-7/14	MTWR	10:30-1:25pm
Hs 270	Maynard	7/17-8/4	MTWR	10:30-1:25pm
Hs 466	Meriwether	6/19-7/29	F: 1-5:00	S: 8-12:00pm

honor society, 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 State Fullerton on Saturday, April 29. I am hoping that some of our students will want to share this experience with me and my co-advisor, Dr. Orliski. Please contact me if you'd like to participate—either by presenting a paper or just being an audience member—or if you'd like more information about this upcoming event.

By now, some of you are thinking about graduation. PAT members are eligible to purchase an honor cord to wear at commencement to be held this year on Saturday, June 10. If you would like to wear 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 these 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.

Advance notice: finally, I hope to organize a Phi Alpha Theta/History Club trip to the Getty Villa on a Saturday in fall 2006. The Getty Villa in Malibu houses a fabulous collection of Greek and Roman antiquities in a recreation—based on blueprints generated by archaeologists—of the Villa of the Papyri in Herculaneum, buried in debris from the eruption of Mt. Vesuvius in AD 79. Seeing this world-class collection is free, but reservations are required, and the villa is all booked up through most of summer, as I understand it. If you think you would like to participate in this museum trip next fall, please email me so I can add you to the list and begin to organize this event (mvivian@csub.edu).

Thoughts on E-mail cont. from pg. 2

student evaluations of their accessibility.

The stakes are different for professors today than they were even a decade ago, said Patricia Ewick, chairwoman of the sociology department at Clark University in Massachusetts, explaining that "students are constantly asked to fill out evaluations of individual faculty." Students also frequently post their own evaluations on Web sites like ratemyprofessors.com and describe their impressions of their professors on blogs. Last fall, undergraduate students at Syracuse University set up a group in Facebook.com, an online network for students, and dedicated it to maligning one particular instructor. The students were reprimanded.

Professor Ewick said 10 students in one class e-mailed her drafts of their papers days before they were due, seeking comments. "It's all different levels of presumption," she said. "One is that I'll be able to drop everything and read 250 pages two days before I'm going to get 50 of these."

Kathleen E. Jenkins, a sociology professor at the College of William and Mary in Virginia, said she had even received e-mail requests from students who missed class and wanted copies of her teaching notes.

Alexandra Lahav, an associate professor of law at the University of Connecticut, said she felt pressured by the e-mail messages. "I feel sort of responsible, as if I ought to be on call all the time," she said.

Many professors said they were often uncertain how to react. Professor Schultens, who was asked about buying the notebook, said she debated whether to tell the student that this was not a query that should be directed to her, but worried that "such a message could be pretty scary."

"I decided not to respond at all," she said.

Christopher J. Dede, a professor at the Harvard Graduate School of Education who has studied technology in education, said these e-mail messages showed how students no longer deferred to their professors, perhaps because they realized that professors' expertise could rapidly become outdated.

"The deference was probably driven more by the notion that professors were infallible sources of deep knowledge," Professor Dede said, and that notion has weakened.

Meanwhile, students seem unaware that what they write in e-mail could adversely affect them, Professor Lahav said. She recalled an e-mail message from a student saying that he planned to miss class so he could play with his son. Professor Lahav did not respond.

"It's graduate school, he's an adult human being, he's obviously a parent, and it's not my place to tell him how to run his life," she said.

But such e-mail messages can have consequences, she added. "Students don't understand that what they say in e-mail can make them seem very unprofessional, and could result in a bad recommendation."

Still, every professor interviewed emphasized that instant feedback could be invaluable. A question about a lecture or discussion "is for me an indication of a blind spot, that the student didn't get it," said Austin D. Sarat, a professor of political science at Amherst College.

College students say that e-mail makes it easier to ask questions and helps them to learn. "If the only way I could communicate with my professors was by going to their office or calling them, there would be some sort of ranking or prioritization taking place," said Cory Merrill, 19, a sophomore at Amherst. "Is this question worth going over to the office?"

But student e-mail can go too far, said Robert B. Ahdieh, an associate professor at Emory Law School in Atlanta. He paraphrased some of the comments he had received: "I think you're covering the material too fast, or I don't think we're using the reading as much as we could in class, or I think it would be helpful if you would summarize what we've covered at the end of class in case we missed anything."

