



# History Newsletter



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## HISTORY FORUMS

by Doug Dodd



On February 20, a well-attended History Forum featured historian **Jeri Echeverria**, Provost and Professor of History at CSU Fresno. Her talk, "Bakersfield's Boardinghouses: Hub of Basque Settlement," explored the history of Basque migration to the western United States, and explained the role of boardinghouses as vital centers of Basque immigrant communities. According to Echeverria, the immigration of Basque people from their homeland in the Pyrenees region of southern France and northern Spain began in the second half of the 19th century and continued through the 20th.

Often seeking employment as sheepherders in the livestock industry, Basques made their way to the Far West. All along the way, Basque boardinghouses helped immigrants find their way westward, helped them gain employment, formed the center of their communities, and helped them make the transition to becoming Americans. Over the years, Basques built strong communities in Bakersfield and Fresno, as well as cities and towns throughout Nevada, Idaho, Oregon, Utah, and Montana.

See Boardinghouses p. 4

On **Friday, May 21, at 4:00pm** in the **Albertson Room**, the History Department will host "Salud!: The Rise of Santa Barbara's Wine Industry." **Dr. Victor Geraci**, Historian at the Regional Oral History Office, UC Berkeley, will present a talk based on his book of the same name.

California is today one of the world's major wine producers, and Santa Barbara County contributes significantly to the volume and renowned quality of this wine production. *Salud!* offers a detailed and highly engaging overview of an industry in which the ancient romance of wine too often obscures a complex and highly diverse modern vintibusiness that has shaped the regions it dominates.

Victor W. Geraci is a food and wine specialist, a scholar of agricultural and public history, and has published articles in the *Journal of Agricultural History*, the *Journal of San Diego History*, and *Southern California Quarterly*. He holds a Ph.D. in History from UC Santa Barbara.

## Student History Forum

Please join the History Department on Friday April 16, at 3:30pm in the Albertson Room to hear paper presentations by graduate and undergraduate history students. Refreshments will be served.

## PHI ALPHA THETA

### 10<sup>th</sup> Annual J.R. Wonderly Memorial Awards

#### Grand Prize Winner – Michael Rucks

"In This Time of Much Great Danger": The Pequot Tribe, Archbishop Laud, and Their Contributions to the Antinomian Crisis in the Massachusetts Bay, 1634-1638.

#### Graduate Award – Genevieve Howard

"Mormon Polygamy"x: An Interpretation of Popular Iconography.

#### Undergraduate Award – Matt Zaninovich

"America Loves a Winner": The Reaction to General George S. Patton's Controversial Actions During World War II.

## FACULTY PROFILE

**Dr. Douglas Dodd** is completing his second year teaching in the History Department at CSUB, but he did not always know that he wanted to be



an historian. In fact, as an undergraduate at Lewis and Clark College in Portland, Oregon, Dr. Dodd was an international relations major. It was a one-quarter off-campus study program that helped him realize his deep love of history and began his journey toward this

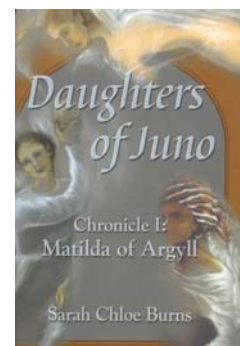
profession. In Washington, DC, he studied the history of American art and architecture and was especially fascinated by the physical landscape of the capital. As a youngster in Idaho, Dodd was fond of both national parks and forests and began to combine this love with his developing interest in history. As is often the case, it was his advisor in history, whom Dodd considers the

See Dodd p. 4

## Daughters of Juno, Chronicle I: Matilda of Argyll

A novel by Sarah Burns Gunderson

Congratulations to **Sarah Gunderson** (MA '96; currently an adjunct lecturer at CSUB) on the publication of her first novel, *Daughters of Juno*. What follows are the comments of reviewer Oliver Rink: "Part myth, part epic, and part history, this is a rousing tale that crosses oceans and continents. It is the story of an African and a Scotsman, a slave and a beautiful white girl, a family formed of two races and a great romance all coming together on the shore of the Chesapeake Bay in the early seventeenth century. If you like your stories authentic, you will love this novel. I know I did."



## Senior Seminar

Due to budget cuts and understaffing, Senior Seminar will be offered only twice next year (instead of quarterly). Senior Seminar (490 or 492) will be offered in the Fall and Spring with an enrollment of 20 students. Please plan accordingly.

