



History Newsletter



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FALL HISTORY FORUM

The Lowell Mills Girls and America's Early Industrial Revolution



On Friday November 2, the History Forum presented the first forum of the 2012-2013 academic year, featuring Professor of History Emeritus Oliver Rink and his wife and collaborator, Nancy.

In 2003, while touring the Lowell National Historical Park, Oliver and Nancy Rink conceived of a project that would combine Oliver's passion for history and Nancy's art of quilt making and fabric design. The result of that collaboration is the book *Away from Home: Quilts Inspired by the Lowell Mill Girls*. Nancy worked with famed fabric designer Judy Rothermel to develop a fabric collection based on original swatches of fabric from the Lowell Mills, circa 1830 to 1850. From that collection Nancy designed and made the quilt "Away from Home" that appears on the cover of the book. Oliver did primary research in the extensive collections housed in the University of Massachusetts, Lowell, and wrote the historical narrative that accompanies the various quilt projects in the book.

In their engaging presentation they discussed the origins of the book, the lives of the mill girls, the joy and frustrations of writing a history/craft book, and their plans for future collaborations. Nancy brought several of her award-winning quilts to display and discussed the process of interpreting the material culture of the early nineteenth century for a modern audience.

HISTORY DEPARTMENT WELCOMES NEW LECTURER

Stephen Campbell, a doctoral candidate in history at UC Santa Barbara, has joined the CSUB faculty as a full-time lecturer for 2012-13. Campbell, a specialist in early American history, is writing a dissertation entitled "Fighting the Bank War: the Influence of Money in Politics, 1828-1834." In it he examines how the interaction of newspaper editors, state subsidies, and private-public agencies helped shape President Andrew Jackson's conflict with the Second Bank of the United States. Campbell also has a field in environmental history and will teach the department's California history courses this year in addition to courses in early American history and the surveys of US history. He completed his BA in History at UC Davis and his MA in History at California State University, Sacramento, before moving to Santa Barbara for doctoral studies.



WINTER HISTORY FORUM

Uncertain Path: A Search for the Future of the National Parks

On February 1, the History Forum will present a talk by William Tweed, the chairman of the board of directors of the Sequoia Parks Foundation. He holds a Ph.D. in history from Texas Christian University and was the Chief Park Naturalist at Sequoia and Kings Canyon National Parks until his retirement in 2006. He is the author of *Uncertain Path: A Search for the Future of the National Parks* (University of California Press, 2010).

The UC Press describes the book as follows: "In this provocative walking meditation, writer and former park ranger William Tweed takes us to California's spectacular High Sierra to discover a new vision for our national parks as they approach their 100th anniversary. Tweed, who worked among the Sierra Nevada's big peaks and big trees for more than thirty years, has now hiked more than 200 miles along California's John Muir Trail in a personal search for answers: How do we address the climate change we are seeing even now—in melting glaciers in Glacier National Park, changing rainy seasons on Mt. Rainer, and more fire in the West's iconic parks? Should we intervene where we can to preserve biodiversity? Should the parks merely become ecosystem museums that exhibit famous landscapes and species? Asking how we can make these magnificent parks relevant for the next generation, Tweed, through his journey, ultimately shows why we must do just that." (UC Press)

| In This Issue | |
|----------------------|---|
| History Forums | 1 |
| New Lecturer | 1 |
| Dean's List | 1 |
| Barnes Book Review | 2 |
| Slocumb Book Review | 3 |
| JET Program | 4 |
| Improved Writing | 5 |
| History Club | 5 |
| Faculty News | 5 |
| Phi Alpha Theta News | 5 |

FALL QUARTER DEAN'S LIST

Congratulations to those History majors who made the Dean's List, earning at least a 3.25 gpa in the fall term: **David Acosta, Kathleen Angelone, Ron Cook, Donato Cruz, James Gellatly, Mackenzie Hooper, Rayana Hunter, Brittany Lange, Joey Low, Jolene Macias, Frank Martinez, Jr., Brent McClanahan II, Elias Medina, Jessica Moudy, Clinton Parrish, Cayla Presley, Paul Rendes, Sergio Rodriguez, Jr., Kristen Self, Matthew Tesoriere, Richard Uribe, Jr., Nicole Villanueva, Michael Weir, and Katherine Weymouth.**

**JAMES R. FARR, *A TALE OF TWO MURDERS:
PASSION AND POWER IN SEVENTEENTH-CENTURY FRANCE.***

Durham: Duke University Press, 2005.

