



# History Newsletter



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**Editor: Douglas Dodd - Production Editor: Charlotte Ziegler**– For current information, visit our website at [www.csub.edu/history/](http://www.csub.edu/history/); for history program forms, schedules, and information, see the rack outside the History Department Office.

## FROM THE CHAIR by Douglas Dodd



We've just wrapped up another academic year, with 36 undergraduates and 6 graduate students completing their degrees this spring, for a total of 56 Bachelor's degrees and 8 Master's degrees conferred in 2023-24. Congratulations!

With the COVID-19 pandemic receding behind us, we settled back into more normal patterns this past year. Although those patterns are similar to those before the pandemic, some changes have remained. Widespread use of AdobeSign has made getting signatures on important forms much easier. CSUB has more online course offerings than in the past.

See From the Chair p. 20

## OUTSTANDING GRADUATING SENIOR- GABE MOORE



In addition to consistently excellent performance in 15 History Department courses, **Gabriel Moore** has been working for over a year on a project on Chinese history in Kern County, the topic of no other academic studies to date. Drawing on

archives across Kern and California, his research has produced numerous original findings about the social and architectural history of Bakersfield's Chinatowns, Chinese roles in local agriculture, and forgotten instances of anti-Chinese violence and discrimination.

See Moore p. 20

## JAMES H. GEORGE SCHOLARSHIP AWARD- NALANI DELA CRUZ



**Nalani De La Cruz** has distinguished herself at CSUB with her excellent academic performance and active class participation. With a 3.8 GPA, she has excelled in a wide array of courses touching on Europe, California, and Sports History. Her in-class contributions

merit praise for her ability to draw upon analytical frameworks from other academic disciplines and doing so in a thoughtful and nuanced manner, and they add to the quality of the classroom conversations and the overall learning environment. See Dela Cruz p. 20

## MARSHALL AND ETTA MASTERS GRADUATE SCHOLARSHIP AWARD – EMMA BARNES

During her time in the MA program, **Emma Barnes** has written several impressive research papers, including a fascinating – and troubling – account of mental health care in the United States in nineteenth century. She shared this research at the Phi Alpha Theta Regional Conference at California Lutheran University. Last year Barnes was awarded the Arts & Humanities Research Grant in both the fall and spring semesters to travel to the Huntington Library to locate and analyze rare early modern books on midwifery and pharmacopeia.

## OUTSTANDING GRADUATE– KAREN FUENTES

Since entering the M.A. program in history, **Karen Fuentes** has excelled. In classes and seminars, Professor Vivian



writes that Karen's "keen insights not only elevate the level of discussion, but her hard work, engagement with the topic, and obvious passion for history help imbue the class with a palpable joy." She has presented her scholarship in a paper, "The Revolution Within a Revolution': Women

and Women's Rights in the Publications of the Young Lords Party," at the 2023 CSUB Gender Matters Symposium.

See Fuentes on p.

## CLIO AWARD – Kayla Kiefer



From her early classes as a newly minted History major to her final semester as a graduating senior,

**Kayla Kiefer** has demonstrated a genuine knack for the discipline of history. She is not afraid to ask the hard-hitting research questions and has developed a critical eye for finding the lacuna in existing scholarship, particularly when it comes to the American West.

See Kiefer p. 20

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## Dr. Robert Frakes: Now Dean Emeritus and Soon History Professor

By Miriam Raub Vivian



In a campus awards ceremony on May 1, Dr. Robert Frakes received the award of Dean Emeritus, a status that recognizes his contributions to the School of Arts and Humanities as its Dean. Over his 6 ½ years in this position, a period that aligned almost exactly with my most recent 6 years as department chair, I was able to work closely with Bob and was aware of some

of his important work in advancing the mission of our School.

For one, as Dean of Arts and Humanities, he oversaw some 275 faculty, an annual budget of roughly 9 million dollars, and 10 School programs constituted in 7 departments. During the COVID pandemic, he worked exceptionally hard to shepherd our school through this uncharted territory by sustaining course offerings, coordinating the use of new technologies, and providing support for various teaching modalities.

Especially noteworthy has been Bob's strong commitment to support our School's students. Among the many ways he did so as Dean was by establishing a fund to award research grants to undergraduate and graduate students in the School, with 2 cycles annually; this continues and has provided not only valuable support for our student researchers but has noticeably improved the representation of A&H students in CSUB's Student Research Competition, as well as the system-wide CSU event. As these research grants require faculty sponsorship, they have also increased collaboration between School faculty and student researchers. One of the most important contributions he made as Dean of A&H was by playing a central role in the renovation of the old Performing Arts Building into the wonderful new Media Arts Center, which is now creating new opportunities for hands-on experiences for Art and Communications students.

He helped strengthen our faculty ranks as well, overseeing and supporting program faculty in their hiring of 27 tenure-track faculty members, which further diversified School faculty, and he supported the successful tenure and promotion of 23 faculty. Bob's own intellectual interests and scholarly dedication influenced his tenure as Dean as well. For example, he co-created the "Humanities Lab," providing a venue for School faculty to share their research with colleagues and students in and outside of Arts and Humanities; our own Prof. Kate Mulry was in fact invited to be the first speaker in this series.

[See Emeritus on p. 4](#)

## History Department Spring Field Trip

by Douglas Dodd



The History Department field trip committee (Professors Dodd, Mulry, and Vivian) organized the spring field trip to focus on history in the Transverse Ranges, south of Bakersfield with planned stops at Fort Tejon State Historic Park and the Vista del Lago State Water Project Visitor Center at Pyramid Lake. Both attractions are located along Interstate 5 between Bakersfield and Los Angeles. Thanks to Lori Wear, State Park Interpreter III for the Great Basin District (also a PHI committee member), we received the deluxe ranger-led, hands-on tour of Fort Tejon. Since the tour was longer and more extensive than we had originally planned, we stayed at the park the entire time and decided to save Vista del Lago for a future field trip.



Travelers today can zip along Interstate 5 through the Transverse Ranges in less than an hour, easily traversing these east-west trending mountains that long formed a formidable physical barrier dividing northern and southern California. Historically, the barrier was challenging but permeable—there have always been paths through the ranges: native trade routes, fur trapper trails, the Spanish-era *El Camino Viejo*, and the Stockton-Los Angeles Road that carried freight and the Overland Mail stagecoaches between St. Louis and San Francisco. In 1915, the state completed the "Ridge Route," California's first highway connecting the San Joaquin Valley with southern California, allowing people in their Model T Fords to cross the mountains in a single day.

Along this historic travel corridor, at the head of Grapevine Canyon (originally named *La Cañada de las Uvas* by Spanish officer Pedro Fages in 1772), stands Fort Tejon. The U.S. Army's First Regiment of Dragoons established the post in 1854 to guard the nearby Tejon (later Sebastian) Indian Reservation.

[See Field Trip on p. 2](#)

## HISTORY FORUM

by Kiran Garcha



In a significant milestone for CSUB's History Forum, April 26, 2024, marked not only the final programmatic event of the 2023-2024 academic year, but also the 25<sup>th</sup> year of the History Department's annual speaker series! And what a powerful way to honor the department's decades-long tradition! Assistant Professor of History, and fellow CSU faculty member, Dr. Maria L. Quintana, provided a captivating presentation of her recently published monograph, titled *Contracting Freedom:*

*Race, Empire, and U.S. Guestworker Programs* (University of Pennsylvania Press, 2022) to a diverse audience of students, staff, faculty, and community members. Through a nuanced transnational framework and meticulous engagement with primary sources, most notably guest worker labor contracts, the study illuminates the myriad parallels between various labor agreements the U.S. federal government organized with Mexico and the Caribbean from the World War Two era through the mid- 1960s. Rooted in New Deal ideas of racial liberalism, these programs, according to Dr. Quintana, legitimized migrant work by positing the labor contract itself as the quintessential manifestation of free labor, whose bearer would be protected by the state. Ironically, the same labor activists and lawmakers who believed early on that projects like the Bracero Program would protect the welfare of migrants by honoring worker consent and wellbeing, became entangled in these bilateral initiatives that ultimately reinforced U.S. domination and imperial efforts beyond and even within its national borders. *Contracting Freedom* is the first historical study that examines the Bracero Program, Japanese American Incarceration, and government farm labor programs in the Caribbean in relational terms, as parallel, racialized mechanisms of U.S. empire in the WWII and postwar eras.

If the presentation's subsequent Q&A session was any indication, attendees were notably captivated by Dr. Quintana's talk. Housed at the beautiful Dezember Reading Room in the Walter Stiern Library, the nearly 40 attendees wasted no time in presenting their questions, which ranged in scope from those concerned with the roles of labor leaders such as Ernesto Galarza to more theoretical queries about what labor might look like outside the framework of a nation state. Faculty from multiple departments engaged the speaker, including those from Sociology, Political Science, and, of course, History.

See Forum on p. 20

## NEWS FROM THE HISTORICAL RESEARCH CENTER (HRC)

by Chris Livingston, Director and University Archivist

### Basque Arborglyph Exhibit Coming in the Fall

History students have been busy working on the next exhibit: "The Lonesome Trail," an exhibit that documents the life of the Basque sheep herder out on the trail. The exhibit will feature 3-D interactive images of Arborglyphs (tree carvings) carved by Basque sheepherders on Aspen trees. This project is being led by Monique Dhaliwal and Gabriel Moore and also includes Makayla Crawford and Samuel Toro.

Redlining and housing discrimination research is ongoing in the HRC. The current exhibit, "America's Newest Cities," will be moved to the computer area on the second floor of the Stiern Library to make room for the Arborglyphs exhibit but will return in Fall 2025 with more coverage on social justice issues. If you would like to be a part of this research or are interested in learning more about exhibit curation or archival practices (you can also enroll in HIST 4030 this fall!), please contact Chris Livingston at [clivingston@csub.edu](mailto:clivingston@csub.edu)

### M.A. PROGRAM

In the Spring of 2024, Julian Alias, Karen Fuentes, Rodolfo González Lomelí, Jennifer Mullich, and Benjamin Zermeno all passed their comprehensive exams to earn their M.A. degrees. Alongside Zachery Powell they participated in the Spring 2024 Graduate commencement.

In the 2023-2024 academic year, a total of eight M.A. students walked in graduation ceremonies. During the year, enrollments have been strong, with 15 students entering the program, fully or conditionally, in the 2023-24 academic year and 8 new students already enrolled for Fall 2024. It's an exciting time for the program, with high enrollments, fascinating research projects, and a cooperative and supportive atmosphere.

