

History *NEWSLETTER*



DEPARTMENT
OF HISTORY
CSU BAKERSFIELD

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DANIEL JOHN WARE NAMED 2026 ARTS AND HUMANITIES OUTSTANDING GRADUATE

By Mustafah Dhada

The College of Arts and Humanities recognized Daniel John Ware as its Outstanding Graduate for 2025-26 at its Awards Convocation on April 30. He graduated with his MA in History in December 2025. -ed.

Daniel John Ware's M.A. thesis resolved a riddle in the history of colonial Portuguese Africa: how and why a rice-cultivating village led the liberation struggle to oust Portugal from Guinea-Bissau. Ware illuminated how this resistance galvanized a Luso-African movement that helped dismantle colonial rule in Africa and fascism in Portugal.

His thesis, *Tite Transformed: War and Counterinsurgency in Colonial Guinea*, bridged the archival gap

between Europe and West Africa. To map the spatial weaponization of the *Tite aldeamento*, he synthesized Portuguese military records with uncatalogued materials from Guinea-Bissau. The result is a data-backed, theoretically mature study. The fieldwork required to produce it demonstrated absolute resourcefulness. Daniel became deeply and demonstrably familiar with archival materials and with what serious archival work in this field entails.

In addition, he has firsthand knowledge of the demands of fieldwork in one of the poorest countries on the African continent. He spent six weeks with me in

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WARE: Continued from Page 1

Bissau, where he was intimately involved in digitizing Guinea-Bissau's national sound archive on the liberation struggle, with a special focus on Amílcar Lopes Cabral and the role of women in the movement. This labor required resolve under the most punishing and, at times, unsanitary conditions—conditions too distressing to detail fully here, including food scarcity, unreliable water and sanitation, intermittent electricity, unstable internet, and a frequent absence of basic daily necessities.

This was his first trip to Africa. He conducted himself with exemplary professionalism, maintained balance and equanimity, and showed deep empathy as he observed his mentor navigate the Byzantine negotiations with the Office of the Prime Minister and the Minister of Social Communication to gain access to the recordings and formalize an internationally enforceable protocol to digitize and host them on mirrored open-access sites. He and his mentor also devised a meta-indexing catalogue aligned with internationally recognized archival guidelines. Daniel proved an exceptional collaborator: attentive, thoughtful, perceptive, and grounded. His empathic disposition endeared him not only to his host but to the staff at the National Broadcasting Office and the National Archives, where he further assisted me in digitizing my emerging collection on the agricultural penitentiary that held political prisoners during the colonial war.

Daniel John Ware's service record is equally impressive. He reflects a sustained commitment to academic mentorship and institutional engagement. Within the History Department, he actively mentored undergraduates, providing targeted guidance to students enrolled in "Historical Writing" and "The Historian's Craft." He instructed them in research methodology, the drafting of findings, and the public



dissemination of scholarship. He also routinely presented his own research at graduate seminars, contributing directly to the department's intellectual exchange.

At the institutional level, Daniel competed for and secured university-wide research grants. His service extended well beyond the campus perimeter. He partnered with me to expand the department's public footprint, participating in community outreach to communicate the value of our program. He represented the department across various public forums, including church-affiliated initiatives, effectively bridging the gap between the university and the wider community.

Daniel's case merits attention for reasons beyond academic performance alone. He comes from a modest background and a single-parent household, and from an early age had to balance family responsibility, school, and work to make ends meet and continue his education. Even under those conditions, he remained committed to his long-term goal of building a career in history.

He has also remained active in the community, including participation in archaeological preservation work in Kern County, while continuing to help support his family and look after a sibling. What marks his record is steadiness under pressure. Daniel has met adversity



with patience, discipline, and a clear sense of purpose. His path speaks well of him and reflects the kind of determined, community-minded achievement that CSUB exists to foster.

Daniel's academic trajectory is clear: he will pursue a Ph.D. in African History. He has submitted his first round of applications to established programs, including the University of Michigan, Michigan State, Wisconsin-Madison, Indiana, Ohio University, Florida, and Oregon. To support this transition, he is competing for the Sally Casanova Pre-Doctoral Scholarship.

His second round of applications will target UC Irvine, Claremont Graduate University, and Harvard. Concurrently, he is actively pursuing entry into the African history program at the University of Oxford. Given his proven capacity for archival synthesis and demanding

fieldwork, he is fully prepared for the rigors of doctoral research. His career prospects as a historian are excellent.

Daniel John Ware is a defining success story of California State University, Bakersfield. Having overcome significant socio-economic and structural adversity with quiet resolve, he balanced familial duties and wage labor with his education and is currently preparing his thesis for publication. As he advances toward a Ph.D. in African History, he is poised to make a lasting contribution to the field. As his mentor noted, his departure is an "immense loss" for CSUB, but an "unmitigated gain" for his future institution. We proudly watch him set off toward his next horizon.

THE J. PAUL GETTY MUSEUM

by Miriam Raub Vivian

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. Check out their website: <https://www.getty.edu/>

Their description of the museum is 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.



Outer Peristyle at the Getty Villa

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."

Continued on page 7. See GETTY



HISTORY FORUM

“A HISTORY OF RACE, RELIGION, AND REPRODUCTIVE INJUSTICE IN MEXICO, 1770-1940.”

