



History Newsletter



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Editor: Miriam Raub Vivian; **Asst. Editor:** Chris Tang; **Production Editor:** Jean Stenehjem. For current information, visit our website at www.csub.edu/history/; for history program forms, schedules, and information, see the rack outside the History Department Office, HOB 131, or visit www.csub.edu/history/, and CSUBakersfieldHistory on Facebook.

FROM THE CHAIR

As the fall semester concludes, I hope our history community is safe and able to isolate as much as possible. Although we now know that the CSU plans a return to campus in fall 2021 (YAY!), we still have another semester dealing with the challenges that remote learning poses, and I wish all my colleagues and our students the very best in navigating another term. From what I can tell, everyone is doing their utmost to make this year a success. As with so much else this semester, we've had to make many adjustments, including creating a faculty department welcome video to stand in for the in-person welcome with pizza we've enjoyed these past two years. If you've not seen the video, you may access it here: <https://youtu.be/EbY1-II-fuE>. Starting a new academic career usually carries both anxiety and excitement, but imagine starting without even being able to meet your students or see your new colleagues! This has unfortunately been the situation for **Prof. Kiran Garcha**, our newest member of the department, but she has furnished us with a write-up about her journey with history, which invites us to get to know a bit more about her.

I hope that readers of this issue of our newsletter find it replete with helpful information and stimulating reading. Beyond faculty contributions, there are **three student contributions**: two reflections on our fall History Forum presentation, and a film review. There are also announcements about new faculty publications, namely those by professors **Dhada, Mulry, Murphy, and Wempe**. Our **alumni** continue to go on to impressive achievements. This year, for example, alumnus **Josh Rocha** earned his PhD in Modern European history from UC Santa Barbara. And CSUB's Alumni Office has recognized another as a **Rising Runner!** **Jamal Wright**, nominated by Prof. Dhada, has distinguished himself in higher education and is now an Associate Professor at Bakersfield College. Congratulations, Jamal! Our current students are also gaining recognition, including **Hannah McKinzie**, who won first prize at CSUB's Grad Slam 3-Minute Thesis Competition, and **Tristan Wieser**, who was awarded a substantial scholarship. Another has successfully completed her M.A. exam this semester: congratulations to **Jovanni Garcia** for her newly minted MA degree!

In an effort to keep our history community activities going, History Club's new advisors, professors **Kate Mulry** and **Chris Tang**, organized a virtual Coffee and Conversation this fall, as well as two movie discussion nights. These [See From the Chair on pg. 8](#)

CAPITAL FELLOWS PROGRAMS

The nationally recognized **Capital Fellows Programs** consists of the following four fellowships: Jesse M. Unruh Assembly Fellowship Program, Executive Fellowship Program, Judicial Fellowship Program, California Senate Fellows Program.

Note that they are currently accepting applications for their 2021-22 class. Additional information can be found at: [Capital Fellows Programs \[csus.edu\]](http://www.csus.edu/capital-fellows)

Applicants may apply to one or more of the programs that meet their interests and qualifications. Recent graduates, graduate, postgraduate, and mid-career applicants are welcome to apply. **Apply by February 1, 2021 at 11:59 p.m.**

How to apply video:

<https://www.youtube.com/watch?v=VVgzSYjmU5o> [youtube.com]

DR. KIRAN GARCHA: HER JOURNEY WITH HISTORY

(Dr. Garcha is the CSUB History Department's newest faculty member)



When I was a young kid, I used to spend countless evening hours bombarding my father—always at the end of his long workdays—with questions about his life in India. He was the only person in my family who was born and raised there. He and my American-born mother decided that life would be easier for my siblings and me if we grew up learning and speaking English alone, and as such, our knowledge of Punjabi was reflected through a scattered and very limited vocabulary. There was a clear cultural gap between my father and his children. My ethnic identity was tied to a place that he had

called home for the first twenty-six years of his life, the same place in which I had spent perhaps less than twenty-six days up until my twenties. I wanted to know more about my dad, his life before he had kids, and the part of my own history that remained unknown to me. So I asked him questions...ad nauseam.

As a college student I majored in American Ethnic Studies and in the time leading up to my graduation I came across a few books that would change the direction of my young adulthood and the course of my life more broadly. One of these texts was *Sons of Mississippi: A Story of Race and its Legacy*, by Paul Hendrickson. Hendrickson is a journalist by training, but this particular text is a history of the integration of the University of Mississippi in 1962. The author tells this story by interviewing some of the major players involved in that tense and violent moment, [See Kiran on pg. 9](#)

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FALL HISTORY FORUM WITH PROF. EDWARD WATTS

by Miriam Raub Vivian



As with so many other spring events, COVID-19 squelched the department's plan to have Prof. Edward Watts present a History Forum talk in May—in conjunction with my graduate seminar, which read his book, *Mortal Republic: How Rome Fell into Tyranny* (2018)—but fortunately the committee was able to reschedule him for a Zoom presentation this past October. There were 71 steady attendees, with a robust Q&A session: an excellent showing for a Friday afternoon. His focus was how the ancient Romans lost their republic—a loss that culminated after over a century or more of political elites' subverting norms and putting their own careers ahead of the needs of Roman society as a whole. When examined carefully, the late Republic offers modern observers additional tools to better understand our own society. As Prof. Watts noted, we can see in Rome possible strands for the trajectory of the U.S.—not exactly the same, but tools to think critically about our present reality.

Noting that by the late Republic the ancient Roman empire (the territory, mostly conquered during the period of the Republic, c. 509-27 BCE) contained roughly ¼ of the world's population, Watts pointed out that the Romans had lost 35% of their fighting-age men in the war with Hannibal (218-202 BCE), but nevertheless refused to surrender, a major key to their success in not only surviving but expanding.

But that success also transformed Rome in challenging ways, and it failed to adapt its city-state government into a larger bureaucracy to effectively govern this vast territory. Watts focused much of his attention on the economy and the growing gap between the elites and average Romans. For one thing, public contracts became increasingly expensive to bid on, forcing the commercial class (*equites* = knights) to borrow money; these loans were then re-sold, creating more money for those able to provide loans, mainly political elites. By the end of the first quarter of the 1st century BCE, the richest man in Rome (Crassus) was worth more than 60 times what the richest Roman had been a little over 100 years earlier (Scipio Africanus).