Deadline for Spring 2025 admission is November 1, 2024. Please contact Professor Stephen Allen at [sallen13@csub.edu](mailto:sallen13@csub.edu) with any questions about applying to the program.



## HISTORY CAREER PANEL

By Kate Mulry



On April 4 the CSUB History Department hosted its second career panel and featured CSUB alumni who are working in a range of professions. Student attendees praised the panelists' discussions as "enlightening" and were inspired by the opportunity to hear about diverse career paths. As one anonymous student respondent commented, the panel "helped give me some insight"

about the "different career paths one can take with a history degree." The impressive group of alumni speakers included Gillian Goco, a J.D. candidate at the University of the Pacific, McGeorge School of Law; Catalina Lemus Carrera, a policy analyst at the California Workforce Development Board under the Policy, Research and Legislation Branch, and Board Member for the California Breastfeeding Coalition; Paula Reynal, a program manager and research associate for the Defending Democratic Institutions Project at the Center for Strategic and International Studies; and Kerry Webb, a Senior Acquisitions Editor at the University of Texas Press. As another student attendee commented: "I found great value in the panel, and I was very thankful to hear from all the speakers."

Professors John Chen and Kate Mulry asked the panelists several questions about their current jobs. In response, panelists discussed a range of topics, including what a typical day might look like and how the skills they learned as history students continued to help them in their current careers. The panelists also shared with students the importance of finding good mentors and offered advice to those in attendance who may wish to enter their respective fields. The CSUB History Department is grateful to these inspiring women for offering such informative and encouraging advice to current students. After the event concluded, students relied unanimously to an anonymous questionnaire that they would recommend the event to friends. Please be on the lookout for upcoming career panels in the 2024-25 academic year and plan to attend!

## HISTORY CLUB

On May 9, the History Club hosted its inaugural history movie night, featuring a screening of *Mulan* (1996) followed by an insightful discussion led by Dr. John Chen, historian of China, East Asia, and World History. Attendees delved into the cultural interpretations, artistic liberties, and historical inaccuracies presented in the film, gaining a fresh perspective of appreciation of the film. The History Club is excited to announce plans for another movie night in Fall 2024.

## COMING IN FALL 2024: THE VIVIANPRIZE

By Miriam Raub Vivian

With the History Department's approval, **Prof. Miriam Raub Vivian** will launch the Vivian Prize beginning in fall 2024. As a complement to the J.R. Wonderly Memorial Award(s), which is determined each spring semester, the Vivian Prize will offer students a second annual opportunity to be recognized for excellence in research with cash awards. This will double student award opportunities; enable faculty to submit student research papers for consideration in two separate cycles (fall and spring), drawing from papers written in the previous spring semester; and create a larger pool of students for potential participation in the annual Phi Alpha Theta Regional Student Paper Conference. This prize will have its own committee of department faculty judges and will be overseen by the department Chair.

## HISTORY RESEARCH GROUP

During The History Department's Historical Research Group (HRG) continued to meet for weekly writing sessions on Wednesday mornings. Each of the writers took turns providing treats for the group, which added a welcome sugary rush to the proceedings. During the final week of the semester, participants celebrated the end of a successful year of weekly "write-on-site" sessions and discussed the possibility of resuming the sessions in the fall. Meanwhile, the HRG also met on May 3 to discuss Professor Mustafah Dhada's article-in-progress, "Where Would Belgium Be Today Without the Congo?" There was a lively discussion of the text. The group looks forward to seeing it in print. The HRG looks forward to nurturing members' research and encouraging their productivity during the 2024-25 academic year.

### Emeritus cont. from p. 2

This is all to say that we in the History Department are fortunate to have Dr. Frakes, an historian of the ancient Mediterranean, "retreat" to our department beginning this fall. He will be teaching half time as part of the Faculty Early Retirement Program (FERP) and is slated for a range of courses this coming academic year: Greece (3640) and Europe since 1914 (3570) in fall; and the European Reformations (3530) and A History of War (4540) in spring.

## FACULTY NEWS

**Dr. Moisés Acuña-Gurrola (Dr. Mo)** recently earned the award for Outstanding Advisor at the Student Leadership Awards for his role in and service in the CSUB Skateboarding, Paintball, and History Clubs. The Skateboarding Club, which earned the award for the Most Promising New Student Organization, was recently featured in the CSUB Campus News and Student Life on May 8<sup>th</sup>, 2024. The article, “Building A Community through Skateboarding,” includes interviews from members and Dr. Mo. You can read the article here: [Skateboarding Community](#)

**Dr. Mo’s** proposed course, “Bars and Stripes: The History of American Incarceration, 1776-Present,” has been approved and will be offered in the 2025-2026 academic year. Students who are interested in taking a version of the course sooner than that can register for HIST 4770-001: Special Topics, which Dr. Mo will teach in the Fall of 2024.

**Dr. Mo** presented a talk at “Advancing Latino Civil Rights through Community Collaboration in California and Texas,” hosted by the Public History Institute on April 5 with Oliver Rosales. His talk, “A School Board Revolution,” focused on the interracial struggle in Corpus Christi, TX, to integrate a local school district following the *Brown v. Board of Education* decision. You can view the talk here: [Civil Rights](#)

**Prof. Stephen Allen** has written a chapter entitled “Remembering a Boxer, Interpreting a Revolution: The Narratives of the Monument to Alexis Argüello in Managua” in the edited volume *The Statues and Legacies of Combat Athletes in the Americas* that is scheduled to be published June 15, 2024, with Lexington Books.

**Prof. John Chen’s** article “Two Chinas, Two Chinese Islams? The KMT-CCP Conflict and Chinese Muslim Discourses of Race and Ethnicity, 1930s-1950s” was published in the journal *Comparative Studies of Africa, Asia, and the Middle East* (CSSAAME). The article first traces how a network of influential Chinese Muslims fractured as a result of the Chinese Civil War (1945-49) and early Cold War. It then examines the impact of that fragmentation on discourses of Chinese Muslim identity and Asian connections, as well as how multiple colonial and nationalist definitions of race survived in those discourses in Mainland China and Taiwan.

**Prof. Chen** is currently finalizing two additional projects: a pair of translations of Chinese and Arabic writings by Chinese Muslims who studied in Cairo in the 1930s-50s and a chapter on unrealized plans for an Asian Islamic federation dating to that same period, both to appear in forthcoming edited volumes from Columbia University Press. He plans to return to work on his first book once these are finished.

**Prof. Chen’s** book chapter “Religion and Spirituality,” published in *The Interwar World* (Routledge, 2023), received positive coverage in a review of the volume by the European University Institute’s Interwar Histories Working Group.

In May 2024, **Prof. Chen** spoke on a panel at a retirement conference in honor of Prof. Rashid Khalidi, historian of Palestine and the modern Middle East, alongside several other of Prof. Khalidi’s current and former PhD students.

In March, **Douglas Dodd** led an architectural history walking tour for the Public History Institute. The tour focused on examples in downtown Bakersfield of the Moderne styles: Zigzag Moderne (Art Deco), Streamline Moderne, Classical Moderne, and Late Moderne. These styles flourished from the 1920s until the early 1950s. By the mid-1950s, as Bakersfield rebuilt from the 1952 earthquake, a mid-century modernism influenced more by the International style came to dominate. The tour visited works by significant local architects Charles H. Biggar, Ernest J. Kump, Jr., and Frank Wynkoop.

In May, **Douglas Dodd** participated in a focus group for California State Parks’ Historical Interpretation Evaluation and Updates Project.

**Dr. Kate Mulry** was on the planning committee for the 3rd Annual Sustainability Symposium at CSUB held April 24 – 27. Activities included a keynote speaker series, a sustainability “think tank,” a threatened and endangered species art event, and a tree planting and gardening for butterflies event.

In March, **Professor Kate Luce Mulry** published an article co-authored with Patrick Anthony, Jody Benjamin, Zachary Dorner, and Nicholas B. Miller in the journal *Labor: Studies in Working-Class History*. The article is entitled “Entanglements of Coerced Labor and Colonial Science in the Atlantic World and Beyond,” and examines the intersections of labor history and the history of science in the early modern world. The roundtable discussion is freely available online: <https://read.dukeupress.edu/labor/article/21/1/11/385821/Entanglements-of-Coerced-Labor-and-Colonial>

Having participated this past academic year in the CSUB History Research Group’s weekly Writing Group, **Miriam Raub Vivian** will continue working on her current research project this summer as a participant in CSUB’s Faculty Writing Retreat, whose 26 participants will be writing for nearly 6 hours a day during the week of June 10. Prof. Vivian is working on an article, tentatively titled “St. Daniel the Stylite and Monastic Transformation: The Christianization of the Roman Landscape in Late Antiquity.”

## NEW HISTORY COURSES APPROVED

Several new courses will join the History Department's lineup of offerings beginning in Fall 2024.

### **HIST 4260: Bars and Stripes: The History of Incarceration in the United States, 1776-Present."**

**Acuna-Gurrola**

An exploration of the history of incarceration in the United States from the nation's founding to the present. Students will critically analyze the social, political, cultural, and economic forces that sculpted the American penal system, as well as institutional policy shifts that reflected the nation's changing values. Topics include the genesis of early penitentiaries, the evolution of punitive philosophies, and the significant impact of mass incarceration and the War on Drugs. By examining primary sources, scholarly works, and case studies, students will gain a nuanced understanding of the complex web of factors that contributed to the contemporary state of US incarceration. In the course, students will discuss developments in the field of US prison history, conduct independent research, and refine analytical skills to evaluate the efficacy of various correctional policies and the philosophies that drove them. (Americas/War and Freedom) [Offered Fall 2024 as HIST 4770: Special Topics]

### **HIST 4460: The Indian Ocean in World History**

**Chen**

A survey of the premodern and modern Indian Ocean with a focus on trade, religious networks, colonialism, and anticolonialism, highlighting its significance for a de-regionalized approach to global history. Lecture and discussion. No prerequisites or prior knowledge expected. (Asia/Empires) [Offered Spring 2025]

### **HIST 4480: Propaganda and History**

**Chen**

The course will consider major historical case studies of propaganda as well as theories of propaganda. It will conclude with a historically informed examination of propaganda in the present day. No prerequisites required. (War & Freedom) [Offered Fall 2024]

### **So, HIST 4540: History of War**

**Frakes**

Since the Neolithic Revolution (c. 7,000 BCE), humans have engaged in warfare. Inventions like bronze and the chariot, and then later efficient iron technology, will radically change the nature of ancient warfare and impact the organization of society. As metal technology advanced, so would the tools for warfare. Gunpowder would dramatically change the nature of warfare in the Early Modern period, while improved technology would lead to increasing mechanization of warfare in the Modern period including improved navies, repeating rifles, aircraft, automatic weapons, tanks, and nuclear weapons. (Europe/STEM) [Offered Spring 2025]

## STUDENT NEWS

Congratulations to the following students on their recent achievements!