WITH DR. ELIZABETH O'BRIEN

On March 12, 2026, Dr. Elizabeth O'Brien visited CSUB from UCLA to present her talk, titled “A History of Race, Religion, and Reproductive Injustice in Mexico, 1770-1940.” The presentation focused on the research she conducted for her 2023 book, *Surgery and Salvation: The Roots of Reproductive Injustice in Mexico, 1770-1940* (UNC Press). The monograph provides a historical analysis of reproductive politics in Mexico from the Enlightenment through the age of eugenics. Linking past and present, the project historicizes the centrality of racial and religious claims in political conflicts about fetal life and maternal decision-making. Drawing from the book, her presentation chronicled the roots of reproductive injustice in Mexico, where women's healthcare is affected by high maternal mortality rates; medical negligence of marginalized communities; problematic access to the termination of pregnancy (even after the landmark supreme court rulings of 2019 and 2021); and a roiling feminist movement against obstetric violence and in defense of reproductive dignity and justice. Dr. O'Brien argues that these phenomena are dually rooted in racial prejudice and religious paternalism while honoring women's individual stories and resistance. Shifting gears at the end of the talk, the speaker shared the initial stages of her current project, which is a graphic novel about the history of reproductive medicine in Mexico, with attention to the humanizing possibilities (and challenges) of artistically representing the past. Altogether, the talk was a stunning example of meticulous research and a carefully synthesized historical narrative covering a wide swath of time. The conversation among speaker and student attendees

that followed the talk is a testament to the importance and instructiveness of Dr. O'Brien's work. The History Forum (and our students) sincerely thank her for sharing her time and research with us, and we hope to see her again soon.

As this academic year comes to an end, the History Forum planning committee would like to share that Dr. Garcha will be on sabbatical fall 2026 through spring 2027. We are excited to announce that during her temporary absence, Dr. Mo will join Dr. Mulry as co-chair! We look forward to keeping you updated about next year's speaker lineup! Stay tuned and in the meantime, have a wonderful summer break.



STUDENT NEWS

Kayla Kiefer won first place in the Graduate Arts and Letters Division at the CSUB Student Research Competition in March. Her faculty mentor was Dr. Kiran Garcha. As first place winner, she was invited to present her research as the CSU Systemwide Student Research Competition at San José State University in April.

Luc Burdick won second place in the Graduate Arts and Letters Division at the CSUB Student Research Competition in March. His faculty mentor was Dr. Moises Acuña-Gurrola.

Mounique Flores was accepted to the summer program in Arabic at the University of Texas at Austin.

Cy Williams' one-act play, Happy Birthday, Kurt!, was performed in March as part of the CSUB Department of Music and Theatre's 2026 Theatre of New Voices. Before entering CSUB's History MA program, Cy earned a B.A. in Theatre (Creative Production) from CSU Fullerton.



WEDDING ANNOUNCEMENT: LUC & KIRA BURDICK-BEAUDIN

The History Department extends its warmest congratulations to Luc and Kira, who were married Sunday, May 24, 2026! Both with majors in the Humanities, Luc received his bachelor's in history and is working on his master's with the same major at CSUB. Kira graduated from CSUB last year with her bachelor's in philosophy and is looking to soon begin working on an MA in the same major. Please join us in wishing the newlyweds a lifetime of happiness, love, and wonderful new chapters together as they celebrate this beautiful milestone.

Cheers to the happy couple!

HISTORY CLUB

The History Club had a memorable semester! Game nights were a success and welcomed lively groups for friendly competition.

The History Club is currently seeking officers for the upcoming academic year. Contact Dr. Mo mgurrola4@csub.edu if you are interested in becoming a member of the History Club or if you would like to volunteer to become an officer.



FACULTY NEWS

Dr. Moisés Acuña-Gurrola (Dr. Mo) has published a review of *The Texas Civil Rights Project: How We Built a Social Justice Movement* (University of Texas Press, 2025) in *History: Reviews of New Books* Vol. 54 Issue 3 (Spring 2026).

Dr. Mo has contributed to *The American Yawp*, a US History Survey textbook published by Stanford University Press. His contribution to chapter twenty-six, "The Affluent Society" examines the desegregation of ethnic Mexicans in public schools. Updates to the textbook will arrive in the summer of 2026.

Dr. Mo's 2021 chapter from the award-winning *Civil Rights in Black and Brown: Histories of Resistance and Struggles in Texas* (University of Texas Press, 2021) has been reprinted in *Justice on "The Hill": A History of Activism at Prairie View A&M University* (Texas Tech University Press, 2026) and in *The Hill We Climbed: Prairie View A&M University* (Texas A&M University Press, 2026), both edited by Will Guzmán and William Hosten.

In April 2026, **Dr. Mo** presented at the Annual Conference of the Organization of American Historians. His talk, "Freedom is What We Want: Juveniles in the Prisoners' Rights Movement in Texas," examined how incarcerated children were at the forefront of a new stage of the movement in the early 1970s.