REVIEWED BY: Cecilia Barnes, graduate student in History

This is a classic “whodunit” story, complete with murder, adultery, poison, and a long list of possible suspects. This book is far from a Sherlock Holmes novel, however, in that Farr’s subject matter, dramatic and incredible though it is, is not fictional: It recounts the disappearance and murder of nobleman Pierre Baillet and his valet, and the subsequent investigation and trial of the alleged murderer, Philippe Giroux, a nobleman himself. In addition to being cousins and rivals, Baillet and Giroux were very prominent members of seventeenth-century French society; they were both presiding judges, one of the royal financial court in Burgundy and the latter of the Parlement of Burgundy. The scandal of Baillet’s disappearance, Giroux’s murder charges and trial, accusations of adultery between Giroux and Baillet’s wife, various suspected poisonings, and much more real-life drama created a charged atmosphere that came to involve many other prominent personalities including Henry II of Bourbon (the prince of Condé) and the king of France himself, Louis XIII.

Although murder and intrigue are at the heart of this tale, Farr does much more than merely recount a dramatic historical episode. He uses this affair to demonstrate the dichotomous nature of power in seventeenth-century France, namely that it contained both formal and informal components: Formal power through the law, which by this time in France included rules, guidelines, and procedures, and informal power through social relations where prestige and power were incumbent upon proximity to dominant and influential individuals and families. Farr effectively argues that because of the power and prestige of the figures involved in this case, there were major contradictions on social, judicial, and political levels, and that prestigious individuals could use the law as a weapon to carry out personal vengeance and vendettas.

At the root of Farr’s book is his excellent use of a plethora of historical evidence, like depositions, *monitoires* (demands by the church requiring anyone with information to come forth or risk damnation), factums (public persuasive documents created by interested parties), prisoner interrogations, and outright gossip. Farr sifts through this evidence to construct a narrative that demonstrates, for example, how the Giroux, Fyot, and Saumaise families used social conventions of the day, like marriage, godparents, and the securing and maintenance of both offices and close friendships with important people, to provide themselves with upward social mobility. This informal power undercut the formal power of the law, which was supposed to be impartial and disinterested, because the formal law, based as it was on procedure and the need for components like *corpus delicti* (the body of the crime), a confession, or at least two unimpeachable witnesses, required judges who embodied that impartiality and disinterest that the courts were supposedly founded upon to render sound judgment. Farr points out that the paradox lies in the fact that those very judges upon whom the objectivity rested were necessarily neither impartial nor disinterested as their social statuses legitimized, in the eyes of French society, their ability to render justice. Under normal circumstances, Farr says, this distinction between patrimonial justice (offices like judgeships and presidencies were inherited) and public justice was safely ignored; the murder trial of Giroux, however, exposes this paradox and allows all to see how patrimonial justice and public justice came to a head and interrupted the flow of the law. For instance, Farr argues that there was great hesitance to pursue Giroux as a prime suspect (it took six months before an investigation actually began) because of his noble status and position in Parlement and that pursuing a fellow member of Parlement, especially one who had ties to prominent figures within the circle of the king of France, could potentially affect the positions of the other judges. Further, despite being convicted, Giroux’s noble status allowed honor to accompany his death sentence, as being beheaded was a much nobler mode of punishment than being tortured. Other parties to the crime, lacking noble status, were granted no such leniency. Farr thereby demonstrates the true dynamic of power at work in seventeenth-century France, a task that he carries out effectively in this book.

Ultimately, *A Tale of Two Murders* is a short and very readable book, scholarly in nature, and does not require prior knowledge of seventeenth-century France to be enjoyed. It is an excellent book for students of history, whether read in the classroom or for pleasure. Not only does Farr’s book contribute to the body of knowledge concerning the Giroux affair, but he also offers insight into the social, political and judicial structures of seventeenth-century France. He further offers a wonderful example of a major challenge of historical study, which is how to properly deal with evidence. The contradictory nature of the testimonies offered, the blatant dishonesty of some of that testimony, and the sheer volume of the evidence that Farr had to grapple with all culminate in a wonderful lesson to the student of history: one must judge any piece of evidence’s accuracy, plausibility, biases, and, especially important in Farr’s case, the motivations behind it. Farr does a wonderful job of producing a cohesive, flowing narrative of the Giroux affair from the varied and contradictory perspectives of the witnesses, and he presents his information in a sensible and palatable way. He does so without taking a stance on Giroux’s innocence or guilt, leaving the reader to weigh the evidence and derive his or her own conclusion. In this way, Farr shows his book to be an intellectually edifying one on many levels.