**Elda Felix Miranda** (History M.A. Program) has been selected to receive a Student Research Scholars (SRS) award for the 2024-2025 academic year. Elda will work with her faculty mentor, Dr. Kate Mulry, on her proposed research project, "Braceros in Kern County: Stories of Exploitation." Congratulations, Elda!

**Rachel Hads** (History M.A. Program) has been awarded an Arts and Humanities Graduate Research Grant by The Council of Department Chairs of the School of Arts and Humanities for her thesis project, "Incarceration, Asylums, and Labor in Colonial Jamaica, 1834-1862." Congratulations, Rachel!

**Gabe Moore's** ongoing research on the political, social, and cultural history of Chinese communities in Kern County was supported this year by an Arts & Humanities Student Research Grant and a President's Associates Student Research Scholars (SRS) grant. It was conducted under the supervision of Prof. John Chen. Gabe's work received numerous recognitions this year, including first place in undergraduate humanities at the AY2023-24 CSUB Student Research Competition (SRC), participation in the CSU-wide final round of the SRC at Cal Poly San Luis Obispo, best undergraduate paper in U.S. History at the Phi Alpha Theta regional conference, the Frederick S. Macomber award given at the President's Associates dinner, the Arts & Humanities Dean's Award for best undergraduate paper, and the Wonderly and Outstanding Graduating Senior awards given by the History Department.

## ALUMNI NEWS

Congratulations to the following alumni on their recent achievements!

### **Emily Kopp ('21)**

"I wanted to give you a brief life update. This past December, I graduated from SJSU with my Master of Library and Information Science degree, with concentrations in academic librarianship and archival studies. Shortly after that, I applied for a new librarian position at CSUB. After months of working through the interview process, they offered me the position, and I will be starting next week as CSUB's Assessment Coordinator Librarian. I'm so thrilled and feel so blessed to get to start my career in academia at my alma mater, surrounded by those who inspired me to pursue this career path. "

[See Alumni News on p. 25.](#)

## PHI ALPHA THETA NEWS

by Miriam Raub Vivian, Psi-Zeta Chapter Advisor

Our chapter had a strong showing at this year's PAT Regional Student Paper Conference, which was held at California Although our chapter had just one student present at this year's Phi Alpha Theta Southern California Regional Student Paper Conference (at the University of La Verne on March 16), he made quite a showing. Undergraduate **Gabe Moore** presented his research on Chinese in Kern County agriculture— "Lost to Local History: The Overlooked Contributions of Chinese Agriculturalists in Kern County, 1857-1920"—and returned to Bakersfield with the top undergraduate prize in U.S. History. Congratulations, Gabe! Prof. John Chen and I were there to support Gabe and chair student panels.

Please keep this annual spring conference in mind if you wrote a research paper **this past spring OR you'll be writing one in fall term**. Especially suitable are papers for Historical Writing or Senior Seminar. The SoCal Regional offers a venue for the presentation of student research papers (maximum 10 pages—you can pare down a longer one), so if you've earned some form of an A on one of these, please consider submitting it. The deadline for submission of papers is usually sometime by early March. I'll post the Call for Papers for the spring 2025 conference early in spring term (if not before), but feel free to contact me for more information about this terrific experience for both undergraduate and graduate students. **My department colleagues and I are making it as easy as possible for our students to present, as WE are hosting the SoCal Regional HERE at CSUB in 2025.**



**Congratulations** to our newest PAT members, some of whom are pictured here:

**David Arnold, Monique Kaur Dhaliwal, Mounique Flores, Jazmine C. Frazier, Kathryn Gontijo-Doucette, Marissa Lynn Hudgins, Robert Hunt, Talika Jackson, Raymond McArthur, Garrett Ohanneson, Cole Parnell, Jillian Rae Rogers, Isaac Jesus Self, Atlas Tillery, Nathan Valdovinos Zarate**

**Congratulations** as well to our annual department awardees:

<b>Gabriel Moore</b>	Outstanding Graduating Senior
<b>Kayla Kiefer</b>	Clio Award
<b>Nalani Dela Cruz</b>	James H. George Scholarship
<b>Karen Fuentes</b>	Outstanding Graduate Student
<b>Emma Barnes</b>	Marshall and Etta Masters Graduate Scholarship

**Karen Fuentes** was further honored as the Outstanding Graduate Student in the School of Arts and Humanities! And **Gabe Moore's** paper on the Chinese in Kern County agriculture earned the Dean's Award for Best Undergraduate Paper AND the Fredrick S. Macomber Research Award for CSUB!

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

[See Phi Alpha Theta on p. 25.](#)



**Phi Alpha Theta cont. from p. 7**

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

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

**First Place:**

**Gabe Moore**

"Lost to Local History: The Overlooked Contributions of Chinese Agriculturalists in Kern County, 1857-1920"

**Second Place:**

**Carlos Balmori Perez**

"The Chinese Bourgeoisie and the Mexican Laborer: Economic Nationalism, Competition, and Violence During the Mexican Revolution in Sonora, Mexico"

**Third Place:**

**Prabhdeep Kaur**

"Movements Across Spatial, Cultural, and Racial Divides: Cameroonian Migrants in Early 20<sup>th</sup>-Century Germany"

If you think you qualify for Phi Alpha Theta, the **national history honor society**, you may fill out an application on our dept. webpage (csu.edu/history) and email it to me ([mvivian@csu.edu](mailto:mvivian@csu.edu)), and I'll check your transcript. You need a minimum 3.1 GPA in four or more **CSUB** history courses. (We count all of them.) If you have only three courses, but earned As in all three, then you may also qualify. Graduate students must have a 3.5 GPA. You may join anytime between now and roughly early April 2025 to be part of the annual spring induction of new members in 2025.

Thanks to the new **board of officers** willing to serve in 2024-25:

President: **Makayla Crawford**  
Vice-President: **Ray McArthur**  
Sec./Treasurer: **Atlas Tillery**  
Historian: **Nathan Zarate**

Thanks to members of our 2023-24 board of officers, whose current terms have ended: **Karen Fuentes**, President; **Rudy Gonzalez Lomeli**, Vice-President; **Kayla Kiefer**, Secretary; **Moriah Conedy**, Treasurer; and **Makayla Crawford**, Historian.



**Phi Alpha Theta Presidential Address**  
**at the History Department's Annual Honors and Awards Reception**  
by President Karen Fuentes

First, I want to start off by saying thank you to everyone who made tonight possible. To our faculty and staff for setting up and for being there for us students and providing us with the knowledge we now have. To Charlotte Ziegler for organizing and doing so much for our department. And to our family and guests for being here and providing your students with love and support. Of course, a big thanks to the students for your incredible accomplishments.

We are here to celebrate you and to look back on the academic year, as we finish strong these last few weeks of the semester.

As I was writing, I reflected on what remarks were shared the last two years by President Emma Barnes and Vice-President Dylan Jones. Their remarks centered on a common experience felt by the students during that year. I believe that our shared theme and experience this year was one of exploration. Throughout the academic year we had two different career panels and opportunities to learn more about our history here in Kern County. We have had the chance to explore how our knowledge and skills as historians can be applied to any career path we may take. We have also had opportunities to learn about some of the interesting local history. We are constantly exploring history beyond the classroom and trying to figure out where we can take what we have learned as history students out into the workforce and the world.

As we finish the semester, and many of us graduate, I know we may feel a bit uncertain about what is ahead of us. Let me reassure you that although the uncertainty is scary, it can also be an amazing part of the journey because it allows us to grow and discover something new and different. So, whether you are graduating and moving into the workforce or you are continuing your education here at CSUB or elsewhere, I want to leave you with a few words of advice.

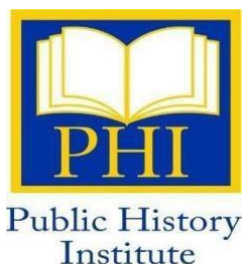
The first is to be persistent and keep moving forward towards your passions and goals. Several weeks ago, I had the privilege to speak in Dr. Vivian's Historian's Craft class, as we dived into the topic of grad school. A student asked the panelists what helps keep us motivated and pushes us when things get hard. I was caught by surprise because I myself was unsure of this answer, but I thought back on what keeps me determined. There are aspects of life that will be challenging and hard, but through determination and hard work you can learn and grow from these obstacles. My response to this question also included the second piece of advice I want to offer, which is to make connections. This goes beyond connecting with each other as a history department but also connecting with other students, faculty, and community members to grow our personal network. We have amazing faculty who continually want to get to know us better and help us find opportunities and to grow. I have made some amazing friends through the History Department but have also had the opportunities to intern for the National Park Service and meet and become friends with other students at CSUB. As you move forward as students or alumni, go to events and meet people and make new friends because they can be a huge support. (And if you ever want to go somewhere and have no one to go with, message me and we can go together.)

My favorite piece of advice is to use the skills you have gained as historians and keep learning more! We have gained amazing knowledge and skills, such as critical thinking, analysis, reading, writing, research, and so many more. These are invaluable skills that we can take with us into any career or education path we may pursue, and they are what makes us so incredibly awesome.

The last thing I want to share with you is to enjoy this moment, and enjoy this journey if you continue as a student; don't be afraid to take risks and apply for an internship or job, present at a conference, dive into that research you always wanted to do, and talk to our professors because although it can be intimidating, you will gain so much from these experiences. Great experiences and achievements take great risks to get there.

As your President, I am incredibly proud of you and I would like to congratulate each and every one of you for your wonderful accomplishments. Your hard work and dedication have paid off, and I know that whatever the future holds for you, we can all agree that this is the best History Department, with the best professors we could ever ask for—although I am biased—and that you will excel at whatever life throws your way.