Dr. Stephen Allen was interviewed by CBS 29/FOX 58 Eyewitness News about the global popularity of soccer. <https://bakersfieldnow.com/news/local/soccer-fans-gear-up-to-cheer-on-favorite-teams-as-the-sports-global-reach-grows-kern-county-california>

John Chen's chapter "Mobility, Borders, and Global Histories of Asia: A Sino-Islamic Perspective" has been published in the edited volume *Melancholy Borders: Mobility, Migration, and Exclusion in Global History*, edited by Andrew B. Liu, Owen Miller, and Meha Priyadarshini (New York: Columbia University Press, 2026). Using memoirs, periodicals, and other sources in Chinese and Arabic, the chapter examines the unrealized plans of Chinese, South Asian, and Southeast Asian Muslim scholars to establish a so-called "Far Eastern Islamic Federation" after the Second World War, an international institution they imagined as akin to the recently formed



United Nations and Arab League, but also as compensating for the likely underrepresentation of Asian Muslim interests in those bodies as well as in the secular or potentially secular governments of newly or soon-to-be independent Asian nations. It traces how this vision was shaped by these scholars' shared experiences at al-Azhar, Cairo's renowned center of Islamic learning, in the 1930s and 40s; offers a tentative explanation for the proposal's failure; and discusses what this forgotten episode contributes to understandings of international organization, Islamic modernist movements, global mobility and migration, and the constraints that postwar nation-formation placed on alternative identities.

In June, **Prof. Chen** is also serving as a reader for the AP World History: Modern exam for the third time in the past four years.

This past academic year, **Professor Mustafah Dhada** focused significant operational leadership on international field research and the preservation of West African historical memory. He directed a specialized, multidisciplinary team of six professionals in the ongoing salvage and restoration of Guinea-Bissau's national sound archives. The field team under his guidance included an ethnomusicologist, two local sound technicians, a historical anthropologist trained in military intelligence gathering networks, and CSUB's own Daniel John Ware—an award-winning graduate scholar from our department who accompanied Dr. Dhada as a student research assistant.

On the publication and research front, **Dr. Dhada** continued his international collaborations as co-Principal Researcher on the project "*Revolutionary Pedagogies? History of Education Projects in Angola and Mozambique (1960s–1980s)*." This work culminated in an invited paper presentation at Coimbra University in April 2026, which analyzed the scholarship of Maria Paula Meneses through the lens of Southern epistemologies. Additionally,

he published a juried article in the Journal of African History that examines the intersection of historical scholarship and the public square via the Belgian Commission on Colonialism.

Dr. Dhada also maintained a rigorous international lecture schedule, presenting new research at the Bissau Biennale in Guinea-Bissau and delivering a book launch lecture at the University of Lisbon. Beyond his public scholarship, he lent his expertise to international funding and research bodies, serving as an anonymous peer reviewer and authoring an expert assessment report for the Independent Social Research Foundation (ISRF) evaluation panel. "Two additional

publication projects reached important milestones during the academic year. Dr. Dhada accepted an offer from Bloomsbury Academic for a revised and expanded second edition of *Warriors at Work: How Guinea Was Really Set Free*, his landmark study of the liberation struggle in Guinea-Bissau. The new edition will incorporate archival discoveries, documentary evidence, and historiographical developments that have emerged since publication of the original volume. In addition, he completed a commissioned book chapter, "Amílcar Lopes Cabral Reconsidered: A Retrospective Essay," for a forthcoming edited volume on Amílcar Cabral to be published by Tinta da China in Portugal."

In May, **Dr. Douglas Dodd** was interviewed by *National Geographic* for an article on plans for three new California State Parks in the Central Valley, including Dust Bowl Camp State Historic Park near Arvin, which would preserve the Weedpatch Camp that was the model for the government camp in John Steinbeck's *The Grapes of Wrath*. Ada Tseng, "California is Getting Three New State Parks—And They're Not Where You'd Think," *National Geographic*, May 15, 2026.

In spring 2026, **Douglas Dodd** served as an academic reviewer the California State University's Sally Casanova California Pre-Doctoral Fellowship Program.

GETTY: Continued from Page 3

There are permanent and special exhibits, and both venues—easily reachable by car—are world renowned. In addition, both are FREE! All you have to do is go online in advance to reserve an entry time. Parking is \$25 per car. (Pay in advance online for the Villa and in person at the Center.) Each museum is also open six days a week, aside from major holidays. (The Center is closed on Mondays; the Villa is closed on Tuesdays.)

So, grab a friend or family member and plan your trip; perhaps you can even venture down during summer. Most exhibits are now in both English and Spanish. Also, an important alert—and another reason to go in the coming months: the Getty Center will close for renovations from spring 2027 to spring 2028. (The Villa will remain open, with additional offerings.)

Here are three current special exhibits, two at the Villa and one at the Center.

AT THE GETTY VILLA

The Egyptian Book of the Dead Exhibition March 4-Nov. 30, 2026

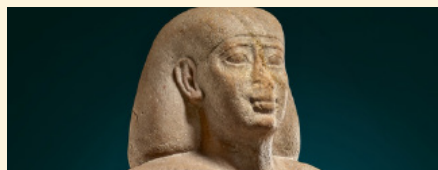
Among their rigorous preparations for eternity, ancient Egyptians developed an intricate set of religious writings to help the deceased achieve a blessed afterlife in union with the solar god Re and the netherworld god Osiris.