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## FACULTY NEWS

On March 5, 2004, **Dr. Alicia Rodriquez** delivered a scholarly paper at the Texas State Historical Association's 108<sup>th</sup> Annual Meeting, held in Austin, Texas. Most students of Populism regard the political and social movement as one established and led by farmers, for farmers. Dr. Rodriquez studies the role that urban workers played in the movement. Her paper, "Labor's Role in the Creation of the People's Party in Dallas, Texas," examined how events in the 1880s and early 1890s (such as strikes and other labor disputes) led urban laborers to take the initiative in establishing a branch of the Populist Party in Dallas in 1891, and how their efforts directly led to the founding of the state party in Texas in that year as well. Her paper also explored laborers' political ideology and their ideological exchange with farmers. In his influential book *Origins of the New South* (1951), C. Vann Woodward identified three coalitions that were part of the People's Party. These coalitions were southern and western farmers, farmers and laborers, and blacks and whites. While the first of these has received much attention from scholars, and the third has received moderate attention, little has been given to the second, which Dr. Rodriquez's paper examined.

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Last Spring **Professor Rodriquez** was selected to participate in a Summer Seminar sponsored by the National Endowment for the Humanities. Historian Don Doyle, a respected scholar of Southern urban and community history, directed the seminar, titled "Faulkner and Southern History." Fifteen scholars from all over the United States participated in the program, which was held in June and July 2003, and was hosted by Vanderbilt University in Nashville, Tennessee. Participants in the intensive five-week seminar read several of William Faulkner's short stories and four of his novels, including *Absalom, Absalom!*, *The Unvanquished*, and *Intruder in the Dust*. The scholars discussed the novels and the historical events and backgrounds that served as Faulkner's inspiration for the themes and subjects about which he wrote. The seminar participants also read a number of historical articles and books to help them fully appreciate Faulkner's world and evaluate his use of history in his work. The historical works that the scholars read included Don Doyle's *Faulkner's County: The Historical Roots of Yoknapatawpha*, Joel Williamson's *William Faulkner and Southern History*, Neil McMillen's *Dark Journey: Black Mississippians in the Age of Jim Crow*, and Drew Gilpin Faust's *Mothers of Invention: Women of the Slaveholding South in the American Civil War*. The participants, who had access to the extensive holdings in Vanderbilt University's library, also worked on their own research projects during the course of the seminar. Professor Doyle, a gracious host, led the seminar participants on a number of field trips and also scheduled several dinners at restaurants serving authentic Southern cuisine. The seminar ended with the last days held at the University of Mississippi, in Oxford, Mississippi, where Faulkner lived most of his life. Professor Rodriquez regards the experience as one of the most rewarding of her academic career. Her immersion in Faulkner and in the South led not only to her developing a deeper understanding and appreciation of William Faulkner's work, Southern history, and the American South, but also to her making many new friends among the seminar's participants.

### CSUB Student Research Competition

Congratulations to the following history majors who participated in the CSUB Research Competition held on Friday, March 5:

**John Kennedy** (BA), "USS Brooks: Auxiliary Personnel Destroyer in the Pacific Theatre, September 1942-January 1945." Mentor: Doug Dodd.

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**Rebecca Orfila** (MA), "Dirt Streets and Demimondes: The Tenderloin of Bakersfield, 1870-1910." Mentor: Doug Dodd.

**Oliver Rosales** (MA), "The Chicano Movimiento at Bakersfield College." Mentor: Connie Orliski.

Rebecca placed second and John placed third. Both qualify to go on to the CSU-wide Student Research Competition, to be held at CSUN in April.

## ALUMNI NEWS

CSUB History graduate (BA'95) and former *Runner* editor **Bob Christie** shared the Bill Farr Award last spring with Executive Editor Mike Jenner of *The Bakersfield Californian*—in recognition of his efforts as City Editor in opening government records to the public. The award was given by the California First Amendment Coalition. The Farr Award is named after Los Angeles *Herald Examiner* reporter Bill Farr, who went to jail in 1971 for refusing to reveal sources of a leak in the Charles Manson case. Bob spearheaded efforts to force the Kern county Fire Department to hand over their payroll records. Congratulations, Bob!

**Jason Plume** (BA'02), currently completing his MA in Political Science at CSU Chico, has accepted an offer from Syracuse University to pursue a PhD in Political Science beginning next fall. Syracuse is giving him a generous package for graduate study that includes a teaching assistantship, a tuition waiver, and health insurance. Congratulations, Jason!