All this wealth from empire led to conspicuous consumption, including elaborate dinner parties among the elites, while the middle class' financial situation remained stagnant, magnifying the wealth gap. A few politicians proposed remedies, but most Roman Senators suspected such efforts as a ploy to gain supporters and popularity. Indeed, some of these “reformers” were exploiting popular discontent to propel their careers. Tiberius Gracchus may have been doing this when he proposed a land reform bill, threatening violence in the face of opposition. Instead, it was his opponents in the Senate who ushered violence into Roman politics when they attacked and killed Tiberius and several hundred of his supporters. Cicero, writing before roughly the middle of the 1st century BCE, blamed Tiberius for dividing the Roman public into two factions.

These factions corroded the fabric of the Republic—a system of political compromise and collegiality among political elites—pulling these men into two separate, rival camps, where the use of violence against political enemies destroyed all semblance of tradition and the rule of law. Even Cicero, a staunch defender of the Republic, endorsed violence when it suited him, as in the summary execution of five of Catiline's conspirators. There was, it seems, no punishment for bad actors, no consequences for political obstruction.

Some of these circumstances and behaviors may sound familiar to Americans: a growing wealth gap; frustration with politics, gridlock, and inaction; and a populist embrace of intimidation and threats, among others. Watts argued, however, that America is not Rome; there are major differences, yet a deeper understanding of what happened to the Roman Republic can help us think about our own state—and the knowledge, too, that it takes a long time for a republic to fail.

SUMMARY OF HISTORY FORUM PRESENTATION

by Dr. Edward J. Watts, author of *Mortal Republic: How Rome Fell into Tyranny*
by Tristina Richards

“Historians have a role to play in the conversations we are now having...The general public is inclined to want to see direct correlations between the past and the present”: this was a powerful statement Dr. Edward J. Watts made when questioned about whether or not the current U.S. political environment is reflective of the Roman Republic. Volatility in politics and controversial methods to subdue an opponent, or appease a party in the political arena, were present in the empire of Rome just as they are in the modern era.

Dr. Watts articulated the Roman progression of political conflict with references to political figures, the approaches taken, and the complacency that ultimately led to the fall of Rome. “The degeneration happened slowly...no single person or choice destroyed the republic,” offered Dr. Watts. There was disagreement between doing what was best for the elite or doing what was best for the Roman population. Consensus was not achieved, nor was it desired, by the elites who controlled the republic. The consequences of working against the desires of the aristocratic Senate were demonstrated by the death of Tiberius Gracchus, a turning point that introduced violence in Roman conflict. During approximately one hundred years of political upheaval and bloodshed, leaders at times condoned acts of violence, or at least made miniscule efforts to circumvent violent acts. Cicero, being a man of great influence, loudly voiced his opposition to violence yet looked away when it was convenient and served his needs. It was assumed that the republic was too strong a force to ever be in a position of degradation; this led to complacency, as Romans who could have done something to drive change failed to do so. About whether or not the decline of Rome's Republic relates to current U.S. political factors, Dr. Watts furthered his interpretation by stating, “The Roman experience suggests that we should step back and take a bigger view...(the Roman Republic) died because generations of Romans took their Republic for granted.”

While there are not direct correlations between the past and the present, there are lessons to be observed and considerations to be made. Throughout the lecture the underlying message was to take note of what happened to the Roman republic and learn from it. In closing, Dr. Watts reinforced his view regarding the importance of historians by stating, “We can provide them with tools to think about what possible futures look like. This is our role.”

A REVIEW OF EDWARD WATTS' HISTORY FORUM PRESENTATION

by Rachel Hads

Dr. Edward Watts' lecture "Mortal Republics: The Benefits and Challenges of Learning from the Past" was extremely insightful and informative. Richly packed with information and knowledgeably organized, his talk was presented in such a way that made the events leading up to the Roman republic's downfall digestible and relatable to modern times. Economic inequality and violence in government led to the end of the Roman republic, according to Watts, and those same features can be found in our social and political world today.

The vast difference in wealth between Romans was largely due to the inability to climb the social ladder during one's lifetime. Additionally, the votes of the rich held greater weight than the vote of a poor commoner, meaning that the rich likely voted from a rich person's viewpoint. This massive inequality, Watts argued, was Rome's greatest issue. Dr. Watts also made it clear that inequality had always been a part of Roman life; however, the inequality reached a point that it was not tolerable anymore among the masses. The Romans were faced with a nearly unresolvable issue: how should wealth be distributed among the people for the greater good of Rome when said wealth has been obtained legally by select elites? Tension among those political figures who wanted the rich to stay rich and those who wanted wealth to be partially distributed for the greater good of Romans led to the republic's ultimate downfall through the use of violence.

Violence became a common part of Rome's politics after the murder of Tiberius and many of his followers [133 BCE]. This first act of violence in Roman politics in three hundred years unraveled much of the way many politicians handled themselves in Rome. Following Tiberius' death, violence became excusable to many when it came to politics. This violence continued in Roman politics for generations to come; however, to those who experienced this political turmoil it was an isolated event that happened once or twice in a lifetime and then was over with. Watts' main point in connecting the downfall of the Roman republic to modern politics is that many people today also take the same view, but once an impactful event is "over" in politics it is never truly over. Those ideas and examples shown by political leaders during that time set the precedent for future events and shape what people think is or is not normal behavior.

Ultimately, I left Dr. Watts' lecture with a new outlook on how political actions shape the future. I too have comforted myself with the idea that once a person is out of office, or once a political issue has been resolved, that that period of time will be over, and the country can move on. However, that is not the case. How people react in times of crisis shows who they are and what their core beliefs are. The support, or lack thereof, of certain people, events, or ideals does not go away in the public when the political event is over. Dr. Watts' lecture opened my eyes to the fact that the opposition to or support of ideals does not last for a four-year period but rather for a lifetime and must be treated as such when holding politicians responsible for their actions. While the United States certainly is not Rome, there is still an important lesson that can be learned from the demise of the Roman republic: do not take what politicians say or do lightly. Accepting anything less than perfection from our own leaders means that future leaders will think they can push the boundaries of unacceptable behavior even further.