Papyrus of Pasherashakhet (detail), Egyptian, about 375–275 BCE. Ink on papyrus

Known collectively as the Book of the Dead, these ritual spells were inscribed on funerary objects. This exhibition, previously shown in 2023, features Getty's Book of the Dead manuscripts, illuminating how ancient Egyptians understood the cosmos, the world of the gods, and the nature of existence.

Sculpted Portraits from Ancient Egypt January 4–November 9, 2026, GETTY VILLA



Statue of Nakhtorheb (detail), Egypt, Dynasty 26, about 590 BCE. Quartzite. British Museum

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.

AT THE GETTY CENTER

Baroque Paintings and Sculptures Collection Highlights, through Summer 2026



The Entry of the Animals into Noah's Ark (detail), 1613, Jan Brueghel the Elder. Oil on panel

Encounter lush landscapes, rowdy street musicians, and stately aristocrats from a period of Europe's most expressive art. This display of paintings and sculptures from the collection presents works by eloquent artists active between about 1600 and 1750, such as Rembrandt, De Vries, Gentileschi, Poussin, and others, in dynamic visual dialogue.

HONORS AWARDS AND SCHOLARSHIPS

HISTORY DEPARTMENT OUTSTANDING GRADUATING MA STUDENT:

DANIEL JOHN WARE



Daniel John Ware is a defining success story of California State University, Bakersfield. Raised in a single-parent household, he balanced familial duties and wage labor with his education, meeting structural adversity with quiet resolve. His thesis, *Tite Transformed*, reconstructs a colonial outpost during the Guinea-Bissau War of Independence. To secure this data, Daniel endured grueling fieldwork in Bissau alongside his mentor. Navigating Byzantine negotiations and distressed infrastructure, he digitized the fragile national sound archives of revolutionary leader Amilcar Lopes Cabral. At CSUB, Daniel mentored undergraduates, secured research grants, and partnered in community outreach, all while participating in local archaeological digs. He is currently preparing his thesis for publication. As he advances toward a Ph.D. in African History, he is poised to make a lasting contribution to the field. As his mentor noted, his departure is an “abysmal loss” for CSUB, but an “unmitigated gain” for his future institution. We proudly watch him set off toward his next horizon.

Note: In addition to being named the History Department’s Outstanding Graduating MA Student, Daniel John Ware was selected the Outstanding Graduate of the CSUB College of Arts & Humanities.

HISTORY DEPARTMENT OUTSTANDING GRADUATING SENIOR:

ANHAR ALOMAISI



Anhar Alomaisi is an exceedingly original and dedicated interdisciplinary scholar. She has earned As in nearly every course taken at CSUB in the History major and her Art and English minors. She comfortably quotes Shakespeare, Marx, and British feminist Sheila Rowbotham in the space

of a few sentences. Among other topics, her coursework has examined the influence of Aime Césaire, the Martiniquan scholar and politician, on Frantz Fanon, the incisive critic of colonial psychology and fighter for Algerian independence. As a 2025-26 Student Research Scholar, she has investigated the history of the Yemeni community in Bakersfield, including their experiences in the Yemeni War of Independence, immigration hardships, participation in the United Farm Workers movement, and sustained connections to Yemen. Her project, combining archival work with oral history, is a major contribution to Arab American Studies, which has underemphasized Yemenis and rural areas. She will continue this important project in the History MA Program and in a future PhD and academic career.

CLIO AWARD: EMMA JONES



Emma has conducted original research on the history of Bakersfield’s NAACP chapter, and has visited numerous local archives, including CSUB’s Historical Research Center, to excavate primary sources on the chapter’s 100-plus-year-old history. During her time in the History Department, she has been a regular contributor to the department’s extra-curricular activities. Emma plans to pursue a career in K-12 teaching. She is a dedicated, engaged, and thoughtful scholar. In her work as both a student and research assistant, Emma has always demonstrated a keen, historical inquisitiveness that she takes with her beyond the classroom. It has been a tremendous pleasure working with her as a professor, and I have no doubt that her future students will feel (and be) just as lucky to learn from her.



**DEPARTMENT
OF HISTORY
CSU BAKERSFIELD**

SCHOLARSHIPS

THE JAMES H. GEORGE SCHOLARSHIP: JAXON MITCHELL

Jaxon Mitchell is this year's recipient of the James H. George Scholarship. Jaxon has maintained an impressive 3.88 GPA here at CSUB with a major in History and a minor in Japanese. He will be going to Japan as part of a study abroad program during the 2026-2027 Academic Year. After graduating, Jaxon is considering graduate school, possibly with an interest in pre-modern European history, specifically that of Spain.

RYAN STINSON SCHOLARSHIP IN HISTORY: DAMARA MANJARREZ



It is the History Department's great pleasure to name Damara Manjarrez as the inaugural awardee of the Ryan Stinson Scholarship. She has been an exemplary student

during her time in the BA program, demonstrating a sincere passion for and commitment to the discipline. Her interests in local history are a testament to this. During a group project on Allensworth in her African American History class in Fall 2025, she traveled to the township to document this little-known site. She provided the class with a glimpse into its 100+-year-old history, shedding particular light on the pivotal role the town's school played in the broader community. In her California History course in Spring 2025, she again ventured outside of Bakersfield for another project on Manzanar. The insights she gathered on site, coupled with her meticulous analysis of the Manzanar Free Press, helped elucidate for the class the daily activities inside the prison.