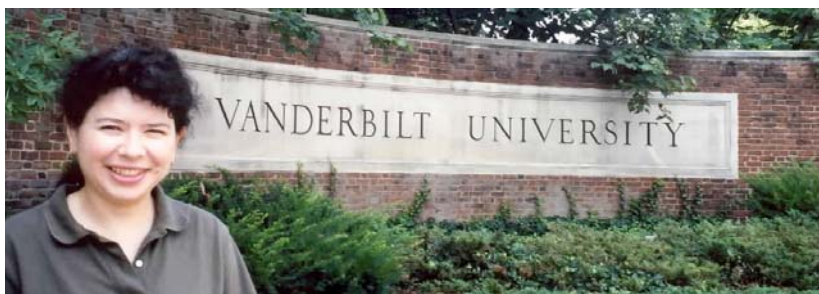
After graduating from CSUB in 2002, **Michael Stater**, Phi Alpha Theta member, obtained his single subject credential from Fresno State and is now teaching seventh and eighth grade social studies at Cherry Middle School in Tulare.

**Jeff Kasinger** (BA'99) and **Kiahna Williams** (BA'99) are teaching at Myrtle Avenue School in Lamont, fifth and fourth grades respectively.

## STUDENT NEWS

**Mike Rucks** (MA student) announces the birth of his son, Andrew Scott Rucks, born on Feb. 3, weighing in at 9 lbs. Congratulations, Mike and Ellen.

If you would like to let your classmates know what you have been doing since graduation, please contact the History Department at 664-3079. We would love to include your information in our next newsletter.



**Phi Alpha Theta News**  
by **Miriam Raub Vivian, Psi-Zeta chapter advisor**

Judging for the 10<sup>th</sup> annual Phi Alpha Theta paper competition has been completed. This year's winners are announced on page 1 of the newsletter. Congratulations **Michael, Genevieve, and Mathew!**

Not only do these awards help provide us with a program at our annual Phi Alpha Theta banquet (this year on April 17), but they encourage our students to excel by giving them an opportunity to share their scholarly work 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 write one next quarter or next fall, please consider saving it to submit to next year's competition in January 2005 (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. Competition entry forms will be available outside the History Department office **next** December and will be mailed out at that time to all enrolled 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 17**. Please mark your calendars now. All current/active and alumni members are invited and are welcome to bring family and friends. If you would like more details, please contact Jean Stenehjem in the History Department office at 664-3079, weekdays between 8am and 2pm.

The following students will be among those initiated as new members at his event:

**Robert C. Boyles, Genevieve Howard, Ruben J. Ibarra, Rebecca S. Orfila, Sergio E. Perez, Candice L. Urmston, Lindsey M. White, and Mathew V. Zaninovich.**

Congratulations to all of you!

We are now recruiting new members for the spring banquet/initiation, so if you think you qualify for membership in Phi Alpha Theta, please fill out a red application form, available outside my office door or that of the department office, and leave it with me or Jean Stenehjem in the History Department office. Membership requires a 3.1 GPA in a minimum of four CSUB history courses (a 3.5 for grad students); however, if you have 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 Vanguard University on Saturday, April 24. Four CSUB History students are slated to present papers there. Congratulations and thanks to the following students for committing to this scholarly endeavor:

**Christopher Livingston, Michael Rucks, Joshua Sullivan-Pires, and Mathew Zaninovich.**

By next quarter some of you will be thinking about graduation. PAT members are eligible to purchase an **honor cord** to wear at commencement. If you would like to have one of these as part of your regalia, you may purchase one from me for \$12.00 during spring quarter. You save over \$5.00 because we make one chapter order, which earns us a discount, and we pay the shipping costs for you—quite a deal!

Finally, there are several opportunities for members of our chapter to compete for national PAT awards. I have posted details on the Phi Alpha Theta bulletin board outside the department office, but will mention here that there are national paper awards, for which the deadline 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 a letter of recommendation from me. If deemed suitable for publication, your paper could be published in an issue of *The Historian*, the Phi Alpha Theta journal. **Kathleen Freeland** (MA '03) has twice won national paper awards.

Finally, **save this date: Friday, June 4**. That's the day set for our annual History Department bbq at Faculty Towers. We have scheduled this event from 3:30 to about 5pm or so. It will include an early dinner, in part provided by Phi Alpha Theta and in part by your contributions to this potluck. You should receive further information in the mail in May.