RISING RUNNER



Every year, CSUB selects from each school one Rising Runner, an alum who is rising in their careers, giving back to their respective communities, and making their department proud. The History Department is proud to announce that this year's CSUB Rising Runner representing the School of Arts and Humanities is **Dr. Jamal T. Wright**. Originally from East Los Angeles, Jamal's present trajectory of academic and professional success has been steadfast and stellar. Jamal hails from Compton, southeast Los Angeles, and was molded by both adversity and a resolute determination to overcome it. He graduated from the history department in 2015, successfully completed an MA in history with us, and completed his doctorate in Education within three years, during which he secured teaching positions at both Glendale Community College and then Bakersfield College. In July of 2018, Jamal was appointed to a tenure track Associate Professorship in History at Bakersfield College. Jamal maintains close links with some of his CSUB mentors directly and through the flow of students he taught who are now studying at CSUB. The History Department congratulates Dr. Jamal T. Wright for his academic, professional and community-based achievements. Go Rising Runners, Go! Beep Beep!

COULD YOU USE SOME EXTRA WORK ON GRAMMAR AND WRITING?

Help is on the way! Sign up for a 1-unit course: **ENGL 2070** or **ENGL 4070**. These online modules are self-paced and can enable students to focus on their most challenging writing issues. Here's the information posted online in the class schedule:

"An online writing lab using the My Writing Lab Plus program (not Blackboard) that generates individualized plans for each student. This program focuses primarily on writing and grammar/mechanics. In the first few weeks of the semester, students should log into the program and take a diagnostic test that will design their MWLP program. By the end of the semester, students should have completed 20 topics (of their own choice) from their individualized programs. **May be repeated for up to 6 units.**"

GST 1110 RESEARCH SOURCES AND SKILLS

This course introduces students to Internet resources for research purposes. Librarian Andrea Anderson teaches the identification, retrieval and evaluation of information for college research.

"Learn how to research our databases like a librarian."
-Andrea Anderson

Winter Session 2021 and Spring 2021
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SUPPORTING CSUB HISTORY

The CSUB History Department has a fund for charitable donations, which enables us to help students share their research at conferences, and participate in field trips to regional sites of historical interest, as well as museums beyond our area. Your gift is tax deductible! Checks are payable to "CSUB Foundation"; please write "A&H History, TR127" on the memo line of the check and mail it to CSUB Foundation, 9001 Stockdale Hwy., 19 AW, Bakersfield, CA 93311-1022. Or you may donate online:

<https://give.csub.edu/studentssuccess.shtml>.

Under "Donation Information," type in the amount you'd like to give (under "Other," any amount can be written in); under "Designation," click "Other" and write in "A&H History, TR127." We appreciate your support!

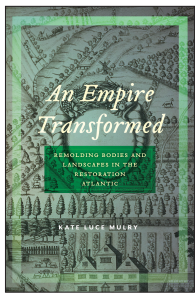
NEW BOOK PUBLICATIONS

COVID-19 notwithstanding, the department has continued to produce major scholarly works, including THREE new books this fall!

Mustafah Dhada saw the publication of his new monograph in digital and paperback formats, *The Wiryamu Massacre: An Oral History, 1960-1974* (London: Bloomsbury Academic Press, 2020). The twenty-four carefully curated testimonies on Portugal's last colonial war in Mozambique received critical editorial reviews as a "powerfully indicting collection of ... urgent, compelling, and haunting" testimonial "voices of perpetrators and survivors and witnesses who collected, smuggled out, and revealed the facts of Wiryamu." The book has been nominated for three scholarly award entries for 2022-2023.

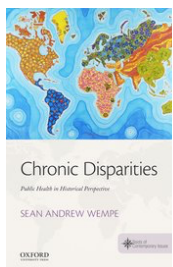


Nine months later, Oxford University Press (OUP) informed him that it has approved the publication of his juried article, "The Wiryamu Massacre," which will appear in *The Oxford Research Encyclopedia of African History* [forthcoming] under, doi:10.1093/acrefore/9780190277734.013.ORE_AFH-01029.R1.



Kate Mulry's first monograph, *An Empire Transformed: Remolding Bodies and Landscapes in the Restoration Atlantic*, will be published with NYU Press in January 2021. The book is part of the publisher's *Early American Places* series and examines efforts by English Restoration officials to bring order to the English empire through initiating projects of environmental improvement. By initiating these ambitious projects of landscape engineering, including fen and marshland drainage, forest rehabilitation, urban reconstruction, and garden transplantation schemes, agents of the English Restoration

government aimed to transform both places and people in service of establishing political order and promoting public health. These wide-ranging actions offer insights about how Restoration officials envisioned authority within a changing English empire. The book will be available for purchase on January 12, 2021. More information about the book can be found here: <https://nyupress.org/9781479895267/an-empire-transformed/>



Sean Wempe has produced a second book, *Chronic Disparities: Public Health in Historical Perspective*, which was released by Oxford University Press in August 2020. Aimed as a global history text for college students, the book begins with a central question for readers: how have public health initiatives challenged and/or reinforced societal inequalities of race, class, and gender? In the text, Wempe explores the cultural, political, religious, demographic, and economic effects both government and private public-health practices have had on inequalities of race, class, and

gender in an increasingly globalizing society, from the pre-Modern era to the present. *Chronic Disparities* examines events and processes such as the emergence of public health and sanitation in Europe, the coercive globalization of systems of health, colonial medicine and the selective application of "Western" medical policy, eugenics, local, national, and international responses to substance abuse, the AIDS/HIV pandemic, and many more across the history of countries on five continents.

Dr. Wempe teaches courses on the History of Public Health, the History of Modern Europe, and the History of Imperialism, and his first book, *Revenants of the German Empire: Colonial Germans, the League of Nations, and Imperialism*, was also published with Oxford University Press, in 2019.

COVID-19 ARCHIVE

by Chris Livingston

Do you have reflections about COVID-19 you would like to share? Consider submitting these to the Historical Research Center. The HRC is looking for written and/or video reflections of your experience. The HRC is also interested in any photographs that illustrate life during the pandemic.