THE ETTA & MARSHALL MASTERS SCHOLARSHIP: MOUNIQUE FLORES



Mounique Flores is an extremely creative, thorough, and versatile researcher and scholar. She has earned an A in nearly every History course taken as

an undergraduate and MA student. She has acquired strong expertise in East Asia and Latin America, and

in thematic areas such as the history of propaganda. Among other topics, her assignments in the "Propaganda" course analyzed Soviet war paintings, Covid-19 misinformation, and official responses to pro-Palestinian student protests. She is an indefatigable and independent worker, reading and applying every outside book her instructors recommend with speed and accuracy. In her future PhD and academic career, she plans to examine the impact of missionary discourses on Chinese Muslim self-identity and is undertaking independent Chinese and Arabic language study to pursue this goal. She will study Arabic this summer at the University of Texas at Austin.

RESEARCH PAPER COMPETITION WINNERS

32ND ANNUAL JR. WONDERLY MEMORIAL AWARD

Congratulations to the following winners of this spring's competition.

Raul Avalos

First Place, Undergraduate Division

"Mexico's Diplomatic Stand on Ethiopia in the League of Nations."

Stacey Carpio

Second Place, Undergraduate Division

"Citizen by Birth? Gender Inequality in United States Citizenship Law"

Kayla Kiefer

First Place, Graduate Division

"Our Vanishing Black Men': Bakersfield's Criminalization of African American Male Youth, 1966-1996"

THE 2ND ANNUAL VIVIAN PRIZE

The Vivian Prize research paper competition was held in fall 2025.

America Briviesca,

Winner, Undergraduate Division

"Force-Feeding Suffragettes: An Attack on Gender, Diet, and Class."

Kelly Garrison

Honorable Mention, Undergraduate Division

"Faith, Fire, and Flakes: John Harvey Kellogg, the Seventh-day Adventist Church, and the Reinvention of American Diet."

Guadalupe Herrera

Honorable Mention, Undergraduate Division

"A Continuous Disappointment: The League of Nations' Involvement in the Chaco War, 1932-1935."

Elda Naomi Felix Miranda

Winner, Graduate Division

"Hans Sloane, the Royal Society, and Plagiarized African Knowledge in 17th-Century British Colonial Jamaica."

Kathryn Gontijo-Doucette

Honorable Mention, Graduate Division

"Mary Delany's Botanical Arts: Mastering Nature Through Pen, Pencil, and Scissors."

Kayla Kiefer

Honorable Mention, Graduate Division

"Valley Fertile Ground for Babies': Kern County's Teen Pregnancy 'Epidemic,' 1970s-1990s."

Samuel Toro

Honorable Mention, Graduate Division

"Road to Extremism: The Black Faction of the John Birch Society in the Age of Civil Rights."

CONGRATULATIONS TO OUR HISTORY DEPARTMENT GRADUATES 2025 - 2026



SUMMER 2025

Madison Claffy
Andy Palacio
Priscilla Lizarraga

FALL 2025

Armando Abundez
*Curtis Asher
Blake Boyd
Irma Cardenas
Oswaldo Contreras Cepeda
Dustin Culy
Christian Dominguez
Roxanne Dominguez
*Sara Fitzsimons
Sonia Gonzalez
Bobby Gibson
Hilario Gomez
*Ricardo Gone
Justin Honea
*Colby Kohr

Jesus Santiago Lopez

Eric Medina
Jillian Obannon
Angelica Ramirez
*Jake Sergeant
Eva Swaim
Lorena Quiroz-Hernandez
Marco Villalobos
*Daniel Ware
David Wolfe

SPRING 2026

James Acton
Amy Acuna
Estela Albarran
Anhar Alomaisi
Tysen Alvarez
Raul Avalos
Brittney Ayala
*Keenan Boothe

*Gino Cemo

Lidia Flores Diaz
Wyatt Dunham
Alicia Vargas Escamilla
Anela Garcia
James Garcia
*Kathryn Gontijo-Doucette
Gavin Henry
Jackson Irving
Emma Jones
Robert Moore
Liset Molina
Victor Munoz
Maile Sorg
Micah Stover
*Samuel Toro
Michel Vargas Rivera
Mariana Loera
Jonathan Vega
*Cy Williams

**=MA degree*



THE FOLLOWING STUDENTS EARNED THE HISTORY M.A. DEGREE IN FALL 2025:

Thesis

Curt Asher, "From Mission to Parish: The Early History of Saint Paul's Episcopal Church in Bakersfield, California, 1855-1918"

Daniel Ware, "Tite Transformed: War and Counterinsurgency in Colonial Guinea"

Exams

Sara Fitzsimons

Ricardo Goné

Colby Kohr

Jake Sergeant

THE FOLLOWING STUDENTS EARNED THE HISTORY M.A. DEGREE IN SPRING 2026

Thesis

Elda Felix Miranda, "The Rich Central Valley Between Bakersfield and Sacramento – 300 Miles by 50 of the Richest Land Since the Garden of Eden: The Bracero Program and Mexican Immigration in the Southern San Joaquin Valley, 1942-1955"