Students also use e-mail to criticize one another, Professor Ahdieh said. He paraphrased this comment: "You're spending too much time with my moron classmates and you ought to be focusing on those of us who are getting the material."

Michael Greenstone, an economics professor at the Massachusetts Institute of Technology, said he once received an e-mail message late one evening from a student who had recently come to the realization that he was gay and was struggling to cope.

Professor Greenstone said he eventually helped the student get an appointment with a counselor. "I don't think we would have had the opportunity to discuss his realization and accompanying feelings without e-mail as an icebreaker," he said.

A few professors said they had rules for e-mail and told their students how quickly they would respond, how messages should be drafted and what types of messages they would answer.

Meg Worley, an assistant professor of English at Pomona College in California, said she told students that they must say thank you after receiving a professor's response to an e-mail message.

"One of the rules that I teach my students is, the less powerful person always has to write back," Professor Worley said.

***Students, please find below some thoughts on email etiquette
which have been recently included in course syllabi by a couple history faculty:***
Email Etiquette

Make sure your CSUB Runner account is active. I will be sending frequent communications with regards to the course.

I regard all email communication from you as part of your assessed writing in the course and part of your training to enter the professional world. Remember, do not email me as you would text message a friend.

Therefore, please follow these basic rules:

address me properly; sign off with your full name; state which class you are in; use an appropriate and polite tone; do not tell me to reply ASAP or make other demands; do a spell check on your communication; use upper- and lower-case letters as appropriate in any formal academic written communication.

If there are spelling, grammar or other mistakes in your email you will be informed that your communication has errors and you will need to revise it before resending.

You can use this list as a checklist before you send your email.

I will reply to emails as quickly as possible, and with every effort to within forty-eight hours during weekdays.

"The Best Law You've Never Heard Of": Celebrating the Centennial of the Antiquities Act, 1906-2006.

Ever wonder what the difference is between a national park and a national monument? Come find out!

June 8, 2006, marks the 100th anniversary of the Antiquities Act of 1906. The act delegated to the President of the United States the authority to designate, reserve, and protect areas of the federal public lands as "national monuments." First used by Theodore Roosevelt, the Antiquities Act has been an essential tool for conservation, protecting archeological and historical sites, unique geological features, and wildlife. Several of our national parks began as national monuments, and the Antiquities Act has often provided a way for presidents to take prompt action to immediately protect threatened landscapes until Congress can pass legislation creating a national park. The national monuments created by the Antiquities Act have often been at the center of controversy over how to best manage public lands.



In 1906, Theodore Roosevelt used the Antiquities Act to create America's first national monument--Devils Tower National Monument, in Wyoming. Photo: National Park Service

In an illustrated talk, Douglas Dodd will explore the origins of the Progressive-era conservation movement and the Antiquities Act, as well as provide an overview of the many national monuments and national parks that are the act's legacy to the American people.