Please use the following prompt: How has the COVID-19 crisis impacted your life as a CSUB student/staff/faculty or community member? Visit <https://hrc.csub.edu/covid-19-community-archive/> to submit your story today!

**GENERAL STUDIES 3100 SPRING 2021
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-KRISTINE HOLLOWAY

PHI ALPHA THETA NEWS

The National History Honor Society
by Miriam Raub Vivian, Advisor



THE PUBLIC HISTORY INSTITUTE AT CSUB

by Miriam Raub Vivian, Director

Membership

Have you performed well in the History degree program at CSUB? Do you think you might qualify for Phi Alpha Theta (PAT), the national history honor society? Our campus chapter of PAT, which dates back to the 1980s, invites qualified students to apply for membership. You must have a 3.1 GPA or higher in **all** your CSUB history courses (with a minimum four or all As in 3)—and an overall GPA of at least a 3.0. (Graduate students must have a minimum 3.5 GPA in four or more CSUB graduate history courses.) See our department web page for more information (www.csub.edu/history). If you'd like to apply, please email me, so I can send you an application form. A lifetime membership is \$50—worth the price when you consider that it can help distinguish your resume. It also qualifies you to participate in the annual PAT regional student paper conference, which is likely on hold this spring, however. There are also national awards for which you may apply, and membership enables you to purchase an honor cord (\$15) to wear with your regalia at Commencement as well.

Annual Phi Alpha Theta Paper Competition and JR Wonderly Memorial Awards

In early February 2020, faculty will submit strong student research papers to compete in our department's annual paper competition. Members of PAT are encouraged to write papers for their courses with an eye toward theirs being selected by a faculty member for submission to this annual paper competition. Thanks to the ongoing financial support of alumnus Peter Wonderly, the J.R. Wonderly Memorial Award provides cash prizes to students who have written outstanding research papers. These awards will be announced sometime between late February and mid-March, and winners will be recognized by the department.

PAT Board of Officers, 2020-21

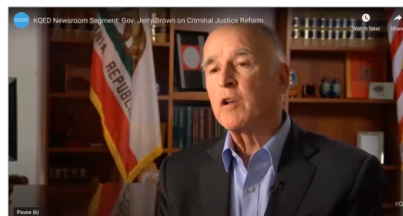
If you have any questions about Phi Alpha Theta, contact me or ask a member of our current board of officers: **President:** Emily Kopp; **Vice-President:** Eileen Diaz; **Secretary/Treasurer:** Monica Gonzalez; **Historian:** Kristin Grau; and **Paper Award:** Peter Wonderly.

And congratulations to our **newest members**, who joined since the induction of new members last spring: **Chance Garcia** and **Kristin Grau**.

A final note: while I am on sabbatical in spring 2021, my PAT co-advisor, **Dr. Chris Tang**, will handle Phi Alpha Theta business, including membership (ctang3@csub.edu).

After some challenges trying to schedule a speaker last year, the PHI was able to collaborate with CSUB's Kegley Institute of Ethics (and Director Michael Burroughs) to bring author, journalist, and historian Miriam Pawel to CSUB via Zoom in November. Drawn from her book on the Brown family of California (*The Browns of California: The Family Dyansty that Transformed a State and Shaped a Nation*, 2018), Ms. Pawel's presentation dovetailed with a Kegley grant from Cal Humanities, "Humanities Beyond Bars: Incarceration, Visibility, and Humanization." With her talk entitled "Rethinking Crime, Punishment, and Redemption in California: the Legacy of the Governors Brown," Pawel first provided background on the Brown family, especially Pat and Jerry Brown and their paths to leadership in the state, after which she shifted to their efforts to reform the state's criminal justice system. In particular, the younger Brown—through four full terms—brought principles of his faith to emphasize the important role of redemption for criminal offenders. Ms. Pawel's talk drew 93 discrete viewers (including our campus president), over 50 of whom stayed on for a Q&A session. We recorded the event, and the video is now available on the PHI webpage: <https://phi.csub.edu/>.

The week before her talk, Ms. Pawel was interviewed by Kathleen Schock of KVPR (FM89), the Central Valley's Public Radio station, for a segment on Valley Edition, which aired on Friday, Nov. 6. In particular she discussed



Brown's most recent activism, in this case lobbying against Proposition 20 and providing \$1M of financial support to protect his more recent criminal justice reforms: <https://www.kvpr.org/post/valley-edition-november-6-2020-latinx-small-businesses-mendota-2020-election-covid-update-0>.

Although the COVID-19 pandemic upended our plans for a fall 2020 conference on the 1920s, we hope to see it to fruition sometime in academic year 2021-2022.

"The Turbulent Twenties: A Centennial Exploration of America in a Changing World" will invite papers on topics related to (namely) America in the 1920s. Here are some of the topics we anticipate will be addressed:

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

In related news, according to our campus archivist, Chris Livingston, Director of the HRC, the **Historical Research Center** continues to offer its current exhibit online—an exhibit that celebrates the 50th anniversary of the beginning of classes: *CSUB at 50*. The virtual exhibit can be accessed here: <https://www.csub.edu/~clivingston/web/3dTours/50th/>.

FILM REVIEW OF GILLO PONTECORVO'S *THE BATTLE OF ALGIERS*

by Melissa Magana Magana

for Prof. Dhada's African Decolonization course (HIST 3440), Fall 2020

In 2004, the Criterion released *The Battle of Algiers*, a two-hour historical war drama shot in black and white. Directed by the Italian filmmaker Gillo Pontecorvo, it shed light on the Algerian anti-colonial struggle against France. The film tackles momentous events surrounding this struggle between 1954 and 1962, spearheaded by the National Liberation Front (FLN), then led by El-Hadi Jaffar.