Cy Williams, "The Lost Children of AIDS: The 1980s Epidemic, Its Forgotten History, and Its Youngest Fighters"

Exams

Keenan Boothe

Gino Cemo

Samuel Toro

Jonathan Vega

M.A. PROGRAMS ACCOMPLISHMENTS 2025-26

Student Research Scholars Program Scholarship Winners:

Luc Burdick, Mentor: Dr. Moisés Acuña-Gurrola

Kat Gontijo-Doucette, Mentor: Dr. Stephen Allen

Kayla Kiefer, Mentor: Dr. Kiran Garcha

Daniel Ware, Mentor: Dr. Mustafah Dhada

Student Research Competition, March 2026

Humanities and Letters

1st Place: Kayla Kiefer

2nd Place: Luc Burdick

Eric Medina

Jillian Obannon

KATY FREELAND: AN APPRECIATION

by Miriam Raub Vivian



A graduate of our undergraduate program (BA '00, with a minor in Economics), as well as of our graduate program (MA '03), **Katy Freeland** compiled an exceptional academic record here before going on to teach faithfully for our department as a Lecturer for 16 years. With recent budget cuts making employment at CSUB unpredictable—and with her own daughter now in college—Ms. Freeland was inspired to turn the page on a new career chapter, this one in library work. Having volunteered at the Beale Library in the Local History Reading Room, she was hired in spring full time to run Kern County library's Bookmobile, thus helping to make books accessible to outlying communities. Furthermore, she will enroll in fall at SUNY Buffalo in their online MLIS program in her goal to become a Librarian.

As a student in our program, Ms. Freeland built an impressive record of academic success. An excellent writer, she produced exceptional research, much of it recognized with awards, such as at the Phi Alpha Theta (national history honor society) annual SoCal Regional student paper conference, where she won first-place awards three years running. In addition, three of her papers won National Phi Alpha Theta paper prizes: the Nels Andrew Cleven Founder's Day Paper Prize Award (2001 and 2002); and the Dr. George Hammond Paper Prize Award (2003). Further, her master's thesis—"Reclamation, Flood Control, and Farming: The Battle over Isabella Dam"—was recognized at CSUB in 2004 with the Dean's Award for Outstanding Master's Thesis. In 2005, her article "Examining the Politics of Reclamation: The 1944 Acreage Limitation Debate in Congress" was published in Phi Alpha Theta's journal, *The Historian* (vol. 67, no. 2).

Ms. Freeland's strong skills, coupled with her commitment to education, made her an ideal instructor in our department. Besides teaching both halves of our U.S. History survey (HIST 1218 and 1228), she also taught our California History class developed for Liberal Studies majors (HIST 2100). In an evaluation of her teaching in HIST 1228, a department faculty member was full of praise for Ms. Freeland, noting that her "lecture was dynamic and engaging"

and writing in conclusion that she "is clearly an enthusiastic and engaged instructor. It is apparent that she is invested in student success and has developed measures to ascertain student comprehension through the pre-class activities. Furthermore, by scaffolding the essay assignment, she has provided students with an opportunity to improve their research and writing skills throughout the term."

In several quarters and semesters, Ms. Freeland was also entrusted to teach our Historical Writing course—a demanding class for both student and instructor and one instrumental in helping our students develop the critical skills needed in our discipline. As an undergraduate, she had been a student in my Historical Writing class (spring 1999) and was already a strong writer then. In observing her just a few years ago teaching that course, I highlighted the ways she had crafted a rigorous course, one that was constructed to help students develop their research and writing skills as fully as possible. I concluded that her class session was a model of teaching: clear, specific, valuable, relaxed, and interactive.

Our program owes a great debt—and sincere thanks—to Ms. Freeland for her many years of dedicated service to our students and the many ways she helped us provide a curriculum with integrity. On behalf of my colleagues, I wish her all the best in her career as a Librarian.

SPRING CAREER PANEL

On April 14, Profs. Kate Mulry and John Chen hosted a career panel for History majors for the sixth consecutive semester. The event, titled "The Teaching Credential Program and Teaching Positions: Panel and Application Q&A Workshop," featured Prof. Alice Hays, director of the CSUB Teaching Credential Program; Keenan Boothe, Social Studies Instructor at Foothill High School (and recent CSUB History MA); and Noah Roberts, Teaching Credential Candidate and Social Studies Student Teacher at Del Oro High School. In addition to their presentations, the panelists generously took time to answer questions about the Teaching Credential and teaching career application processes. The career events continue to have a 100 percent approval rating based on attendee surveys.