**Sailing in the path of Richard Henry Dana**

For the second year in a row, Pt. Loma Nazarene University, in conjunction with the San Diego Maritime Museum, is offering those interested an opportunity to sail along the Channel Islands on the *Californian*, a replica of an 1847 Revenue Cutter that patrolled the coast of California. This 9-day adventure may be taken for 2 units of credit in Graduate Education—or just pursued as an enriching and educational experience. The focus of study will be R.H. Dana's *Two Years Before the Mast*, which will provide insight into California's coastal history and geography before the Gold Rush, and the museum captain and crew will train students to work as the crew on the boat. Undergraduates, graduate students, eager high school students and teachers, and interested community members are eligible to participate. One of our graduate students, Kirk Given, had a wonderful experience aboard the *Californian* last summer.

For more information on this exciting opportunity (from July 30-August 7), contact Prof. Rick Kennedy at [rkennedy@ptloma.edu](mailto:rkennedy@ptloma.edu) (619-849-2537). Cost is approximately \$1,450.00. Space is limited, so inquire early.

## CONFERENCE NOTES

Professor C. Orliski

As devotees of lifelong learning, CSUB faculty from various departments attended the women's studies conference, "Feminism Unbound: Crossing Borders," held at the Huntington Library in March. The keynote address, "The Centrality of Feminisms in American History, 1775-2000," given by Kathryn Kish Sklar, Distinguished Professor of History from the State University of New York at Binghamton, may be of particular interest to those who complain that history consists of a boring series of the "usual suspects" (political leaders, captains of industry, mighty warriors, daring explorers, etc.).

Focusing on the changing meanings of "feminism" over time, Sklar identified specific events from the 1780s, 1850s, 1910s, and 1990s to show how women's activities are central to mainstream narratives of social history. The more than \$300,000 that elite women contributed to the Continental Army was critical to its maintenance during the Revolutionary War. The conventions associated with the women's rights movement of the mid-nineteenth century not only articulated important issues in American life, such as family reform, but also reflected both the centrality of oratory and the revision of state constitutions as a constant process in American political culture. In the early twentieth century, women's suffrage was a key topic in the debates between Booker T. Washington and W. E. B. DuBois regarding the relationship between economic improvement and political rights for African Americans. In 1994, the Violence Against Women Act highlighted the persistence of gender inequality in the justice system as well as the ability of the government to defend the rights of an individual.

Sklar illuminated a number of ways in which gender may be used as a basis for interpreting themes in history more generally and how it acts as powerful vehicle for understanding American political culture in particular. For more on women in U.S. history, see <http://www.womhist.binghamton.edu>

### Boardinghouses, cont. from p.1

Boardinghouses, such as the Noriega Hotel in Bakersfield, were the first places Basque immigrants went upon their arrival in a new city. The boardinghouses were community centers that offered lodging, meals, information on employment, and guidance for new arrivals on how to assimilate in their new country. The boardinghouses also allowed them to enjoy traditional activities, such as handball games. For Basques who had found employment as shepherds, the boardinghouse provided a place to stay during the winter months. Boardinghouses had kennels for the sheep dogs and stables for the horses and mules. Today, many of these boardinghouses have disappeared, although several remain in operation as restaurants and cultural centers.

Echeverria's talk was drawn from her recent book, *Home Away From Home: A History of Basque Boardinghouses* (Reno: University of Nevada Press, 1999).

### Dodd, cont. from p. 1

foremost public historian in Oregon, who encouraged him to pursue public history (and eventually graduate studies) and even helped him and a friend get the contract to do a cultural resources survey for a small town in Oregon. This two-year project, though it paid poorly, provided invaluable experience in hands-on public history. UC Santa Barbara, with a reputation for strong programs in both public and environmental history, attracted Dodd for his MA and PhD. It was there that he met his future wife, as well, Professor Alicia Rodriguez.

It was also at UCSB that Dr. Dodd wrote his dissertation on the struggle between the US Forest Service and the National Park Service over the Sawtooth National Park proposal. His current research examines the history of the development of the National Recreation Areas, the first of which was created at Lake Mead, behind Hoover Dam, in 1936. Congress has created forty more of these since then. These NRAs have often been created as a kind of compromise between the multiple-use National Forests and BLM lands, and the preservation-oriented National Parks and National Monuments. This research has taken Dr. Dodd to the National Archives in College Park, Maryland, as well as regional National Archives branches in Laguna Niguel, San Bruno, Seattle, and Denver. Some of this research will be presented in October at the Western Historical Association's meeting in Las Vegas.