Gilberto Pontecorvo, the Italian filmmaker and director of this film, was better known as Gillo Pontecorvo. He was born in Pisa, Italy, to a wealthy textile Jewish industrialist in the post-World War I era.ⁱ Pontecorvo was ideally positioned to make this film – and for several good reasons. He and his family had been persecuted during Italy's fascist era under Benito Mussolini. Once Mussolini's regime enacted anti-Semitic laws in 1938, the family broke up. Pontecorvo was forced into exile. His family stayed in Italy, however, which proved to be a fatal error of judgement on their part. Once Germany marched into Italy, they were captured and executed.ⁱⁱ While in France, Pontecorvo became involved in the Italian resistance movements. In 1941 he joined the Italian Communist Party and later became a leading figure in the Anti-Fascist Partisan Garibaldi Brigade.ⁱⁱⁱ After World War II, he carved out a successful career as a journalist and film writer and producer of short documentaries and feature films. These proved to be sensationally successful, earning him nominations for academy awards.^{iv}

Pontecorvo's life-long experiences with "violent struggle[s]" inspired most of his films, of which *The Battle of Algiers* is a stellar example. When presented to the public for viewing in 1966, it received critical acclaim as a "stunning and unnerving (film), yet delicately (portraying a) balanced perspective" on virulent aspects of insurgency, creating "an electrifying and distressing wider narrative of intolerance and brutality" of the French response to Algerian insurgency.^v Pontecorvo's effective use of cinematic details to depict the "human cost of resistance" through its "intricate portrayal" of violent insurgency drew much praise. It gave viewers a graphic narrative of the Algerian struggle for independence accessible to a wider viewing public.^{vi} French critics, on the other hand, viewed the film as anti-French propaganda. They thought the audio-visual text lacked historical authenticity. By focusing on anti-insurgent violence, the overall objective of the film, the film appeared to them to seek to "humiliate the French reputation and identity."^{vii}

The film, however, does more than that. It begins with a torture scene set in Algeria in 1957, where French colonial soldiers had just finished "interrogating" an Algerian man who is clearly in shock. He is depicted trembling uncontrollably, after having traded his life by revealing the whereabouts of Ali La Pointe, a leading FLN guerrilla commander, played with convincing realism by the Algerian actor Brahim Haggiag. Right from the beginning, Pontecorvo illustrates the crude reality of contemporary socio-political warfare between the colonial oppressors and the national liberationists. The cinematic narrative leading to Algeria's liberation is further developed here and accurately, as the film flashes back to 1954 when the FLN launched armed revolts around Algeria to secure national liberation. The latter resulted in the deployment of more French soldiers to suppress the revolt.

The film then flashes further back, to 1949, when Ali La Pointe is put in prison, where he witnesses an execution of a political radical by the hands of the French officials. This event leads La Pointe to join the FLN, where he achieves the status of a guerilla leader of armed insurgence against French colonial forces. Pontecorvo then magnifies the intensity of the war between the French soldiers and FLN by confronting the audience with a series of historically accurate crises in armed insurgency, focusing on urban warfare targeting "numerous...police and military stations."^{viii}

Here, the film shifts its narrative to focus on the French side of the equation. The camera pans French paratroopers of an airborne division led by a lieutenant colonel, who institutes martial law in 1957. This measure liberates him and his French forces to organize an operation against the Algerian civilians, who have been seen as "threatening law and order."^{ix} Pontecorvo's film continues with the anti-colonial narrative, as the FLN organizes mass strikes, thereby giving the French an opportunity to justify extending even deeper their military intervention. The situation escalates rapidly as French forces resort to torture during interrogation.

Another eminent FLN leader, Jaffar, is then shown taken into custody, as is his compatriot, Ali La Pointe. French forces then assassinate two other FLN leaders, using military weapons to subsequently dismantle the FLN insurgent network in Algiers. Despite these somewhat cruel measures to weed out the FLN from the colonial city, the French army fails to eradicate the FLN's urban network and its popular base committed to seeking independence from French colonial rule. In December 1960, unified Algerians are then portrayed taking to the streets, protesting French colonial occupation, and demanding to be free. It is here that the film shifts its narrative once again to depict mass violence in the streets of colonial Algiers, with the French occupying forces turning immeasurably brutal – and ultimately ineffective in containing insurgency in the capital.

Pontecorvo makes it clear through the film that Algerians were not "raw killers but genuine nationalists [who resorted to violence because] [...] all other approaches ha[d] failed."^x The historical war film culminates with Algeria gaining recognition by the United Nations as an independent country free from French occupation, making the FLN's and the Algerian people's efforts worth fighting for in the end. The French had taken the situation in Algeria lightly, especially the initial stages of the insurgency, but in the end their high-level confidence blinded them to effectively assess the strength of their power to combat insurgency, and that miscalculation led to their loss of Algeria as an overseas colony.

Put differently, Pontecorvo is not lacking in authenticity, as French critics have claimed. On the contrary, the film's graphic realism lends authenticity to the historical events at play here and allows Pontecorvo to portray a slice of historically accurate events, events that help the general audience to appreciate the depth of violence and bloodshed that laced the Algerian revolution. In doing so, the film effectively amplifies the anatomy of Algerian insurgency in the late 1950s and early 1960s, while stressing the struggle as a process that

the FLN led to free Algeria from French colonial rule. In this regard, Pontecorvo's past experiences with "violent struggle[s]," aided by his religious background, served him well in depicting the thematic undercurrents in this work revolving around political violence as a strategy for insurgent liberation.^{xi}

ⁱ Nick Vivarelli, "Obituary," *Variety*, October 23, 2006, accessed October 1, 2020, <https://search-ebSCOhost-com.falcon.lib.csu.edu/login.aspx?direct=true&db=bft&AN=510660953&site=ehost-live>.

ⁱⁱ Tom Behan, "Gillo Pontecorvo: Partisan Film-Maker," *Film International* 6, 1 (January 2008): 23-24, accessed October 1, 2020, <https://web-a-ebSCOhost-com.falcon.lib.csu.edu/ehost/pdfviewer/pdfviewer?vid1&sid=b90fdd8b-7142-4df5-9186-009e82afddb7%40sessionmgr4006>.

ⁱⁱⁱ Vivarelli, "Obituary," 49.

^{iv} Behan, "Gillo Pontecorvo," 26.

^v D. Brian Mann, "The Battle of Algiers (la Bataille d'Alger)," *The French Review* 79, no. 1 (October 2005): 181, Accessed October 1, 2020, <https://www.jstor.org/stable/25480162>.