PHI ALPHA THETA NEWS

Phi Alpha Theta welcomed the following new members at the History Department Honors and Awards Ceremony on May 1:

Amy Acuña
Tysen Alvarez
Stacey Carpio
Tanner DeWalt
Brooke Pérez
Israel Piñeda

Phi Alpha Theta officers for 2026-27:
President: Atlas Tillery
Vice President: Mounique Flores
Secretary/Treasurer: Brooke Perez
Historian: Guadalupe Herrera
Communications: Israel Piñeda

CSUB STUDENTS PRESENT AT PHI ALPHA THETA REGIONAL CONFERENCE

On Saturday, March 7, two members of CSUB's Phi Alpha Theta chapter (the national history honor society) presented their papers at the PAT Annual Regional Student Paper Conference. America Briviesca and Stacey Carpio travelled with Prof. Kate Mulry to CSU San Marcos to share their research and to hear papers delivered by undergraduate and graduate students from across the region. America gave a paper called "Force-Feeding Suffragettes: An Attack on Gender, Diet, and Class." Stacey gave a paper called "A Citizen by Birth? Gender Inequality in United States Citizenship Law," which was named the best paper in the category of 19th Century U.S. History, one of five prizes awarded at the conference.



From Left to Right: America Briviesca, Dr. Kate Mulry, Stacey Carpio

ALUMNI NEWS

Congratulations to **Bailey Mills (BA '25)**, who gave birth in late November to son Joaquin, 8 lbs., 12 oz.

Angel Rivero (BA '19) teaches Social Studies at Arvin High School. He is returning to CSUB this fall to begin work on his MA in Education.

Robert Hunt (BA '23, MA '25) is Curator of Collections at the Kern County Museum. He and his wife are expecting a baby girl in June.

F. Javier Llamas (BA '03, MA '15), history professor at Bakersfield College—and legendary sports fan—will spend the summer traveling to World Cup games in Houston, Texas, and Guadalajara and Monterrey, Mexico.

Jennifer Paulsen (BA '18, MA '20) teaches History-Social Science at Foothill High school in Bakersfield.

Joshua Reyna (BA '21) is a History-Social Science teacher at Arvin High school.

PHOTOS FROM AWARD NIGHT



WRITING CORNER

by Miriam Raub Vivian

Stories are central to what historians do. The so-called “Father of History,” Herodotus started us on this path in the 5th century BCE with his exploration of the past, recounting in his *Histories* many, many stories about Egyptians, Persians, and Greeks. *Historia* means “inquiries,” however, and historians incorporate stories into their writing for a purpose: to develop an argument or support a thesis or interpretation. Ultimately, Herodotus used many stories to explain how a small collection of independent Greek city-states were able to defend themselves and prevail against the invading Persian empire.

It is the USE of stories—narrative prose—to illustrate a point or provide some background to a historical problem that is essential to the work of history—not stories for stories’ sake. In other words, when writing history, historians weave together stories (narrative) as part of their examination (analysis) of a topic. **It is this beneficial symbiosis of narrative and analysis that is at the heart of history and that properly constitutes an analytical essay.**

Successful practitioners of this form of writing are those able to find a balance between narrative and analysis, skillfully weaving them into a coherent essay. As history students are asked routinely to write analytical essays—on exams, book reviews, film critiques, term papers, and research projects—honing one’s skills in this type of writing is crucial to one’s success in the discipline; fortunately, doing so is not overly difficult: the key is to INTEGRATE the two, using narrative to serve the more important business of analyzing information to draw conclusions. To do this, organize the essay well, which includes leading with one’s analytical statements; then, support each of these with the examples that constitute narrative material—and provide the all-essential evidence for one’s argument.

As in most writing, there is no one, single formula, but the best essays are those that put analysis first. After setting up the essay with a strong introduction—one that conveys a clear thesis and a list of the essay’s main points—and then crafting effective topic sentences for subsequent paragraphs to stress both the point at hand and the overall argument of the essay, the writer will have a clear framework or organization that highlights the argument.

The next task is to develop the argument, to support or illustrate it. This is where narrative may be used effectively, as sharing stories with one’s reader not only brings a topic to life, but also helps make one’s argument comprehensible and thus generally compelling.



To illustrate, let’s use Roman history. Julius Caesar is a popular figure from Rome’s past, and there are many stories about him available, as two of our most important sources for Roman history wrote biographies of him. Suetonius and Plutarch were in fact more storytellers than historians, more interested in chronicling his life—and teasing out the sensationalist bits—than concerned with conveying an overall interpretation of Caesar. Their stories of Caesar inspired William Shakespeare, and they continue to feed the popular imagination, as well as Hollywood. It’s not that these stories are false, or that they have no use, but that they rely on historians to infuse them with meaning.

In a middle school report, a student might begin with the basics, and then proceed chronologically to detail the life of Caesar:

Julius Caesar was born on July 13, 100 BCE. He was born into a prominent Roman family, but one that had not achieved much fame for some time. Caesar grew up when the Roman Republic was having some problems. When Caesar was twelve, a general named Sulla marched his army on Rome. He drove out his political enemies and took the title “dictator.” This may have impressed Caesar. He forged a friendship with two important men in Rome, Pompey and Crassus, and the three men worked together to advance their political careers. Caesar was given a command in Gaul in 59 BCE, and he spent the next ten years there conquering the territory for Rome. This made him popular with many people in Rome but

gained him enemies as well. When in 49 BCE Caesar moved into Italy with his troops, heading for Rome, his former friend, Pompey, led Roman troops against him. Caesar won but had to keep fighting off his enemies for some time. In February 44 BCE, Caesar was declared “dictator for life.” This angered many nobles, and they stabbed Caesar to death on the Ides of March 44 BCE (March 15).