Dr. Dodd teaches a Seminar in Public History for our department, a course which now satisfies the senior seminar requirement, and soon expects to offer courses in both American environmental history and the history of American Indians. His experience teaching public history has well situated him to participate in a roundtable panel, "Teaching Public History to Undergraduates: Challenges and Opportunities," in early April in Victoria, British Columbia.

When he's not teaching, grading papers or exams or conducting research, Dr. Dodd enjoys hiking, fly-fishing, traveling and canoeing (see the photo of him on the North Fork of the Payette River in Idaho). He enjoys music by Neil Young and lists the following books among his favorites: Norman Maclean's *A River Runs Through It and Other Stories*; two by Wallace Stegner: *Angle of Repose* and *The Big Rock Candy Mountain*; and almost anything by John McPhee, especially *Basin and Range*, *Coming into the Country*, and *Assembling California*.

Aside from affordable housing, Dr. Dodd enjoys Bakersfield in part because of its proximity to so many things he enjoys: the Huntington Library, Sequoia, Yosemite and the best parts of the Eastern Sierra Nevada.

Finally, here, in his own words, is something few know about Dr. Dodd--his brief film career: "When I was in sixth grade, I was an extra in one of Clint Eastwood's movies. He filmed Bronco Billy in and around my hometown of Nampa, Idaho, and my whole class got to be extras for two days. I was in the wild west show scene—look for the blond kid in the audience. (I got to shake Clint's hand and got a cartridge from one of the blanks he shot in the movie, which I thought was mighty cool, at the time.)"

**Budget cuts: what do they mean for History?  
From the Chair**

Cuts to the state budget have hit CSU and thus CSUB, and our department has consequently had to make the following adjustments in both staffing and scheduling for the 2004-05 academic year:

- we must deliver our core curriculum without **part-time lecturers** (who this year are teaching 10 different classes for us), resulting in fewer offerings;
- we will be able to staff only five lower-division **US history surveys** per term (and just four in spring)—down from six each term this year and seven last year.
- our **Latin America** course (HIST 340) MAY end up being cut from the fall schedule, which would result in NO Latin America courses until spring;
- we can staff only two courses that satisfy **senior seminar** next year, HIST 490 and 492, taught in fall and spring respectively, and these will be larger in size;
- the **Chair** will be teaching two extra courses next year to help fill in some gaps, and may thus be somewhat less available for student counsel;
- graduate program offerings** will be reduced from five courses annually to just three next year-- HIST 554, 503, and 501 (555, and perhaps 525, will be offered the following year)—and graduate students are thus advised to enroll in these whenever they are offered;
- to meet enrollment "targets," History will be offering what are typically our highest-enrolled courses, and thus our **variety of offerings** will suffer;
- for the same reason, most history **classes will be larger** than they have been over the past several years.

We apologize in advance for any inconvenience or disappointment this may cause our students. My advice is to **plan early and accordingly**.

**Professor Vivian's Writing Corner  
The Introduction**

Reading an historical essay without an introduction is like trying to fathom the layout of a house without a blue print: sketchy at best. One is left to wonder how many rooms there are and for what purpose and, most importantly, what they all add up to—a bungalow, a ranch-style or split-level home, or a geodesic dome?

The introduction to any historical essay or research paper is essential; it is the blue print or map your reader sees BEFORE she enters the construction that is your paper. It conveys the very structure of an essay and signals to the reader what the critical sign posts will be as he navigates his way through it. Consequently, a writer should spend more time on that one paragraph than any other in the paper, making sure to revisit it as the paper develops. I always tell students to revise the introduction once more after the entire paper is "finished": it is only then that one knows for sure what the final structure of the paper actually is. (The essay's title should be approached similarly, and I recommend making it as specific—and thus as meaningful—as possible.)

What does an introduction look like? Despite the trepidation with which many students approach writing (something akin to blood, sweat and tears for some), the introduction may be the easiest part of a paper to write. That is, personal style aside, there is little mystery to an introduction, which simply lays out the structural organization of one's paper.