Fall 2006 Schedule

Hist 102(1)	Making of Modern World	Staff	MW	K	6:00-8:05P
Hist 102(2)	Making of Modern World	Staff	MWF	F	12:30-1:55P
Hist 202	Western Civilization I	Vivian, Miriam	MW	I	3:30-5:55P
Hist 206	Western Civilization III	Murphy, Cliona	TTh	D	10:30-12:55P
Hist 210(1)	World History	Harrie, Jeanne	MWF	A	8:00-9:25A
Hist 210(2)	World History	Rink, Oliver	TTh	D	10:30-12:55P
Hist 222	Modern Pacific Asia	Orliski, Connie	TTh	L	6:00-8:05P
Hist 231(1)	US Hist to 1865	Rodriquez, Alicia	MWF	C	9:30-10:55A
Hist 231(2)	US Hist to 1865	Rodriquez, Alicia	MWF	F	12:30-1:55P
Hist 231(3)	US Hist to 1865	Staff	MW	K	6:00-8:05P
Hist 231(4)	US Hist to 1865	Staff	TTh	D	10:30-12:55P
Hist 232(1)	US Hist since 1865	Meriwether, Jim	MWF	A	8:00-9:25A
Hist 232(2)	US Hist since 1865	Maynard, John	TTh	B	8:00-10:25A
Hist 232(3)	US Hist since 1865	Raub, Corrine	TTh	G	1:00-3:25P
Hist 270	Survey of CA History	Maynard, John	TTh	L	6:00-8:05P
Hist 300	Historical Writing	Harrie, Jeanne	MWF	F	12:30-1:55P
Hist 325	European Colonialism	Murphy, Cliona	MWF	C	9:30-10:55A
Hist 351	Colonial N. America 1492-1776	Rink, Oliver	TTh	J	3:30-5:55P
Hist 481	History of Southern Africa	Meriwether, Jim	MWF	E	11:00-12:25P
Hist 370	Early California	Maynard, John	TTh	G	1:00-3:25P
Hist 421	Gender in East Asia AV/ITV	Orliski, Constance	TTh	G	1:00-3:25P
Hist 445	The American West	Dodd, Doug	TTh	B	8:00-10:25A
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 554	Sem Early Amer: Colonial to Reconstr	Rink, Oliver	M	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 2007 Schedule

Hist 102(1)	Making of Modern World	Staff	MWF	A	8:00-9:25A
Hist 102(2)	Making of Modern World	Staff	MW	I	3:30-5:55P
Hist 204	Western Civilization II	Harrie, Jeanne	MWF	F	12:30-1:55P
Hist 210(1)	Ancient Civilizations	Staff	MWF	C	9:30-10:55A
Hist 210(2)	Ancient Civilizations	Orliski, Connie	MWF	F	12:30-1:55P
Hist 231(1)	Sur of US Hist to 1865	Rodriquez, Alicia	MWF	C	9:30-10:55A
Hist 231(2)	Sur of US Hist to 1865	Staff	MWF	H	2:00-3:25P
Hist 231(3)	Sur of US Hist to 1865	Staff	TTh	B	8:00-10:25A
Hist 231(4)	Sur of US Hist to 1865	Staff	MWF	C	9:30-10:55A
Hist 232(1)	Sur of US Hist since 1865	Staff	MWF	E	11:00-12:25P
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	George, Jim	TTh	G	1:00-3:25P
Hist 270	Survey of California History	Maynard, John	MWF	E	11:00-12:25P
Hist 300	Historical Writing	Baker, Mark	TTh	L	6:00-8:05P
Hist 304	Early Med Europe:AD 500-1100AV/ITV	Vivian, Miriam	MW	I	3:30-5:55P
Hist 308	Europe 1815-1914	Baker, Mark	TTh	G	1:00-3:25P
Hist 325(1)	European Colonialism	Murphy, Cliona	MWF	E	11:00-12:25P
Hist 325(2)	European Colonialism	Murphy, Cliona	TTh	D	10:30-12:55P
Hist 330	Historical Geography	Rink, Oliver	TTh	J	3:30-5:55P
Hist 340	Latin America	Torres, Robert	TTh	D	10:30-12:55P
Hist 356	Civil War Era, 1828-1877	Rodriquez, Alicia	MWF	F	12:30-1:55P
Hist 358	America's Rise to Globalism, 1917-1964	Meriwether, Jim	TTh	J	3:30-5:55P
Hist 426	China 1949-present	Orliski, Connie	MW	K	6:00-8:05P
Hist 440	20 th c. US Diplomatic History	George, Jim	TTh	L	6:00-8:05P
Hist 445	The American West	Dodd, Doug	TTh	B	8:00-10:25A
Hist 462	Women in History	Murphy, Cliona	MW	K	6:00-8:05P
Hist 465	History of African-Americans to 1865	Meriwether, Jim	TTh	D	10:30-12:55P
Hist 467	American Indian History	Dodd, Doug	TTh	G	1:00-3:25P
Hist 477	Rebels and Rebellion in America (honors)	Maynard, John	TTh	D	10:30-12:55P
Hist 490	Senior Seminar	Orliski, Connie	TTh	G	1:00-3:25P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 501	Historiography	Harrie, Jeanne	MW	K	6:00-8:05P
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



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