That report, though made short for our purposes here, captures many important details about Caesar’s life. It is, however, mainly a chronological narrative without much effort to analyze these events to say something meaningful. How might this look different in an essay that uses narrative to serve analysis—i.e., in an analytical essay?

First, of course, **there must be a thesis and main points**. Using the information above, we can argue this: “Caesar was an ambitious man who grew up in the Late Republic, a time when many nobles were putting their own careers ahead of the needs of the state. The intense rivalries that resulted from these men’s ambitions led to a split in the once-cohesive senatorial class, creating factions whose conflicts led to violence, civil war, and ultimately the end of the Republic. Caesar was a key player in these developments.”

Next, **main points must follow to signal to the reader what points will be discussed in the essay** to bear out the thesis. In this case, the following will suffice: Caesar came to political maturity in an era when men such as Sulla used violence to attain their ends; Caesar successfully used a marriage of convenience with two powerful Roman politicians to advance his own career, solidifying his reputation through successful campaigns in Gaul; and Caesar’s rivals refused to allow him to garner so much power for himself, leaving them playing second fiddle.

Now, each one of these main points can be articulated as a topic sentence for a discussion that INCORPORATES narrative as a means of support for the point that each paragraph seeks to make—not just information disconnected from analysis. Here is just one example, with the topic sentence in bold:

Born in 100 BCE into an era that was part of a period historians refer to as the “Roman Revolution,” Julius Caesar developed his political instincts during major political turmoil in Rome. It was a time when many nobles were ignoring the Republic’s motto, “The Senate and the Roman People” (SPQR), in favor of climbing the ladder of political success, no matter what it took. A twelve-year-old boy on the cusp of maturity in Roman society in 88 BCE, Caesar witnessed the March on Rome by Sulla, who had turned around the armies he was leading to Asia and commanded them back into the city to oust his enemies. Cicero later wrote that the mindset of those who witnessed this was, “Sulla could do it; why can’t I?” Caesar seems to have absorbed this lesson for success. Other ambitious men, such as Marius, broke traditional rules as well: not only did Marius run and gain election to the consulship seven times, five of them consecutively—unprecedented in a system with many men seeking only two such offices each year—but he also ignored the land qualification in order to recruit soldiers to fill the ranks of Rome’s armies, somewhat depleted after so many long wars. The behavior of such men no doubt contributed to Caesar’s political formation and taught him that ambitious men sometimes break the rules. He probably even convinced himself that those actions were in the best interest of a Republic that no longer seemed to work by following the rules, and he began to collaborate with others who shared this view.

This is only one example, but clearly there are no stand-alone sentences that do not serve an important point the essay seeks to make—no single sentence such as this: Julius Caesar was born in 100 BCE. So, integration is the key, even WITHIN sentences. Thus, for a successful analytical essay, always **seek to make the narrative serve the analysis and connect it directly to the points of the essay**.

The reverse issue—all analysis and no narrative—is also to be avoided because without discussing information about the past (e.g., the actions of individuals, our knowledge of important documents, events large and small), one’s essay is neither interesting nor compelling, as in this example:

The Roman Empire fell because it was unable to deal with its many issues. There were political, military, and economic problems that were insurmountable for the Romans. It seemed like every time they turned to tackle one problem, other problems arose elsewhere in the empire, a territory so vast that ruling over it was practically impossible because of all the problems their leaders faced. The demise of this huge empire was thus inevitable.

First, nothing in history is inevitable but, more important, this essay offers only generalizations—no substance with which to support them. It reminds us then that balance is essential, even in writing, and that striking a good one between narrative and analysis is key to a successful analytical essay in history.

PUBLIC HISTORY INSTITUTE HOSTS SCREENING OF *MANZANAR, DIVERTED*.

On February 5, the Public History Institute hosted a screening of *Manzanar, Diverted: When Water Turns to Dust*, followed by a conversation with the filmmaker, Ann Kaneko. The film addresses the history of water and land in the Eastern Sierra's Owens Valley, and the ways in which distant power—especially the federal government and the city of Los Angeles—have shaped the history of the region. The federal government forcibly removed the indigenous Nüümü (Paiute), beginning in the 19th century, and imprisoned Japanese Americans (at Manzanar), during World War II. Meanwhile, Los Angeles took the water from the valley and left behind a desert where rivers, creeks, and springs had once supported a thriving environment for humans and wildlife. The film follows women the Native American, Japanese American, and rancher communities who have tried to defend the valley's land and water.

Ann Kaneko, (director/producer/editor/cinematographer) is known for her personal films that weave her intimate aesthetic with the complex intricacies of political reality. An Emmy winner, her other credits include *A Flicker in Eternity*; *Against the Grain: An Artist's Survival Guide to Perú*; *Overstay* and *100% Human Hair*. She was a Fulbright, Japan Foundation Artist, Film Independent Doc Lab and Jackson Wild Multicultural Alliance fellow. She has been commissioned by the National Endowment for the Arts, the California Endowment and the Skirball Cultural Center. She currently teaches Media Studies at Pitzer College.



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