^{vi} Mark Parker, "The Battle of Algiers (La battaglia di Algeri)," *Film Quarterly* 60, no. 4 (Summer 2007): 62, Accessed October 1, 2020, <https://www.jstor.org/stable/10.1525/fq.2007.60.4.62>.

^{vii} As paraphrased by Catherine Sawers, "The Women of Bataille d'Alger: Hearts and Minds and Bombs," *Journal of Middle East Women's Studies* 10, no. 2 (Spring 2014): 82, Accessed October 1, 2020, <https://jstor.org/stable/10.2979/jmiddeastwomstud.10.2.80>. and originally stated by Patricia Caillé 2007 in "The Illegitimate Legitimacy of The Battle of Algiers in French Film Culture"

^{viii} Sawers, "Bataille d'Alger," 88.

^{ix} Samia Henni, "On the Spaces of Guerre Moderne: The French Army in Northern Algeria (1954-1962)," *Footprint: Delft Architecture Theory Journal* 10, no. 2 (February 2017): 38, Accessed October 1, 2020, <https://journals.open.tudelft.nl/footprint/article/view/1157/1709>.

^x Michael Wilmington, "Refreshed 'Battle of Algiers' still magic, tragic," *Chicago Tribune*, January 9, 2004, Accessed October 1, 2020, <https://falcon.lib.csu.edu/login?url=https://www.proquest.com/docview/419928936?accountid=10345>.

^{xi} O'Leary and Srivastava, "Cinema of Gillo Pontecorvo," 250.

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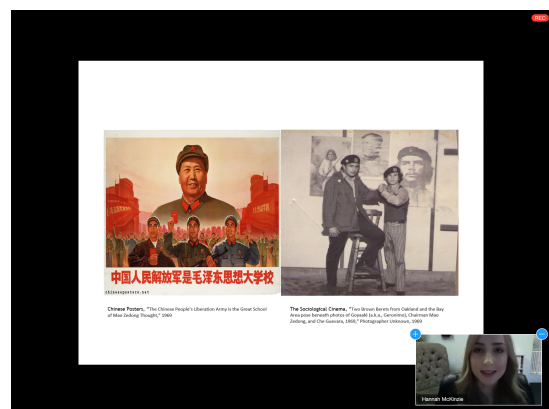
STUDENT NEWS

Congratulations to the following students on their recent achievements!

Jovanni Garcia passed her comprehensive exams for the M.A. degree.

M.A. Student **Tristan Wieser** won a \$5,000 scholarship from the Hispanic Scholarship fund.

On December 4, M.A. student **Hannah McKinzie** was awarded first prize at CSUB's 2nd annual Grad Slam 3-Minute Thesis Competition! Bringing together CSUB graduate students currently engaged in focused research projects, the Grad Slam competition gives participants a mere 3 minutes to concisely present their research to a non-specialist audience. Competing against fellow graduate students from departments including Biology, Geology, Nursing, and Education, Hannah's award-winning presentation profiled her research into how Chicano/a activists in the 1960s-70s drew inspiration from the ideas and writings of Chinese Communist leader Mao Zedong. This novel research project emerged from two different courses Hannah was completing this fall semester, Dr. Alicia Rodriguez's "Reading Seminar in United States Since 1860" and Dr. Chris Tang's "The Cold War in Asia." Dr. Tang served as faculty advisor for Hannah's Grad Slam presentation. Congratulations, Hannah, on this outstanding accomplishment!



M.A. student **Hannah McKinzie** delivers her award-winning presentation, "Maoism and the Chicano Movement," at CSUB's 2nd Grad Slam 3-Minute Thesis Competition."

Josh Rocha (MA '11) has completed his PhD at UC Santa Barbara in Modern European history. The title of his dissertation is "*Military Spectacle in Interwar Britain: Militarism, Propaganda, and the Shadows of World War.*" He is currently teaching some at Bakersfield College, and he and his wife are expecting the birth of their first child in November.

FACULTY NEWS

Students in **Kate Mulry's** course, *Science, Medicine & Empire in the Atlantic World*, have just completed the recording of Season 3 of the class podcast of the same name. Each student was tasked with developing an individual 10-minute episode to contribute to the class podcast. Students recorded and submitted their episodes during the first week of December. The aim of this assignment was to encourage students to think about how to translate their research paper projects for an audience beyond the classroom. The assignment was designed to motivate students to present their research in an engaging way and to emphasize skills in storytelling. Some students elected to highlight a special primary source they encountered in their research, for instance. Students have submitted podcasts on a range of topics. They have researched the yellow fever epidemic that swept through Philadelphia in 1793, the introduction of new commodities like coffee into early modern English diets, and efforts by the British Royal Navy to cure scurvy. Another student investigated early American abolitionists' calls to cultivate and produce sugar from maple trees in order to avoid purchasing sugar produced by the labor of the enslaved. Professor Mulry will edit and upload their episodes in the coming months. In the meantime, you can listen to previous seasons on Apple Podcast: <https://podcasts.apple.com/us/podcast/the-science-medicine-empire-podcast/id1360997325>

Cliona Murphy's article "The Trial at Tralee: the Reverend Charles Gayer and *The Kerry Examiner*, proselytism or persecution?" was published in August in *Kerry: History and Society*, Geography Publications, 2020, chapter 19. The article is about a controversial trial which took place in Ireland just before the Irish Potato Famine in 1845.

Miriam Raub Vivian will be on sabbatical in spring 2021—her first such break since 2009. (Stepping in as interim chair during spring semester will be Prof. Douglas Dodd.) During her sabbatical, which she hopes may see the waning of the COVID-19 virus, Prof. Vivian plans to tackle the book project on St. Daniel the Stylite that she has been working around the edges of for many years. Her goal is to write a substantial historical analysis of this ascetic holy man of Late Antiquity to accompany a new translation (by her husband, Tim Vivian) of the *Life* of this "pillar saint," who in the 5th century attracted throngs of visitors, numerous disciples, and the attention of emperors. In particular, she plans to focus special attention on how the life of this monk provides a useful window into many of the major features and sensibilities of the age as well as the impact of such individuals on the changing landscape of the Roman world.