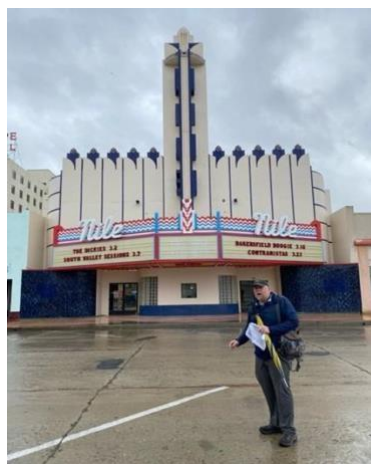
Thank you and congratulations to our students on their amazing achievements.



## THE PUBLIC HISTORY INSTITUTE AT CSUB

by Miriam Raub Vivian, Director

The PHI was busy this spring!



Thanks to Prof. Douglas Dodd, those who braved the cool and rainy weather on Sat., March 2, were treated to a wonderful exploration of Bakersfield architecture, specifically Art Deco and Moderne (Classical and Streamline) architecture and design. As he noted, “between 1925 and 1950, modern architectural styles began to shape Bakersfield’s streetscapes.” After we congregated at the historic Fox Theater and learned about its history, Prof. Dodd led us around downtown, providing insights into numerous landmarks (Woolworth’s, Kress,

Guthrie’s, the Nile Theater) and lesser-known buildings (e.g., the James, Sill, and Curtis buildings), gaining an understanding of what constitutes these architectural types and a greater appreciation for the impressive architecture of downtown Bakersfield. Despite the periodic rain, this was a fabulous walking tour for a diverse group of participants, including students, faculty, and community members.



For the second time in as many semesters, the PHI sponsored Historical Writing (HIST 3008) student research presentations in Historian’s Craft (HIST 2000). A panel of three students was constituted from recommendations by faculty teaching Historical Writing in fall 2023. Historian’s Craft instructor in spring, Prof. Miriam Raub



Vivian, organized a panel of **Parker Coletti** (Peace, Love, and 1960s Counterculture in California), **Mounique Flores** (Frank Bernard and Sam Willie: Indians and Alcohol in Pre-Prohibition America), and **Kayla Kiefer** (California Higher Education’s Greatest Foes: Ronald Reagan and Conservatism), whose presentations offered history majors in our introductory course a taste of the types of research projects that are feasible in HIST 3008, as well as giving them an opportunity to hear about topics of interest and to ask these student presenters about their research process, challenges, and rewards.

On Friday, April 7, we hosted the third installment of our lecture series, The Fight for Civil Rights:



Contesting Discrimination in the American West, Collaboration in California and Texas.” For their presentations, our two speakers shared research inspired by their personal experiences in the places they grew up.

Dr. Moisés Acuña-Gurrola of CSUB’s History Department drew on the region of his childhood in Texas to reveal a history of disparity and discrimination. Based in part on interviews Dr. Acuña-Gurrola conducted, “A School Board Revolution: The Molina Civic Associations Fight for School Integration in Corpus Christi, Texas, 1954-1970,” noted that among Mexican American and African American neighborhoods, housing was never well developed, and the closest school, poor by comparison with that of Whites, was five miles away. Contesting this discrimination was a long process, one given some inspiration with the Supreme Court’s 1954 ruling in *Brown v. The Board of Education*. Gradually, two Mexican Americans were able to get elected to the school board and, although White board members tried to obstruct their participation, change did come, if slowly, and hampered by voter suppression. A “school board revolution” finally occurred with the election of an African American as the school board president, as this led to integration within the school administration, the school board, and the student body. A new high school also incorporated Chicano history.

[See PHI on p. 19.](#)

## A Reflection on Faculty and Student Guest Speakers in History 2000: Historian's Craft

By Kelly Garrison

At the beginning of the 2024 semester, I had doubts about my path as a historian. I wondered if what I was pursuing in school was right for me, or if the study of history was as important as other fields, such as medicine or technology. My ultimate goal is to teach history and show how the complexities of the past can be harnessed as tools for the development of the future. Nevertheless, I struggled to stay motivated, and my passion for history began to wane. However, my time in History 2000 has helped change my mind about the field of history and reassure me of its importance. Historian's Craft is an apt title for the course, as the subject is not only a study of "who, where, what, when, and why" but also a critical analysis of how the insights of the past develop our understanding of who we are today. Furthermore, the study of history is vital in the development of critical analysis.

Historical knowledge is built upon the foundation of strong research. Yet historical research is rarely full of "smoking gun" sources that answer every research question while providing volumes of context. The duty of a historian is to collect puzzle pieces from various documents and sources and put them together to form an understanding of events, narratives, and perspectives. As Dr. Stephen Allen stated, "no one had your research question in mind while they were creating history," but that does not mean historical research is a lifeless form of punishment. Dr. Allen continued by stating, "research is MEsearch," emphasizing that research is ultimately a form of self-expression. These sentiments resonated with me, as they stressed how the importance of diligently examining your work is a passionate representation of who you are. Additionally, Dr. Kate Mulry explained how research can uncover silenced voices by shifting historical narratives. History is often presented as a set of concrete, absolute facts that go without question. By uncovering hidden perspectives and undoing historical silences, passionate research can shift our concepts of the past.

My goal in achieving a degree in history is to teach. As a future educator, I believe it is imperative to consider how history shapes the world we live in today. Teaching history goes beyond regurgitating dates and names and focuses on how past events inspire the successes of the future. When guest speaker Dr. John Chen came to class, he prompted an activity that put into perspective how history is often taught in school. On an expertly drawn map of the world, Dr. Chen populated points of interest that we, the students of History 2000, could remember learning about in middle and high school. The map showed a strong Euro/American-centric narrative that sought to explain the history of the world from a narrow perspective. This exercise challenged how I conceptualized the teaching of history in school and urged me to break the mold as I become an educator. It also compelled me to practice my map-drawing skills. To further explore the concepts of "important" history, Dr. Kiran Garcha presented her research on the Black Panther party.

While most histories surrounding the Black Panther party are focused on the adult members and their struggles during the 1960s and 1970s, Dr. Garcha's work has focused on their children. Nicknamed "Panther Cubs," the children of the Black Panther Party have experiences and perspectives that show how ideological movements are expressed generationally. The concept of Dr. Garcha's work, along with Dr. Chen's presentation, explained how some perspectives are overshadowed by historical events and narratives that may seem more important. Dr. Garcha and Dr. Chen explained how, as historians, it is our duty to seek a comprehensive understanding of history that does not serve one narrative over another.

As the 2024 Spring semester went on, I started to feel reassured of my pursuits in the study of history. Historian's Craft has helped me improve my writing skills for other classes, as well as my analytical understanding of readings. The Research Proposal assignment prompted my curiosities regarding my historical passions, and from there I began to have doubts again. The assignment was a great exercise, and I have developed invaluable skills that I will use going forward, but I began to wonder if my research topics were important. Despite having realized how the idea of "important" history was problematic, I still grappled with the concept that I would not contribute anything of real substance to the field. I was again reassured by the two student panels that spoke to the class. One panel consisted of students who had graduated and were succeeding in their post-baccalaureate pursuits through CSUB's MA program in History, while the other panel consisted of current BA students who presented their research papers from Historical Writing. One student, Parker Coletti, spoke about how his love of classic rock prompted his research paper on the Counter-Culture Movement in the 1960s. Karen Fuentes talked about her own discouragement and the struggles while in her BA program. Hearing students talk about their experiences and the struggles they encountered helped me feel in good company with my classmates. Hearing the insights of CSUB's archivist, Chris Livingston, also provided comfort, as his journey was full of complexities and challenges.

The experiences shared by those at CSUB, student and faculty alike, have contributed to my ongoing understanding of history and its various avenues. As the 2024 Spring semester closes out, I am confident that I will succeed in my future pursuits as a historian and educator. The skills I obtained while in Historian's Craft definitely helped shape my perspectives of the subject.



*Where Have All the Soldiers Gone? The Transformation of Modern Europe*

By James J. Sheehan

Boston: Houghton Mifflin Company, 2008 284 pp. and 10 photos

**The Fascinating Transformation from Violence to Peace in Europe**

**A review by Guadalupe Herrera**

**for HIST 3008**

For so long, war had been looked at as an intrinsic part of the human experience, and one that was necessary for the existence of the state. However, using a thematic approach, James J. Sheehan's *Where Have All the Soldiers Gone? The Transformation of Modern Europe* describes the radical shift Europe underwent from waging war freely and openly to avoiding it at all costs. Beginning in the early twentieth century, the conflicting beliefs of pacifism, led by civilians, and militarism, led by scholars and national leaders, ultimately resulted in militarism taking hold of the country as it assured the existence of the nation-state that made up much of European history. Despite a generally positive European view of war as a necessary evil, the horrors of the two world wars, and the terrifying potential of nuclear destruction that could follow the Cold War resulted in the drastic change of Europe now viewing itself as a civilian state, one that maintained the ability to wage war but lost all interest in actually doing so. Sheehan focuses his book on two main arguments: "first, the obsolescence of war is not a global phenomenon but a European one...second, the disappearance of war after 1945 created both a dramatically new international system within Europe and a new kind of European state" (xvii). Through this excellently written book, he is able to elucidate the war-to-peace phenomenon in a concise and compelling manner.

Sheehan's study of European war history is masterfully backed up by a variety of sources, including diary entries, letters, and prominent books and quotations from noteworthy leaders and scholars who were around during the time. These sources are smoothly integrated into the text so as not to distract from the main arguments, providing for an easy read. Numerous statistics are also used, especially when on the topic of the deadly costs of war. Additionally, a large part of what guides his analysis are these mini-history lessons that Sheehan presents on important topics and events that are crucial to his argument. While these historical reminders are seen all throughout the book, a great example of one can be seen in the section where he discusses the events that led to the Second World War: he touches on factors such as the harsh punishment imposed by the Treaty of Versailles and the slack policy of appeasement and how they contributed to the rise of WWII (ch. 5). This, along with describing the fears and uncertainties faced by the people at the thought of another war, helps support his overall argument that Europeans were moving more towards wanting to prevent another war after already experiencing "a world shattered by war" (92). Instead of simply mentioning an important date or event and expecting the reader to have previous knowledge on the topic, Sheehan's to-the-point histories allow even those with little historical knowledge to be able to follow along. Most of the aids he includes also work harmoniously to create an absorbing story.