RECASTING THE THIRD “GOOD EMPEROR”

by David Slocumb

Anthony Everitt. *Hadrian and the Triumph of Rome*. New York: Random House, 2009. 392 pp.

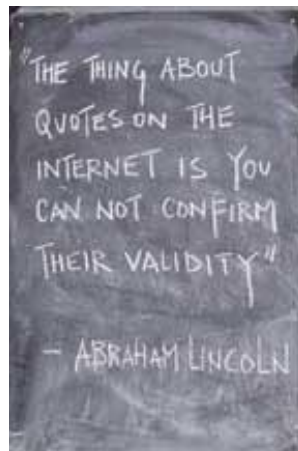
Given the scarcity of documentary evidence, recreating the life of Hadrian is a tremendously difficult task. Following his biographies of Cicero and Augustus, Everitt closes his trilogy of Roman biographers with the most difficult subject of the three: Hadrian. This book is far more than just a biography though, as it endeavors to place the third of the “Five Good Emperors” (as Machiavelli called them) in his historical context. One assumes that his prior works do the same. The concept of a trilogy of biographies covering non-sequential reigns seems odd at first, but the way Everitt structures his book to focus as much on context as on the biography itself explains this choice. Much attention is paid to Trajan, for example, which makes sense given that much of Hadrian's fame comes from his deliberate break with his predecessor's policies.

As noted before, Hadrian's life is very poorly documented. Everitt argues that Hadrian was unpopular in his time due to his fiscally responsible policy of entrenchment instead of expansion, his willingness to challenge or insult friends and experts, and in the post-classical era for his homosexuality. His account of Antinous and Hadrian's affair is also far more balanced than his predecessors', as he is able to look past any sort of homophobic sentiment in order to focus on what really matters: the historical record and what one can discover from it. Everitt takes the long view of Hadrian's reign and its effects and calls him an unqualified success. Much of the evidence used, it should be noted, comes from “official” sources like Trajan's Column, Hadrian's own villa at Tivoli, and the numismatic record, all of which obviously have a positive bias in Hadrian's favor. One might wonder if Everitt is succumbing too much to the propaganda, but if he is, it is understandable because in the long run, Hadrian did solidify the empire, maintained a relatively high level of peace (excepting the Jews), and bolstered the economy wherever he went. Further, his handpicked successors effectively ran the state, providing stability and avoiding the civil wars that Rome had so often succumbed to in the past. Does it really matter if the man was intellectually belligerent or that he was a homosexual if the state was well run, economically booming, and militarily stable?

Of course, no man is perfect. Hadrian relentlessly pushed Greek culture onto the populace, which is not a bad thing in and of itself, but it was not always well received by the citizenry. His biggest fault, however, was his treatment of the Jews, which has left a black mark on his legacy that, to this day, causes them to resent him. Hadrian traveled the known world learning about local cultures, their customs, and their architectural styles. The Jews were a glaring exception to this rule.

The major strength of Everitt's book lies in his ability to establish historical context for Hadrian's life, and a quick scan of his bibliography and notes makes it clear that his research was exhaustive. Because of this, anybody who has even a rough understanding of Roman history will be able to pick this book up and read it through without issue. This book would be perfect for anyone who is a casual fan of history. History students and historians may be put off by the large amount of speculation, but this is more or less inevitable given the source material that Everitt was working with.

Everitt was able to see past the short-sighted biases that contemporaries had against Hadrian, and was also able to see past earlier historians' flawed interpretations of the man, which were rooted in a flawed sense of moral relativism, to see him for the good emperor he was. Everitt states early on that he has a very positive view of Hadrian, and does a very compelling job of convincing the reader of his vision. By the end of the book, despite the unavoidable gaps that are filled with speculation, one is left convinced of Hadrian's greatness. The obvious bias in the “official” sources may have colored Everitt's interpretation positively, but at least Everitt's bias is based on extant evidence instead of the illogical and temporal sexual mores of his predecessors. Everitt's Hadrian is an eminently likeable person.



JAPAN EXCHANGE AND TEACHING PROGRAM

By Josh Dixon

After teaching European and world history for two years as an adjunct instructor at CSUB, I decided that I not only needed a bit more income and stability in my livelihood, but also a bit more language training and experience abroad if I ever wanted to realize my ambition of earning a PhD in East Asian history. So, I applied for a position as an Assistant Language Teacher (ALT) in the Japan Exchange and Teaching (JET) Program, was offered a position after interviewing at the Consulate-General of Japan in Los Angeles, and arrived in Japan about three months ago.