Mind you, the first paragraph is not ALWAYS the introduction. In what I term a "pre-introduction," writers MAY prefer to set up the essay by describing an event or providing the historical context for their essay. This is particularly helpful if the topic is not well known. Here's the first paragraph from a paper I delivered this summer at the Patristics Conference in Oxford, and which will appear in print in 2005 (I'm sure you can't wait):

In AD 460, the ascetic Daniel ascended a stone column erected by his disciples outside Constantinople. Taking up residence as a stylite, Daniel remained on his column for virtually the whole of his final thirty-three years, living out the culmination of a series of journeys that ultimately led him to the eastern Roman capital. The anonymous biographer of the holy man makes it clear that Daniel did not originally intend to make Constantinople his home, or even visit it, for that matter. Instead, despite rumors of war in the Holy Land, Daniel was determined to go to Jerusalem, the spiritual center of Christendom. It was only after meeting an old man on the road that Daniel altered his path, for the man counseled Daniel to avoid risking his life amid the dangers of Palestine and instead to "go to Byzantium [where] you will see a second Jerusalem, Constantinople."

Readers now know the time period, general topic of the paper, and have some kind of image in their minds as well—here of an ascetic living atop a pillar. They should also be aware that Constantinople and Jerusalem are somehow important to Daniel's story and the essay at hand.

What should follow—at least shortly—is the formal introduction. This must include a thesis statement and its supporting main points. If the thesis can be likened to a home's unique exterior—one's personal take on or interpretation of a topic—then the exterior (or thesis) remains merely decorative, a façade of sorts, unless there are supporting walls inside, i.e., your main points, to hold it up.

**See Writing Corner p. 6**

## Writing Corner cont. from p. 5

One need not be as bare bones as my introduction that follows, but it is better to be simple and straightforward than to lose the reader amid florid, wordy or overly creative prose:

What do Daniel's travels have to do with transformation in the Roman world? The answer is the impact of what may be termed "monastic mobility." Before the rise of monasticism, an individual such as Daniel, a Syriac speaker from a small village in northern Mesopotamia—and presumably of humble means—would not likely have traveled far from home. That he did, and that these travels were later recounted by a disciple and biographer, makes Daniel an important guide in gauging the effects of monastic movement in transforming—namely Christianizing—Roman civilization in Late Antiquity. **Driven by monastic concepts of geography and identity, traveling monks such as Daniel effected cultural and geographic change.** How so? **First**, by embracing pilgrimage, they elevated the importance of Christian holy sites; **second**, and closely related, by focusing on Jerusalem, the Holy City, they emphasized the spiritual realm over the temporal; and **third**, by their physical presence and ascetic activity, which sometimes resulted in the establishment of monastic structures, they contributed to a changing landscape. **Moreover**, as these monks captured the imagination of an age increasingly devoted to Christian saints, less and less attention was paid to the old structures, contributing to the decline of, for example, Greek temples. **Finally**, the participation in such change by monks such as Daniel means that the force for Rome's transformation from a classical or pagan to a Christian society often came from the bottom up and from the outside in.

Although I have placed the thesis (and listing of main points) in bold face to make my point here, one cannot do this in historical writing; therefore it is incumbent upon the writer to craft a thesis statement that somehow stands out for the reader, or to which the introduction builds. The main points in the introduction prepare the reader for what's ahead in the paper and help her link the following discussions to the thesis. All the writer has to do is develop one or more paragraphs for each main point enumerated.

The benefit of having a clear introduction in one's paper is enormous. It will take work and countless revisions, but in the end, when the blue print for the paper is clearly drawn, the writer will rest assured that he has provided a useful guide, and the reader will rejoice at knowing in which direction she is going. This approach may be summed up in the following adage: "The writer works hard so the reader doesn't have to."