While most supplementary aids work perfectly to enhance the structure of the book, there are some that do not seem entirely necessary. The more practical aids include the note, bibliography, and index sections, which are all conveniently located in the back of the book. The index in particular is rather useful in allowing the reader to search for specific topics of interest. What does not seem to have a practical purpose would be the photographs included, which come out to a total of ten, one in the prologue and each main chapter, except for the epilogue. While nice to look at, the photos do not add much, if anything at all, to Sheehan's argument. Nothing would be lost without them. The photograph of the "last meeting of the Grand Alliance" seems to be included simply to meet the standard of a photo per chapter-- not to further any point (148). Instead, a better use of a visual aid would be charts or graphs that better illustrate the war atrocities that took place. Although this part of Sheehan's work was not entirely useful, the carefully thought-out organization of the book made up for this minor flaw.

In order to form an easy-to-read chronology of events, Sheehan skillfully divides his narrative into three major parts, all with three chapters each. The first part, titled "Preparing for War, 1900-1914" examines Europe's dependence on "war for their origins and existence"(3). Despite the conflicting ideas of whether war should truly be necessary in the modern age, Sheehan explains that the dangerous world Europe lived in at the time, which was often a result of their own actions, prohibited its turn to peace as war was an "inevitable result of some deeply rooted tension in the prewar world" (58). The second part, titled "A World Made by War, 1914-1945," inspects how the initial hopeful attitude Europeans had towards war quickly converted into one of dread and anxiety at the thought of another major war. Here, Sheehan provides a rather engrossing account of the military, political, and social history of the time.

[See Transformation on p. 14](#)

## The Introduction

Reading an historical essay without an introduction is like trying to fathom the layout of a house without a blueprint: 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, a 2-story, or maybe a tiny home?

The introduction to any historical essay or research paper is essential; it is the blueprint or map that your reader sees BEFORE she enters the construction that is your paper. It conveys the very structure or framework of an essay and signals to the reader what the critical signposts 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 urge 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 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), 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.

Please note: the first paragraph is not ALWAYS one's formal introduction. Writers MAY prefer to set up the essay by first describing an event or providing the historical context for their essay, a paragraph I term a "pre-introduction." This is particularly helpful if the topic is not well known. Here's the first paragraph from an article of mine, published in *Studia Patristica*:

In 460 CE, 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 and 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, which 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.

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—or extraneous information that obscures the focus of your paper:

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.**

[See Writing on p. 14](#)

Writing cont. from p. 13

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 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 stands out for the reader.

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 blueprint for the paper is clearly drawn, the writer will rest assured that she has provided a useful guide, and the reader will rejoice at knowing in which direction he is going. As I have heard said before, "The writer works hard so the reader doesn't have to."

The writer now has a framework (or initial outline) upon which she may build her analytical essay. Each of these main points will be articulated in the essay through carefully crafted topic sentences that also help create links between the paper's points, also known as transitions. These essential features of analytical essays just might feature in a future Writing Corner column.

Transformation cont. from p. 12

No topic is left untouched, and the idea that Europeans are calling for dramatic change to "clear away the ruins and lay the foundations for a new social and political order" is made evident to the reader by the end of the section (144). The final part, titled "States Without War," analyzes how the threat of world-ending nuclear warfare and the wave of decolonization, which resulted from the end of the European empires, left Europeans looking toward "material well-being, social stability, [and] economic growth" to transform their way of life (171). They were laying foundations for new modern European civilian states and the creation of a strong European Union which, Sheehan argues, will prevent Europe from likely ever becoming a superpower and will guide it in its future endeavors against future war threats, as proven by the Balkan Wars, debates over Iraq, and similar dangers. These sectional divisions proved to be extremely useful for providing an easy-to-digest survey of European history.

Through *Where Have All the Soldiers Gone?* James Sheehan created a powerful argument for how Europe impacted the world's view of war as obsolete and how its transformation into a civilian state will not be going away anytime soon. Accessible to a general, educated audience, this book is perfect for students, especially history majors, who have an interest in European, war, or general world history. It has something for everyone, with its well-rounded coverage of political, social, economic, and military histories. Sheehan's objective approach brings about a new perspective on the future of the European state, and he very clearly and effectively meet his goal of examining the various factors that contributed to Europe's peaceful, civilian-centered existence.





History faculty prepping signs for the CFA strike.

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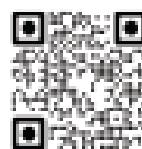
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## Revising and Reinterpreting National Park System's Past at Muir Woods National Monument

By Douglas Dodd

The National Park Service has been grappling with the challenge of updating its interpretive products and programs. Developed in an earlier era, they often omitted, avoided, or erased topics and facts that were considered controversial or inconvenient.

More recently, particularly since the powerful shift in consciousness that accompanied the protests following the killing of George Floyd in the summer of 2020, the National Park Service has begun taking a new look at its interpretive material.

I had the opportunity to see a good example of this phenomenon last summer at Muir Woods National Monument, in Marin County, north of San Francisco. The monument was established in 1908 by Theodore Roosevelt's presidential proclamation, to honor conservationist John Muir and preserve groves of California Redwoods (*Sequoia sempervirens*) on land donated by wealthy businessman (and later Congressman) William Kent.

An older interpretive panel along the Redwood Creek Trail provides an overview of the history of the monument's establishment and its connections to the Progressive-era conservation movement and its leaders. But an advisory notice has been added to the sign. It reads:

### *ALERT: HISTORY UNDER CONSTRUCTION*

*Everything on this sign is accurate, but incomplete. The facts are not under construction, but the way we tell the history is. Additions in yellow are the facts rangers included to tell a more complete story. Here are some of the items originally left out:*

- The story of this place began thousands of years ago with the Coast Miwok.*
- A woman's movement was among the first to try to preserve Muir Woods.*
- The racist ideology of many people who helped preserve this place.*

*What do omissions in the historic narrative reveal about our society?  
How does knowing more shape your perspective on the past and the future?*

Several yellow boxes (looking a bit like Post-It Notes) of additional text have been added to the interpretive panel filling in information and context left out of the older narrative.

Some of the information seeks to correct the original panel's erasure of the area's original inhabitants, the Coast Miwok people, and their forced removal at the hands of the United States. It also points out John Muir used derogatory, racist language to describe indigenous Californians.

Other additions point to the more complicated and problematic aspects of the key players in the Muir Woods story. William Kent, we learn, was not simply a public-minded conservationist, but also an anti-Asian demagogue and supporter of the discriminatory 1913 Alien Land Law that prohibited Asian immigrants from owning land in California. They also point to the connection of several leading Progressive-era conservationist with the eugenics movement.

The additions also point to positive changes in recent years, such as restored federal recognition of the Coast Miwok, their organization as the Federated Indians of Graton Rancheria, and efforts by NPS to better manage the land at Muir Woods by returning to the indigenous practice of prescribed burning. The new text also points out that in 2020, conservation groups like the Sierra Club, the Save the Redwoods League, and the National Park Service publicly renounced and rejected the racist statements and activities of the early conservationists.

Park visitors, who are likely to see history as a set of fixed facts, might be surprised to see the National Park Service so publicly engaged in a revision of its park interpretive programs. But as historians, we know that re-interpretation and revision is essential to the discipline of history. Frederick Jackson Turner, a member of the first generation of professionally trained American historians, whose own once-dominant "Frontier Thesis" was revised and ultimately tossed aside by later scholars, observed: "Each generation writes the history of the past anew with reference to the conditions uppermost in its own time." It is encouraging to see the National Park Service grappling with the questions and conditions of our time and revising its interpretation for the public in a clear and transparent way.

## To Berlin, Barajas Madrid, Lisbon, London and Back to Bakersfield A Whirlwind Year for One Of Us In The Department!

By Mustafah Dhada

**Professor Dhada** recorded his activities for the academic year mid-flight from Berlin to the Lisbon archives with a brief stopover at Barajas International Airport in Madrid,<sup>1</sup> a stellar suite of buildings designed by the British architect Richard Rogers who together with Renzo Piano also executed the famous Art Centre of Pompidou in Paris.<sup>2</sup>

It has been another intense year of teaching and scholarship for Professor Dhada. The year saw the unveiling of AI, which led to an exponential increase of writing intensive assignments in HIST 1418 Introduction of World History Before 1500, which in turn required re-crafting rubrics for outcome-based assessment of online and face and face courses. The year also saw pedagogic innovation in graduate and undergraduate courses related to oral historiography, methodology, the rise of science and technology in early Islamic history, and Luso-Africa.

This year's senior seminar on the other hand, focused on Portuguese Africa and the West. The authors of two stellar student papers deserve shout outs: Isabel Medina, and Mounique Flores. Isabel's paper took a novel statistically oriented approach to scholarly studies of Amilcar Cabral, the revolutionary who led the fight to free Portuguese Guinea; Mounique's text critiqued recent studies on mass violence in Portuguese Africa with a focus on the Wiriyamu carnage that ushered democracy in Portugal on April 25, 1974. Both papers are undergoing revisions for eventual submission to scholarly journals in African history.

On November 13, 2024, he delivered the prestigious Golz Memorial Lecture for the 2023-2024 Academic Year at Bowdoin College, Brunswick Maine, which can now be viewed on YouTube at <https://www.youtube.com/watch?v=ZPIQWFzjdok>. Two juried paper presentations then followed: one on "Catholics and Their Role in Samora Machel's Wartime Record (1970-1975)" during the liberation struggle in Mozambique; and the other on "Community Engagement and Denials End in Portuguese History." The first paper was delivered at the African Studies Association's 66<sup>th</sup> Annual meeting held on November 30; and the second paper was presented at the 137th annual meeting of the American Historical Association held January 4-7, 2024. Both meetings were held in San Francisco.

The last scholarly presentation for the year was "Kaiserliche Archive und die Rolle der Mündlichkeit bei kolonialer Massengewalt: Der Fall Wiriyamu und seine endgültige Abrechnung." It was delivered on May 28, 2024, at Humboldt-Universität zu Berlin Kultur-, Sozial- und Bildungswissenschaftliche Fakultät Institut für Kulturwissenschaft.

Professor Dhada has two articles undergoing juried review for publication, both on mass violence, one under Belgian colonial rule in the Congo and the other on Portuguese Africa during the last colonial war

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<sup>1</sup> "Madrid-Barajas Airport Terminal 4, Estudio Lamela & Rogers Stirk Harbour and Partners, Terminal del Aeropuerto Madrid-Barajas", *ArchDaily* 10 Jul 2018, accessed 2 Jun 2024, <https://www.archdaily.com/805964/madrid-barajas-airport-terminal-4-estudio-lamela-plus-richard-rogers-partnership>.