Sean A. Wempe was invited to join a European Union initiative, *Historiana*, as an editor and content contributor. *Historiana* is an online educational effort to develop free History course content for secondary school teachers in the European Union and beyond. They are seeking to expand the platform globally, and Dr. Wempe is joining the team to add primary source content, lesson plans, and historiographic essays that educators can use in their classroom. He is editing and developing units and lesson plans on the history and controversy of monuments to imperialists and slave-holders, the history of pandemics, the history of the Weimar Republic, the history of the League of Nations Mandates System, and the history of decolonization. His first educational source collection and narrative for the project should be available for viewing sometime in Spring 2021 and is entitled "Enshrining Racism: Historical Monuments to Slaveholders and Colonial Oppression and Reactions to Them."

On Friday, October 30, the Historical Research Group met to discuss Dr. Gitika Commuri's work-in-progress, "Memorialization of Historic Wrongs as Persuasion: Israel and the United States in the Shadow of the Holocaust." The members present at the Zoom session discussed Dr. Commuri's research, which examines the political uses of the memory and memorialization of the traumas of the Holocaust, with great interest. Dr. Commuri, as Associate Professor in Political Science, has been a regular contributor to the HRG since its founding season. The HRG will continue to meet and support one another's research in the spring term, even though we cannot meet in person.

From the Chair cont. from pg. 1

will continue next semester, so stay tuned for emails about them. Students may also find information here about how to apply to join Phi Alpha Theta, the national history honor society, for which our chapter has a new slate of officers. And any students wanting support for writing and research will see advertised here several course options available (usually for 1 unit); these are generally offered every semester. Our program's spring course schedule is also included for convenience.

In other news, as of October 1, CSUB is officially celebrating its **50th anniversary!** I am on the planning committee, and there are many activities and commemorations scheduled for this year. One of these is the (now virtual) HRC exhibition on CSUB's history, mentioned in our newsletter. Given the pandemic, which has altered life for all of us—in ways both big and small—the HRC is also soliciting materials and reflections for its **COVID-19 Archive**. Information in this newsletter lays out how all of us can contribute to this important archive.

Another important reminder: the department offers HIST 2000, HIST 3008, and HIST 4908—our three-course sequence of required courses, to be taken in this order—each and every semester. HIST 3860: History Practicum is likewise taught regularly, 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 graduating at the end of the semester for which they seek to enroll.

As I will be on sabbatical next semester, please contact **Prof. Douglas Dodd**, Interim Chair, if you have questions about our program in the coming months: ddodd@csub.edu. I wish everyone a rejuvenating winter break and trust we will continue to take the safety measures required to make our return to campus next fall a reality.

HISTORY CLUB; HISTORY MOVIE NIGHT SERIES

With all campus activities shifted online for the 2020-21 academic year, the department's History Club initiated the History Movie Night Series! And so began a regular gathering of History majors and faculty to meet and discuss together a historical film we had all watched in advance. On October 21, our first Movie Night event, participants gathered to discuss *The Red Violin*, a 1998 film chronicling the travels of a coveted 17th-century Italian violin as it moves through time and space, from an 18th-century Austrian monastery through China's Cultural Revolution in the 1960s-70s. On November 19, the History Movie Night Series continued with the 2001 film *Enemy at the Gates*, a star-studded portrait of two rival Soviet and German snipers during the Battle of Stalingrad on the eastern front of World War II. Stay tuned for forthcoming dates as the History Movie Night Series continues through the spring 2021 semester! Any questions or comments can be directed to Dr. Chris Tang (ctang3@csub.edu).



CSUB CELEBRATES 50 YEARS!

The university officially launched its 50th-anniversary celebration on October 1, 2020 (the first day of classes in 1970), with an online event. This included a welcome by our campus president, Lynette Zelezny, music (including a rendition of Happy Birthday, sung by Bakersfield native and artist Gregory Porter), an aerial video of campus, numerous video greetings—from alumni, Chancellor Tim White, labor activist Dolore Huerta, and many others—and a special interview with entrepreneur and Virgin Group founder Sir Richard Branson.

As part of the celebration, the Historical Research Center, directed by archivist Chris Livingston, has an online exhibit about CSUB's history. *CSUB at 50* will be accessible through spring semester. The virtual exhibit can be accessed here: <https://www.csub.edu/~clivingston/web/3dTours/50th/>.

According to Mr. Livingston, "in 1965, the California State Senate approved a proposal to build a higher education campus in Kern County. After much planning, a location for the campus was made possible with a land donation from the Kern County Land Company. The donation was finalized in 1968. When CSU, Bakersfield, first opened, it was known as California State College, Bakersfield. Construction began in 1969, and the campus opened in October of 1970." And, as they say, the rest is history.

COFFEE AND CONVERSATION

Professors Kate Mulry and Chris Tang co-hosted the first Coffee and Conversation meeting of the academic year on Wednesday, October 28, from 10:30 to 11:30am. A dozen students attended the lively Zoom session to meet fellow majors in the department, to chat about the challenges of the semester, and to plan additional events for the spring semester. The meeting was a great success, and many students exchanged contact information to keep the conversation going after the end of the session. For any students interested in participating in future Coffee and Conversation events, stay tuned! There will be two more meetings in the spring semester, dates and times to be decided. Please reach out to Kate Mulry with any questions at kmulry@csub.edu.

Kiran cont. from pg. 1

including James Meredith—the first African American to enroll in the school—as well as a number of sheriffs who coalesced from around the state to prevent Meredith from entering the university. For me, one of the most fascinating aspects of the book was Hendrickson's conversations with the children—now in adulthood by the time of the book's publication—of some of these sheriffs, as he examined how they made sense of their parents' role in this history and their own relationship to this past. These were questions of political inheritance, questions with which we are all confronted at particular moments in our lives. How do we make sense of our familial legacies—the good and the bad? What do we choose to acknowledge, celebrate, reject, or forget? They are inquiries without simple answers, to be sure. Upon finishing Hendrickson's text, however, I was left with the urgent feeling that, particularly for historians, it is our responsibility to become aware of the histories we are born into.