### Spring 2004 Schedule

Hist 102(1)	Making of Modern World	Gunderson, Sarah	MWF	H	2:00-3:35P
Hist 102(2)	Making of Modern World	Baker, Mark	TTh	B	8:00-10:25A
Hist 206	Western Civilization III	Baker, Mark	TTh	D	10:30-12:55P
Hist 210	World History I	Orliski, Connie	MWF	F	12:30-1:55P
Hist 231(1)	Sur of US Hist to 1865	Dodd, Douglas	MWF	E	11:00-12:25P
Hist 231(2)	Sur of US Hist to 1865	Schmoll, Brett	TTh	B	8:00-10:25A
Hist 231(3)	Sur of US Hist to 1865	Schmoll, Brett	TTh	J	3:30-5:55P
Hist 231(4)	Sur of US Hist to 1865	Gunderson, Sarah	MWF	E	11:00-12:25P
Hist 232(1)	Sur of US Hist since 1865	Freeland Kathleen	MWF	A	8:00-9:25A
Hist 232(2)	Sur of US Hist since 1865	Maynard, John	MWF	F	12:30-1:55P
Hist 232(3)	Sur of US Hist since 1865	Rink, Oliver	TTh	D	10:30-12:55P
Hist 250	History of Africa	Meriwether, Jim	TTh	G	1:00-3:25P
Hist 300	Historical Writing	Vivian, Miriam	MW	I	3:30-5:55P
Hist 309	Europe since 1914	Murphy, Cliona	MWF	E	11:00-12:25P
Hist 310	Modern France	Murphy, Cliona	MW	K	6:00-8:05P
Hist 325	European Colonialism	Harrie, Jeanne	MWF	C	9:30-10:55A
Hist 330	Historical Geography	Dolkart, Ron	TTh	G	1:00-3:25P
Hist 352	Revolutionary America 1776-1828	Rink, Oliver	MWF	C	9:30-10:55A
Hist 357	Emergence of Industrial Amer	Rodriquez, Alicia	TTh	D	10:30-12:55P
Hist 370	Early California- <b>AV ITV</b>	Maynard, John	MWF	A	8:00-9:25A
Hist 426	China, 1949 to present	Orliski, Connie	MW	I	3:30-5:55P
Hist 436	Inter-American Relations	Dolkart, Ronald	TTh	L	6:00-8:05P
Hist 443	Modern Mexico	Dolkart, Ron	TTh	D	10:30-12:55P
Hist 445	The American West	Dodd, Doug	MWF	A	8:00-9:25A
Hist 466	Hs of African Amer since 1865	Meriwether, Jim TTh	B		8:00-10:25A
Hist 490	Senior Seminar	Harrie, Jeanne	MWF	F	12:30-1:55P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 555	Reading Sem in Recent American Hist	Rodriquez, Alicia	M	KM	6:00-10:15P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		

**Summer Session 2004 (June—July)**

Hist 231	Sur of US Hist to 1865	Nichols, Nancy	WTh	8:00-12:00P	6 weeks
Hist 325	European Colonialism	Murphy, Cliona	MTWTh	9:00-12:00P	4 weeks
Hist 371	Modern California	Maynard, John	TTh	6:00-10:00P	6 weeks

**Fall 2004 Schedule**

Hist 102(1)	Making of Modern World	Baker, Mark	MWF	A	8:00-9:25A
Hist 102(2)	Making of Modern World	Baker, Mark	MWF	F	12:30-1:55P
Hist 102(3)	Making of Modern World	Murphy, Cliona	TTh	B	8:00-10:25A
Hist 202	Western Civilization I	Vivian, Miriam	MWF	F	12:30-1:55P
Hist 210	Ancient Civilizations	Orliski, Connie	TTh	L	6:00-8:05P
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	Rodriquez, Alicia	TTh	D	10:30-12:55P
Hist 231(3)	Sur of US Hist to 1865	Dodd, Douglas	TTh	G	1:00-3:25P
Hist 232(1)	Sur of US Hist since 1865	Meriwether, Jim	MWF	A	8:00-9:25A
Hist 232(2)	Sur of US Hist since 1865	Maynard, John	MW	K	6:00-8:05P
Hist 300	Historical Writing	Murphy, Cliona	MWF	C	9:30-10:55A
Hist 308	Europe 1815-1914	Baker, Mark	MW	I	3:30-5:55P
Hist 325	European Colonialism	Rink, Oliver	TTh	D	10:30-12:55P
Hist 340*	Latin America	Meik, Kindon	TTh	G	1:00-3:25P
Hist 351	Colonial N. America , 1492-1776	Rink, Oliver	TTh	J	3:30-5:55P
Hist 356	Civil War Era, 1828-1877	Rodriquez, Alicia	MWF	F	12:30-1:55P
Hist 371	Modern California	Maynard, John	TTh	D	10:30-12:55P
Hist 421	Gender in East Asia <b>AV/ITV</b>	Orliski, Constance	TTh	D	10:30-12:55P
Hist 445	The American West	Dodd, Doug	TTh	L	6:00-8:05P
Hist 465	Hs of African Amer to 1865	Meriwether, Jim	MWF	E	11:00-12:25P
Hist 477	Rebellion in America (Honors)	Maynard, John	MWF	E	11:00-12:25P
Hist 490	Senior Seminar	Vivian, Miriam	TTh	L	6:00-8:05P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 554	Reading Seminar in Early Amer Hist	Rink, Oliver	M	KM	6:00-10:05
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		