<sup>2</sup> "Our Building," Centre Pompidou, accessed 2 Jun 2024, <https://www.centrepompidou.fr/en/collection/our-building>

#### Field Trip cont. from p. 4

The Dragoons were horse-mounted soldiers organized to patrol the frontier West armed with sabers, pistols, and musketoon—short, smoothbore muskets designed for use on horseback. In the 1850s, the fort and its surrounding community was one of the largest population centers in California, and the nearly half the soldiers at Fort Tejon were Irish and German immigrants. The fort also played a central role in a short-lived antebellum effort to pioneer the use of camels to haul freight for the Army in the desert Southwest. In 1861, the Dragoons were recalled from Fort Tejon and sent East to fight the confederates. During the Civil War, Fort Tejon was temporarily garrisoned by companies of California volunteer infantry and cavalry.

State Park Interpreter Michael Deagon led our tour and offered an opportunity to learn about life at the fort. Under his instruction, students learned the basics of close-order drill (circa 1854), raised the post colors (which had only 31 stars), practiced saber drills, and—in the highlight of the day—loaded and fired a Model 1841 Mountain Howitzer. The tour included the fort's adobe and wooden buildings, such as the officer's quarters, the enlisted men's barracks, and the blacksmith and carpentry shops. We were also reminded that even historical parks have their natural attractions. We saw mule deer grazing on the parade ground, gazed up at enormous old-growth Valley oaks, and had an opportunity to see "wind wolves"—wind rippling long grass, creating the illusion of moving animals—on a nearby mountainside.

#### PHI cont. from p. 10



Turning to his hometown of Bakersfield, Dr. Oliver Rosales, Prof. of History at Bakersfield College, focused on 'Telling an American Story': César Chávez, Farm Workers, and American Public History," examining civil rights since World War II in Bakersfield and the Central Valley—and drawing on his soon-to-be-published book, *Civil Rights in Bakersfield: Segregation and Multiracial Activism in the Central Valley* (Aug. 6, 2024, University of Texas Press). Although there has been a César Chávez National Monument at La Paz, the United Farm Workers' retreat and leadership center in Keene, CA, since 2012, the exhibits and interpretive information have been limited; Dr. Rosales is helping the National Park Service (NPS) and the Chávez Center to expand these, with a completion date on Chávez' birthday (March 31) in 2027.

Among other important projects bringing farm worker history to light are the Bracero Project exhibit, "Bittersweet Harvest," at the Smithsonian, an archive of over 3,000 oral histories; the Farmworker Documentation Project at UC San Diego; a mural of Filipino labor leader Larry Itliong at Morningside Elementary School in Delano; and the NPS's consideration of four sites of historical importance to the farmworker movement: Forty Acres, La Paz, the 1966 march route from Delano to Sacramento; and Filipino Hall.

This event was recorded and has been archived on CSUB's Public History webpage: <https://phi.csub.edu/>.

An entirely new PHI event took place on Friday, April 26, when 41 area high school students descended on CSUB to present their research projects as part of the First Annual Early College History Conference. These Dual Enrollment students, along with a few student observers, parents, and faculty moderators, enjoyed a full day of student presentations, lunch, a keynote speaker, and a chance to tour the Walter Stiern Library's Historical Research Center with Director Chris Livingston. Seven high school teachers were on hand to encourage their students, and 12 faculty (7 from BC and 5 from CSUB) led the 12 panel discussions. Topics ranged from the Cold War to Frida Kahlo, Dolores Huerta to New Orleans voodoo, and from indigenous people's history to U.S. scapegoating of Chinese Americans. Prof. Kate Mulry shared her research silenced voices in scientific research in British Jamaica, which both students and teachers found fascinating.

We hope this is just the start of an annual tradition that will grow and help encourage strong research among Dual Enrollment students in Kern County, an event that may rotate between CSUB and Bakersfield College.



One of the high school presenters.



**Museum Exhibits of Interest**  
by Miriam Raub Vivian & Douglas Dodd

For those unaware of this amazing museum, the J. Paul Getty Museum in Los Angeles is actually TWO museums: The Getty Villa and the Getty Center. The former is located off Pacific Coast Hwy. in Malibu, and the latter is right off Interstate 405 in Los Angeles.

The descriptions on their website are succinct and helpful:

“The J. Paul Getty Museum at the Getty Center in Los Angeles houses European paintings, drawings, sculpture, illuminated manuscripts, decorative arts, and photography from its beginnings to the present, gathered internationally.”

“The J. Paul Getty Museum at the Getty Villa in Malibu opened on January 28, 2006, after the completion of a major renovation project. As a museum and educational center dedicated to the study of the arts and cultures of ancient Greece, Rome, and Etruria, the Getty Villa serves a varied audience through exhibitions, conservation, scholarship, research, and public programs. The Villa houses approximately 44,000 works of art from the Museum's extensive collection of Greek, Roman, and Etruscan antiquities, of which over 1,200 are on view.”

There are permanent and special exhibits, and both venues have amazing collections—and they are practically in our backyard! Visitors travel from all over the world to tour both (you’ll easily hear numerous languages during a visit), and we are just a couple hours away from these internationally recognized museums.



Outer Peristyle, The J. Paul Getty Museum at the Getty Villa

And did I mention that **both are FREE**?! All you have to do is [go online in advance to reserve parking for the day/time of your visit](#). The parking fee is \$20 per car, which is quite a bargain to see either of these museums. Each is also open six days a week, aside from major holidays. (The Center is closed on Mondays, and the Villa is closed on Tuesdays.) Weekends can be especially busy, so plan your visit in advance.

Grab a friend or family member and plan your trip; perhaps you can even venture down during summer. For more information, visit [www.getty.edu/museum](http://www.getty.edu/museum). Here are three of the (several) current special exhibits on hand:

**Getty Villa:**

**Picture Worlds**

**Greek, Maya, and Moche Pottery**

April 10–July 29, 2024



“Details from left to right: *Mixing Bowl with Poseidon and Thesus*, Greek, 480-470 BCE, Attributed to the Harrow Painter, Terracotta. Harvard Art Museums/Arthur M. Sackler Museum, Cambridge, MA. Bequest of David M. Robinson. Image: Presidents and Fellows of Harvard College; *Drinking Vessel with the Maize God and Other Supernaturals*, Maya, 600-700 CE. Ceramic with polychrome slip. Princeton University Art Museum, New Jersey. Gift of Stephanie H Bernheim and Leonard H. Bernheim Jr. In honor of Gillett G. Griffin., 2005-127. Photo by Justin Kerr, Maya Archive, Dumbarton Oaks, Trustees for Harvard University, Washington, D.C.; *Stirrup-Spout Vessel with a Presentation of Shells*, Moche, 500-800 CE. Terracotta. Adapted from a photo of Museo Larco, Lima, Peru.

[See Museums on p. 21.](#)

#### Museums cont. from p.20

Mighty deities, brave heroes, and fantastic beings adorn the terracotta vessels of the ancient Greeks in the Mediterranean, the Maya in central America, and the Moche of northern Peru. This exhibition juxtaposes these three distinct ceramic traditions and explores the ways in which painted pottery served as a dynamic means of storytelling and social engagement.

This exhibition is presented in English and Spanish. Esta exhibición se presenta en inglés y en español.

#### Getty Villa:

##### **Sculpted Portraits from Ancient Egypt**

January 24, 2024–January 25, 2027



This exhibition features sculpture from a time of intense artistic revival and renewal in ancient Egypt: the Twenty-Sixth Dynasty (664–526 BCE), also known as the Saite Dynasty after its capital city of Sais in the Nile Delta. Egyptian artists of this period made striking portrait statues of officials associated with the court and priesthood, sculpted reliefs, figurines, and sarcophagi (stone coffins). Depictions of individuals made for temples allowed subjects to eternally worship the gods and receive blessings, while others were placed in tombs, functioning as vessels that could temporarily house the deceased's spirit. Explore these exceptional artworks at the Getty Villa.

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

This exhibition is presented in English and Spanish. Esta exhibición se presenta en inglés y en español.

##### **The Gold Emperor from Aventicum**

April 2, 2024–July 21, 2024



Celebrated for her brilliance during a time when women sculptors were rare, Camille Claudel (1864–1943) was among the most daring and visionary artists of the late 19th century. Although she is remembered today for her dramatic life story—her passionate relationship with artist Auguste Rodin and 30-year internment in a psychiatric institution—her art remains little known outside of France. Including about 60 sculptures, this major exhibition seeks to reevaluate Claudel's work and affirm her legacy within a more complex genealogy of Modernism.

This exhibition is presented in English and Spanish. Esta exhibición se presenta en inglés y en español. Co-organized by the J. Paul Getty Museum and the Art Institute of Chicago.

#### **Autry Museum of the American West**

##### ***Out of Site: Survey Science and the Hidden West***

May 19, 2024–2025.

“The Western landscape is a place where the transformation of physical space involves both visualization and manipulation, where the connections between what can be physically seen and how it is visually represented are not always clear; technologies originally designed to render places visible often became instruments of invisibility and surveillance, severing western lands from the populations that depend on them. *Out of Site* focuses on three technological revolutions to examine how visual technologies, artistic interventions, and the workings of state power have evolved in tandem with the Western landscape: wet-plate photography, used to theorize geological processes; the rise of aerial photography and pattern recognition; and the increasing use of drones, satellites, and other long-range photographic technologies to image secretive sites, military installations, and other technologically-mediated locales. The exhibition features eighty artworks, archival materials, and devices ranging from mammoth plate cameras to drones. Carleton Watkins' Nevada mining photographs, nineteenth-century geological reports, and stereoviews, and Margaret Bourke-White's aerial surveys published in LIFE magazine in 1936 are juxtaposed with contemporary photographic and video pieces by David Maisel, Michael Light, and Steven Yazzie, among other artists.”

See Museums on p. 22.

Museums cont. from p. 21

### ***Reclaiming El Camino: Native Resistance in the Missions and Beyond***

December 9, 2023 – June 15, 2025

“*Reclaiming El Camino* aims to educate ... visitors about the potency of Native life and the rich history of activism in the California borderlands region. This exhibition repositions (and reclaims) the El Camino Real as the ancient and well-worn trade route for Native people long before the establishment of the Franciscan Missions in Baja and Alta California.”