Upon graduating college and living abroad for a couple years, I returned to Hendrickson's text, and by then, a few others. I wanted to know more about how we can understand the past by talking with people who lived through it. I wanted to better understand oral history as a methodology for building historical narratives—both its power and its limitations. Underlying my curiosity too were questions about the role of historical memory, that is, how the ways we remember our pasts relate to larger, national narratives. How does the present influence our telling and understanding of things that happened years ago? What gets transmitted, how, and the trickier—never fully known—question of why? In graduate school I chose to study a relatively recent era, the Black Power Movement, and have had the privilege of collaborating with a number of former members of the Black Panther Party and their children to try to better understand this same question of political inheritance. In the case of the daughters and sons of Party members, the archives are nearly devoid of their voices. As such, interviews have been a crucial source in my work. In my teaching too, I have found the methodology useful for getting students excited about the near past, and as an avenue for them to better understand how their own lives relate to the course content. I often tell my students that people are walking repositories of information. And in many cases when the archives are silent, we may do well to turn our attention to the very people who helped create the past, even if our inquiries are met only with memories.

**GENERAL STUDIES 1170
SPRING 2021
PRIMARY SOURCE RESEARCH**

*"Learn how to locate primary sources and how to access archives."
-Chris Livingston*

**Fully Online
Canvas**

This course will introduce students to the primary source resources available in archives and on the Internet for research purposes. Archivist Chris Livingston emphasizes identification, retrieval and evaluation of information for general and specific topics.

Walter W. Stiern Library
California State University, Bakersfield
library.csub.edu 661-654-3172

**2020-2021 CLASS SCHEDULE
SPRING 2021**

| | | | | |
|---------------|--|-------------------|-----|---------------|
| Hist 1218(80) | Survey of US History to 1877 - jumbo | Andreotti, Jenny | MWF | 8-8:50am |
| Hist 1218(81) | Survey of US History to 1877 - jumbo | Plata, Julie | TR | 8:30-9:45am |
| Hist 1218(82) | Survey of US History to 1877 | Vosper, Andrea | MWF | 9-9:50am |
| Hist 1218(83) | Survey of US History to 1877 - jumbo | Mulry, Kate | MW | 2:30-3:45pm |
| Hist 1218(84) | Survey of US History to 1877 | Plata, Julie | TR | 10-11:15am |
| Hist 1218(85) | Survey of US History to 1877 | Kartinen, Kim | TR | 5:30-6:45pm |
| Hist 1228(80) | Survey of US History since 1865 | Freeland, Katy | MWF | 8-8:50am |
| Hist 1228(81) | Survey of US History since 1865 | Andreotti, Jenny | MWF | 10-11:15am |
| Hist 1228(82) | Survey of US History since 1865 | Andreotti, Jenny | MWF | 11-11:50am |
| Hist 1228(83) | Survey of US History since 1865 - jumbo | Garcha, Kiran | TR | 10-11:15 |
| Hist 1228(84) | Survey of US History since 1865 - jumbo | Andreotti, Jenny | TR | 1-2:15pm |
| Hist 1228(85) | Survey of US History since 1865 | Plata, Julie | TR | 2:30-3:45pm |
| Hist 1418(60) | World History, Pre-history to 1500 | Allen, Steve | MW | 2:30-3:45pm |
| Hist 1418(61) | World History, Pre-history to 1500 | Vosper, Andrea | MWF | 11-11:50am |
| Hist 1418(70) | World History, Pre-history to 1500- jumbo | Dhada, Mustafah | | Online |
| Hist 1428(60) | World History, since 1500- jumbo | Tang, Chris | MW | 1-2:15pm |
| Hist 1428(61) | World History, since 1500 | Vosper, Andrea | TR | 11:30-12:45pm |
| Hist 2000(60) | Historians Craft | Tang, Chris | TR | 2:30-3:45pm |
| Hist 2100(60) | Introduction to California History | Freeland, Katy | MWF | 10-10:50am |
| Hist 2100(61) | Introduction to California History | Freeland, Katy | TR | 10-11:15am |
| Hist 2208 | God, Sex, and Revolution: The Joy of History | Wempe, Sean | TR | 1-2:15pm |
| Hist 3008 | Historical Writing | Murphy, Cliona | TR | 2:30-3:45pm |
| Hist 3150 | Twentieth Century America | Garcha, Kiran | TR | 11:30-12:45pm |
| Hist 3240 | California History | Dodd, Douglas | TR | 10-11:15am |
| Hist 3258 | The American Environment +honors | Dodd, Douglas | TR | 1-2:15pm |
| Hist 3270 | Sports History in the Americas | Allen, Steve | MW | 1-2:15pm |
| Hist 3410 | The Rise of Islamic Civilization, 570-1258CE | Dhada, Mustafah | TR | 2:30-3:45pm |
| Hist 3470 | Modern Japan | Tang, Chris | MW | 2:30-3:45pm |
| Hist 3570 | Europe Since 1914 | Wempe, Sean | TR | 4-5:15pm |
| Hist 3860 | History Practicum | Mulry, Kate | MW | 4-5:15pm |
| Hist 4030 | Archives and Special Collections | Livingston, Chris | TR | 11:30-12:45pm |
| Hist 4248 | Film and Identity in History (Ireland) | Murphy, Cliona | T | 5:30-8:00pm |
| Hist 4528 | Plagues and Public Health | Wempe, Sean | TR | 10-11:15am |
| Hist 4800 | Independent Research | TBA | | |
| Hist 4908 | Senior Seminar | Dhada, Mustafah | TR | 4-5:15pm |
| Hist 4990 | Individual Research | TBA | | |
| Hist 5030 | Historical Research Methods and Historiography | Allen, Steve | M | 5:30-8:00pm |
| Hist 5110 | Reading Sem in United States History to 1865 | Mulry, Kate | W | 5:30-8:00pm |
| Hist 6970 | Master's Thesis | TBA | | |
| Hist 6980 | Comprehensive MA Exam | TBA | | |
| Hist 6990 | Individual Study | TBA | | |
| Inst 3900 | Educator as Social Scientist | Pinheiro, Frank | MW | 4:00-5:15pm |

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