\* Budget permitting

**Tentative Winter 2005 Schedule**

Hist 102	Making of Modern World	Vivian, Miriam	TTh	G	1:00-3:25P
Hist 204	Western Civilization II	Harrie, Jeanne	MWF	C	9:30-10:55A
Hist 206(1)	Western Civilization III	Baker, Mark	MWF	A	8:00-9:25A
Hist 206(2)	Western Civilization III	Baker, Mark	MWF	E	11:00-12:25P
Hist 222	Modern Pacific Asia	Orliski, Connie	TTh	L	6:00-8:05P
Hist 231(1)	Sur of US Hist to 1865	Dodd, Douglas	MWF	A	8:00-9:25A
Hist 231(2)	Sur of US Hist to 1865	Dodd, Douglas	MWF	E	11:00-12:25P
Hist 231(3)	Sur of US Hist to 1865	Rodriquez, Alicia	TTh	D	10:30-12:55P
Hist 232(1)	Sur of US Hist since 1865	Maynard, John	MWF	F	12:30-1:55P
Hist 232(2)	Sur of US Hist since 1865	Rink, Oliver	TTh	J	3:30-5:55P
Hist 300	Historical Writing	Harrie, Jeanne	MWF	F	12:30-1:55P
Hist 303	The Roman Empire	Vivian, Miriam	TTh	L	6:00-8:05P
Hist 309	Europe since 1914	Baker, Mark	MW	I	3:30-5:55P
Hist 313	Ireland Since 1800	Murphy, Cliona	MWF	E	11:00-12:25P
Hist 325	European Colonialism	Murphy, Cliona	TTh	D	10:30-12:55P
Hist 359	Recent America 1960-present <b>AV/ITV</b>	Maynard, John	MW	K	6:00-8:05P
Hist 426	China 1849-present	Orliski, Connie	TTh	G	1:00-3:25P
Hist 468	Mexican-American History	Rodriquez, Alicia	TTh	L	6:00-8:05P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 503	Historical Research Methods	Orliski, Connie	W	LN	6:00-10:15P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		
Inst 312	Plagues & People Biohistory	Rink/Moe	TTh	D	10:30-12:55P

**Tentative Spring 2005 Schedule**

Hist 102(1)	Making of Modern World	Baker, Mark	MWF	A	8:00-9:25A
Hist 102(2)	Making of Modern World	Baker, Mark	MWF	C	9:30-10:55A
Hist 102(3)	Making of Modern World	Harrie, Jeanne	TTh	J	3:30-5:55P
Hist 206	Western Civilization III	Murphy, Cliona	MWF	E	11:00-12:25P
Hist 210	Ancient Civilizations	Orliski, Connie	MWF	F	12:30-1:55P
Hist 231(1)	Sur of US Hist to 1865	Rink, Oliver	MWF	C	9:30-10:55A
Hist 231(2)	Sur of US Hist to 1865	Rodriquez, Alicia	MWF	F	12:30-1:55P
Hist 232(1)	Sur of US Hist since 1865	Dodd, Douglas	MWF	A	8:00-9:25A
Hist 232(2)	Sur of US Hist since 1865	Maynard, John	TTh	J	3:30-5:55P
Hist 300	Historical Writing	Vivian, Miriam	TTh	L	6:00-8:05P
Hist 325	European Colonialism	Murphy, Cliona	TTh	D	10:30-12:55P
Hist 330	Historical Geography	Dolkart, Ron	TTh	G	1:00-3:25P
Hist 352	Revolutionary America 1750-1789	Rink, Oliver	MWF	F	12:30-1:55P
Hist 370	Early California- <b>AV/ITV</b>	Maynard, John	TTh	D	10:30-12:55P
Hist 401	The Renaissance	Harrie, Jeanne	TTh	D	10:30-12:55P
Hist 406	Rise and Fall of Soviet Union	Baker, Mark	TTh	L	6:00-8:05P
Hist 423	Modern Japan	Orliski, Connie	MW	K	6:00-8:05P
Hist 436	Inter-American Relations	Dolkart, Ronald	TTh	D	10:30-12:55P
Hist 443	Modern Mexico	Dolkart, Ron	TTh	L	6:00-8:05P
Hist 445	The American West	Dodd, Doug	TTh	B	8:00-10:25A
Hist 468	Mexican-American History	Rodriquez, Alicia	MW	K	6:00-8:05P
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 501	Historiography	Murphy, Cliona	M	KM	6:00-10:15P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		

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