### ***KYDOIMOS: The Din of Battle***

May 18, 2024 – January 5, 2025

*KYDOIMOS: The Din of Battle* is comprised of more than 50,000 aerial photographs of Dugway Proving Ground, a classified military installation set in a remote portion of Utah’s Great Salt Lake Desert. The flickering images in *KYDOIMOS* depict test grids inscribed into the desert floor, where chemical and biological weapons and their facsimiles are detonated, turning this isolated landscape into a measuring device against which dispersal rates, toxicity levels, and threats to the human body are measured. Gaining access to the site required patience, persistence, and a government handler who accompanied the artist at all times. Maisel was further challenged by posted signs declaring that “Photography, or making notes, drawings, maps, or graphic representations of this area, or its activities, is prohibited unless specifically authorized by the Commander.” These limitations notwithstanding, Maisel was able to capture an abundance of images that collectively convey the scope and scale of the secretive activities at Dugway Proving Ground, while also acknowledging the ways in which they are abstracted and concealed.

### **Los Angeles County Museum of Art (LACMA)**

#### ***Imagined Fronts: The Great War and Global Media***

Through July 7, 2024

*Explores* how the media spectacle in which we live had origins in World War I and the burgeoning mediascape of posters, photography, cinema, illustrated newspapers, and ephemera that made it the first global media war. How did the media and artists imagine a war encompassing the entire world? Combatants included forces from Australia, Canada, Asia, the Middle East, and Africa, as well as racially and ethnically diverse American and Indigenous peoples including Māori, First Peoples, and Choctaw “code talkers.” *Imagined Fronts* will consider how the media mobilized the masses, imagined the battlefield, facilitated the global war, and contained the aftermath. With some 200 objects by artists, war photographers, and filmmakers as well as soldiers from across several continents, *Imagined Fronts* will explore the intermingling of mass media and the artistic imagination.

### **Academy Museum of Motion Pictures (Los Angeles)**

#### ***The Art of Moviemaking: The Godfather***

Through January 5, 2025

*The Art of Moviemaking: The Godfather* features a wide array of original objects from *The Godfather* (1972) and *The Godfather Part II* (1974), offering an exciting glimpse into the process of making a masterpiece. Director Francis Ford Coppola’s interpretation of Mario Puzo’s popular novel provided an operatic and poignant reflection on the American dream, making the films an instant phenomenon that not only radically transformed the moviegoing experience, but also moviemaking in the 1970s. From costumes to props to scripts and equipment, these materials—many on view for the first time—highlight the contributions of several cinematic branches, and how they innovated amid the changing landscape of Hollywood.

### ***Hollywoodland: Jewish Founders and the Making of a Movie Capital***

Opens May 19, 2024.

*Hollywoodland: Jewish Founders and the Making of a Movie Capital*, presented in English and Spanish, tells the origin story of filmmaking in early 20th-century Los Angeles, spotlighting the impact of the predominately Jewish filmmakers whose establishment of the American film studio system transformed Los Angeles into a global epicenter of cinema.

This immersive gallery conveys the evolving topography of Los Angeles along the timeline of the developing movie industry, encouraging further exploration of the city’s landmarks.

See Museums on p. 23.



The exhibition spotlights the Jewish founders of the Hollywood studio system, foregrounding the ways in which the birth of the American film industry—and the depiction of the American Dream—is at its heart an immigrant story. By exploring the origins of major studios as well as independent film production in Los Angeles, the exhibition conveys impactful stories of ingenuity and offers a deeper understanding of motion picture history.

## **The Getty Center (Los Angeles)**

### ***On Thin Ice: Dutch Depictions of Extreme Weather***

*May 28–September 1, 2024*

Featuring drawings and paintings by Hendrick Avercamp and other Dutch artists of the early 1600s, this exhibition focuses on landscapes that highlight frigid winters and unusually cool summers. It tells a story of persistent global cooling in the 17th century and shows how artists underscored the fundamental uncertainty of life and the necessity for adaptation through their depictions of ice skating and fishing.

### ***The Book of Marvels: Wonder and Fear in the Middle Ages***

*June 11–August 25, 2024*

This exhibition explores the text and images of the *Book of the Marvels of the World*, a manuscript made in the 1460s that weaves together tales of places both near and far. Told from the perspective of a medieval armchair traveler in northern France, the global locations are portrayed as bizarre, captivating, and sometimes dangerously different. Additional objects in the exhibition highlight how the overlapping sensations of wonder and fear helped create Western stereotypes of the “other” that still endure today.

## **Oakland Museum of California**

### ***Black Power***

Ongoing, Gallery of California History

Uncover the history of the Black Power movements in California with a compelling addition to the Gallery of California History. In response to the widely-popular 2016 exhibition *All Power to the People: Black Panthers at 50*, this installation illustrates the creative ways Black anti-racist activists in California supported their communities and challenged the U.S. government. Focusing on the example of the Black Panther Party, *Black Power* brings to light the tensions between a culturally and socially progressive California and examples of economic racism and oppression in the state. This moment in California history is represented through historic photographs, provocative objects, iconic posters, paintings and interactive prompts that encourage visitors to take action out in the world. Learn more about the Bay Area role in this national story, and the impacts this history continues to have today.

#### **Chair cont. from p. 1**

Changes have come to our department and school, as well. Professor Alicia Rodriguez was recently appointed Interim Dean of the School of Arts and Humanities, after serving as acting dean since January 1. She will continue in that role until there is a search for a permanent dean in the next year or so.

Our former dean, Robert Frakes, who stepped down on December 31, was honored with emeritus status this spring. An historian, Frakes will join the History Department through the Faculty Early Retirement Program (FERP) next fall and will teach two courses per semester for the next five years. Dr. Frakes, a classicist and Europeanist, earned his Ph.D. in History at UC Santa Barbara in 1991 and taught for many years at Clarion University in Pennsylvania. In 2017, he returned to California to become Dean of Arts and Humanities at CSUB. He will introduce a new course next spring on the history of war.

As part of the return to a normal pattern of operations, History Department programming continued to thrive this year, with several History Forum and Public History Institute speakers and events, which are covered elsewhere in this issue. Professors Kate Mulry and John Chen also launched a successful new series of career panels, which allow our alumni to share their career experiences with current students.

#### **Alumni cont. from p. 7**

##### **Zach Powell (B.A. '19, M.A. '23)**

Zach Powell returned to CSUB on April 26 as an invited keynote speaker to present his paper, "Frustrations in the Forest: The Divide Between Preservationist and Utilitarian Conservation in Turn of the Century America" at the 3rd Annual Sustainability Symposium.

#### **Moore cont. from p. 1**

Supported by Arts & Humanities grants, a Grimm family grant, and a Student Research Scholars grant, he has twice won first place in the CSUB Student Research Competition, and has also won the History Department's Wonderly Award, the best undergraduate paper in U.S. history at the 2024 Phi Alpha Theta regional conference, and the Frederick S. Macomber award given at the 2024 President's Associates dinner.

#### **Dela Cruz cont. from p. 1**

Similarly, her written contributions have provided creative and clear insights into complex historical topics and she has shown an ability navigate multiple themes and regions.

#### **Barnes cont. from p. 1**

Her research resulted in a co-authored conference paper, "'Sweet and Stinking Scents': A Sensory History of Reproduction in the Early Modern English Atlantic," which she was invited to share at the Early Modern Sensory Encounters conference (EMSE 2023) at Kellogg College, University of Oxford, UK, in June 2023. In class discussions Barnes demonstrates a mastery of the theories and methods of the discipline and offers incisive reflection papers on assigned readings. Her hard work and dedication have earned her an impressive 4.0 GPA.

#### **Fuentes cont. from p. 1**

As a public historian, she interned for the National Park Service in summer 2023 at Independence National Historical Park in Philadelphia, where she helped launch the park's innovative new Junior Ranger Program, promoting historical engagement for young people. This summer, she will intern at Klondike Gold Rush NHP in Seattle. Karen has served as president of CSUB's Phi Alpha Theta chapter and was selected as a Bakersfield College Faculty Diversification Fellow for 2023-24.

#### **Kiefer cont. from p. 1**

Her current professor for Senior Seminar, Dr. Kiran Garcha notes, "It has been an absolute pleasure to witness Kayla's academic growth over the past four years, especially as she completes her degree this semester. She consistently takes the initiative with her projects, and this semester, has collected some of the most compelling relics of Kern County's past that I've seen." Dr. Sean Wempe, has been similarly impressed by Kayla's work ethic, aptly naming her "a rock star student." Kayla exudes genuine curiosity and excitement about uncovering the stories of the past. She is beyond deserving of this award.

#### **Forum cont. from p. 3**

Student participants were equally moved by the discussion! A handful of Senior Seminar students, who were also reading the monograph for class, contributed to the Q&A, for example, by asking the scholar about her research methodology. This was an aspect of the book that students in Historical Writing similarly discussed in length, as they read the book's fourth chapter, titled "Japanese Braceros: The Co-Constitution of the Bracero Program and Japanese American Incarceration" early on in the semester. In their reflection essays for Dr. Garcha's Senior Seminar course, students described the talk as "enlightening" and "invaluable." Some further expressed appreciation for Dr. Quintana's discussion of her personal relationship to her research, exemplified by her family's connection to migrant labor sites in southern California. According to this attendee, "This personal connection not only humanizes her academic work but also serves as a powerful reminder of the impact of historical scholarship on contemporary social issues." In a place that is no stranger to the Bracero Program and Japanese American Incarceration, it was truly a privilege and an honor to have shared in conversation with Dr. Maria Quintana and glean broader insight into these complex historical projects. The History Department thanks her for sharing her time and research with our department and campus community, and we hope to reconnect for future events! We also thank all those who were able to attend! We look forward to seeing you when our regular programming resumes in Fall 2024. Here's to another 25 years and more!



## CONGRATULATIONS TO OUR GRADUATING STUDENTS

**\*Denotes member of Phi Alpha Theta History Honor Society**

Ulysses Alcantar Torres	Julian Alias MA	Alexis Anderson
*Eric Cardona	*Moriah Conedy	Jonathan Contreras
*Makayla Crawford	*Monique Kaur Dhaliwal	*Eileen Diaz MA
Joel Diaz	Bernardo Espinoza	*Mounique Flores
*Jazmine Frazier	*Karen Fuentes MA	Erik Garcia
*Kathryn Gontijo-Doucette	*Rodolfo Gonzalez Lomeli MA	Zachary Herrera
Kobee Hinzo	*Marissa Hudgins	*Talika Jackson
*Kayla Kiefer	Isabel Madrid	Emmanuel Maratas
*Raymond McArthur	*Isabel Medina	Julia Medina
Damian Melendrez	*Gabriel Moore	Jennifer Mullich MA
Benjamin O'Bannon	*Garrett Ohanneson	Samantha Ordonez
Hortencia Ortiz	Andrew Ramirez	Cesar Rodriguez
*Jillian Rae Rogers	Marc Salinas	Nassem Shami
Kiersten Silva	*Samuel Toro	*Benjamin Zermeno MA





### Fall 2024 CLASS SCHEDULE

Hist 1218.01	Survey of US History to 1877	Andreotti, Jenny	Hybrid	M/W 8:00-8:50am
Hist 1218.02	Survey of US History to 1877	Vosper, Andrea	Hybrid	M/W 10:00-10:50am
Hist 1218.03	Survey of US History to 1877	Vosper, Andrea	Hybrid	M 11:30am-12:45pm
Hist 1218.04	Survey of US History to 1877	Freeland, Kathleen	FTF	TU/TH 8:30-9:45am
Hist 1218.05	Survey of US History to 1877	Andreotti, Jenny	FTF	TU/TH 2:30-3:45pm
Hist 1218.06	Survey of US History to 1877	Andreotti, Jenny	FTF	TU/TH 4:00-5:15pm
Hist 1218.60	Survey of US History to 1877 <b>jumbo</b>	Mulry, Kate	Online	
Hist 1228.01	Survey of US History since 1865	Andreotti, Jenny	Hybrid	M/W 9:00-9:50am
Hist 1228.02	Survey of US History since 1865	Andreotti, Jenny	Hybrid	M/W 11:00-11:50am
Hist 1228.03	Survey of US History since 1865	Plata, Julie	FTF	M/W 2:30pm-3:45pm
Hist 1228.04	Survey of US History since 1865	Freeland, Kathleen	FTF	TU/TH 1:00-2:15pm
Hist 1228.60	Survey of US History since 1865	Garcha, Kiran	Online	
Hist 1418.01	World History, Pre-history to 1500	Vivian, Miriam	FTF	TU/TH 1:00-2:15pm
Hist 1418.60	World History, Pre-history to 1500 <b>jumbo</b>	Dhada, Mustafah	Online	
Hist 1428.60	World History, since 1500 CE	Allen, Stephen	Online	
Hist 2000.01	Historian's Craft	Chen, John	FTF	M/W 1:00pm-2:15pm
Hist 2100.01	Introduction to California History	Plata, Julie	Hybrid	W 11:30am-12:45pm
Hist 2100.02	Introduction to California History	Freeland, Kathleen	FTF	TU/TH 10:00 -11:15am
Hist 3008.01	Historical Writing	Acuña-Gurrola, Moisés	FTF	TU/TH 10:00-11:15am
Hist 3008.02	Historical Writing	Dhada, Mustafah	FTF	TU 5:30-8:00pm
Hist 3110.01	Colonial North America 1492-1776	Mulry, Kate	FTF	TU/TH 2:30-3:45pm
Hist 3240.01	California History	Garcha, Kiran	FTF	M/W 1:00-2:15pm
Hist 3260.01	History of the American Borderlands	Acuña-Gurrola, Moisés	FTF	TU/TH 11:30am-12:45pm
Hist 3288.01	Latin America and the United States	Allen, Stephen	FTF	TU/TH 10:00-11:15am
Hist 3310.01	Revolutions in Latin America	Allen, Stephen	FTF	M/W 2:30-3:45pm
Hist 3420.01	Science, Technology, and Engineering in Islamic History	Dhada, Mustafah	Online	
Hist 3490.01	Modern China	Chen, John	FTF	M/W 9:00-9:50am
Hist 3570.01	Europe Since 1914	Frakes, Robert	Hybrid	M/W 11:00-11:50am
Hist 3640.01	The World of the Ancient Greeks	Frakes, Robert	Hybrid	M/W 9:00-9:50am
Hist 3860.01	History Practicum	Chen, John	FTF	M/W 2:30-3:45pm
Hist 4030.01	Archives and Special Collection	Livingston, Chris	FTF	TU/TH 4:00-5:15pm
Hist 4230.01	African American History	Garcha, Kiran	FTF	M/W 5:30-6:45pm
Hist 4480.01	Propaganda and History	Chen, John	FTF	M/W 4:00-5:15pm
Hist 4638.01	Building an Empire: A History of Rome	Vivian, Miriam	FTF	TU/TH 4:00-5:15pm
Hist 4770.01	Special Topics: History of Incarceration	Acuña-Gurrola, Moisés	FTF	M/W 2:30-3:45pm
Hist 4901.01	Senior Seminar	Vivian, Miriam	FTF	M/W 4:00-5:15pm
Hist 4908.02	Senior Seminar	Dodd, Douglas	FTF	TU/TH 11:30-12:45pm
Hist 5150.01	Reading Seminar in Mexican American History	Acuña-Gurrola, Moisés	FTF	M 5:30-8:00pm
Hist 5310.01	Reading Seminar in Latin American History	Allen, Stephen	FTF	W 5:30-8:00pm

Spring 2025 CLASS SCHEDULE				
Hist 1218.01	Survey of US History to 1877	Andreotti, Jenny	Hybrid	M/W 8:00-8:50am
Hist 1218.02	Survey of US History to 1877	Vosper, Andrea	Hybrid	M/W 10:00-10:50am
Hist 1218.03	Survey of US History to 1877	Freeland, Kathleen	FTF	TU/TH 8:30-9:45am
Hist 1218.04	Survey of US History to 1877	Andreotti, Jenny	FTF	TU/TH 2:30-3:45pm
Hist 1218.05	Survey of US History to 1877	Andreotti, Jenny	FTF	TU/TH 4:00-5:15pm
Hist 1218.60	Survey of US History to 1877 <b>jumbo</b>	Mulry, Kate	Online	
Hist 1228.01	Survey of US History since 1865	Andreotti, Jenny	Hybrid	M/W 9:00-9:50am
Hist 1228.02	Survey of US History since 1865	Andreotti, Jenny	Hybrid	M/W 11:00-11:50am
Hist 1228.02	Survey of US History since 1865	Andreotti, Jenny	Hybrid	M/W 11:00-11:50am
Hist 1228.03	Survey of US History since 1865	Vosper, Andrea	Hybrid	M 11:30am-12:45pm
Hist 1228.04	Survey of US History since 1865	Plata, Julie	FTF	M/W 2:30-3:45pm
Hist 1228.60	Survey of US History since 1865 <b>jumbo</b>	Garcha, Kiran	Online	
Hist 1418.01	World History, Pre-history to 1500	Chen, John	FTF	M/W 1:00-2:15pm
Hist 1418.02	World History, Pre-history to 1500	Vivian, Miriam	FTF	TU/TH 2:30-3:45pm
Hist 1418.60	World History, Pre-history to 1500 <b>jumbo</b>	Dhada, Mustafah	Online	
Hist 1428.60	World History, since 1500 CE	Allen, Stephen	Online	
Hist 2000.01	Historian's Craft	Acuña-Gurrola, Moisés	FTF	M/W 2:30pm-3:45pm
Hist 2100.01	Introduction to California History	Plata, Julie	Hybrid	W 11:30am-12:45pm
Hist 2100.02	Introduction to California History	Freeland, Kathleen	FTF	TU/TH 10:00 -11:15am
Hist 2208.01	God, Sex, and Revolution: The Joy of History	Dhada, Mustafah	Online	
Hist 3008.01	Historical Writing	Vivian, Miriam	FTF	M/W 4:00-5:15pm
Hist 3008.02	Historical Writing	Acuña-Gurrola, Moisés	FTF	TU/TH 1:00-2:15pm
Hist 3150.01	Twentieth-Century America	Garcha, Kiran	FTF	M/W 1:00-2:15pm
Hist 3240.01	California History	Garcha, Kiran	FTF	M/W 5:30-6:45pm
Hist 3320.01	Ancient and Colonial Mexico	Allen, Stephen	FTF	TU/TH 10:00-11:15am
Hist 3410.01	The Rise of Islamic Civilization	Dhada, Mustafah	FTF	TU 5:30-8:00pm
Hist 3458.01	Health and Medicine in Colonial and Postcolonial Africa	Wempe, Sean	FTF	M/W 1:00-2:15pm
Hist 3458.02	Health and Medicine in Colonial and Postcolonial Africa	Wempe, Sean	FTF	TU/TH 2:30-3:45pm
Hist 3480.01	Pre-Modern China	Chen, John	FTF	M/W 2:30-3:45pm
Hist 3520.01	Transformation of Europe: Medieval West 200-1300 CE	Vivian, Miriam	FTF	TU/TH 1:00-2:15pm
Hist 3530.01	The European Reformations	Frakes, Robert	Hybrid	M/W 9:00-9:50am
Hist 3650.01	Science, Medicine, and Empire in the Atlantic World	Mulry, Kate	FTF	TU/TH 4:00-5:15pm
Hist 3860.01	History Practicum	Allen, Stephen	FTF	TU/TH 11:30am-12:45pm
Hist 4020.01	Public History	Dodd, Douglas	FTF	TU/TH 8:30-9:45am
Hist 4210.01	Citizenship and Civil Rights in the United States	Garcha, Kiran	FTF	M/W 5:30-6:45pm
Hist 4220.01	Mexican-American History	Acuña-Gurrola, Moisés	FTF	TU/TH 11:30-12:45pm
Hist 4460.01	The Indian Ocean in World History	Chen, John	FTF	M/W 11:30am-12:45pm
Hist 4530.01	Fascism and Populism in Europe & the Americas	Wempe, Sean	FTF	TU/TH 10:00-11:15am
Hist 4545.01	History of War	Frakes, Robert	Online	
Hist 4908.01	Senior Seminar	Wempe, Sean	FTF	M/W 2:30-3:45pm
Hist 4908.02	Senior Seminar	Mulry, Kate	FTF	TU/TH 5:30-6:45pm
Hist 5410.01	Reading Seminar in the Asian World	Chen, John	FTF	M 5:30-8:00pm

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