Founded in 1987, the JET Program is one of the world's largest government-sponsored programs for promoting internationalization at the local level through cultural exchange and foreign language education in elementary, junior high, and senior high schools. As of July 1, 2012, there are 4,360 participants from forty countries, but Americans constitute half of that number. Most are between twenty-two and twenty-six years old and recent university graduates who have a variety of reasons for participating, such as studying some aspect of Japanese culture or acquiring teaching experience. They also hope to use their experience and earnings to continue their education or pursue careers that will sustain their ties with Japan after returning to their home countries.



Mishima Ryokan interior

One unique aspect of the JET Program is its focus on the local level. Most privately-contracted ALTs live and work in Japan's largest cities and usually venture into the countryside as tourists. This is perfectly understandable, as most of the jobs to be had are in large cities, but it also means that rural and exurban Japanese who want to learn

English may have few opportunities to interact with native English speakers. To remedy this problem, the JET Program places most of its ALTs in schools in rural towns and small cities throughout the country. I have been placed in the city of Hagi, a city about one thousand kilometers west of Tokyo on the north coast of Yamaguchi Prefecture. Hagi is small -- about half the size of Bakersfield -- and old; one could still navigate the city's streets quite easily using four-hundred-year-old maps. It is famous for its sour oranges, its unique pottery, and the prodigious number of native sons who led the Meiji Restoration in 1868 and thus shaped the pre-1945 government and military, men such as revolutionary and educator Yoshida Shoin, Japan's first prime minister Ito Hirobumi, and the founder of Japan's railway system, Inoue Masaru.

I team-teach with Japanese teachers of English at several elementary and junior high schools in or near Hagi, including two on the island of Mishima, seventy kilometers north of Hagi in the Sea of Japan. A typical day at my base school, Hagi Nishi Junior High School, begins at 8:10 with the morning staff meeting. Classes begin at 8:30, and I may teach as many as four or as few



Mishima Ryokan view

as one per day, two to three being the most common. Unlike in the US, teachers move from classroom to classroom and so have their own space, the staff workroom, which students normally cannot enter without express verbal permission. All students wear uniforms, a sort of sailor's blouse and skirt for girls and a black coat with mandarin collar and brass buttons paired with slacks for boys. Teachers also dress conservatively, although what this means can vary by school, and everyone's wardrobe changes to short-sleeved shirts with collars during the summer. Lunchtime lasts from 12:30 to 1:00 with a thirty-minute recess afterward. Everyone eats the same school lunch, from the principal to the student, with virtually no exceptions, and homeroom teachers eat with their students in their classrooms. Students also serve the lunches and must do so clad in masks, gloves, and gowns. Two more class periods follow, and then students clean their homerooms and the staff workroom. Most students leave school at 4:30, but many stay another hour for club activities, and it is not uncommon for teachers to leave as late as 6:30. (My supervisor at Hagi's Board of Education may work until midnight on some days and must be at work by 8:10 in the morning for his staff meeting.)

Life in Japan is certainly different from life in America. Food is certainly the biggest area of difference and was an obsession for me during my early days. Prices are generally higher than in the US, but the lack of inflation means that food prices have not outstripped wages. Sizes are usually smaller, so a Japanese large is roughly



See JET on pg. 6

Sanmi Main Street

TEN STEPS TO IMPROVED STUDENT WRITING

a Serial Column
by Miriam Raub Vivian

Step One: PROOFREAD

How much care do students take in preparing papers for course assignments? How much extra time does it take to simply proofread a paper before submitting it for a grade? Even when a student is pressed to complete assignments on time, taking whatever time is required to reread one's paper carefully usually pays off, sometimes in big ways.

Whereas we all recognize that sometimes small typos slip by our tired eyes—conditioned as we are to see what we intended to type rather than what our fingers tapped out—a paper with several or even routine errors detracts from one's efforts. If the finished product is replete with mistakes, especially major ones, such as incorrect dates (sometimes wildly so) or misspelled names or missing words or misquotations, the instructor is likely to conclude that the student author made a weak effort on the assignment, or that the student's understanding is indeed limited. The bottom line? **Those impressions will negatively affect the grade on the paper.**

So, strive for a CLEAN PAPER, one free of errors, by simply taking time to PROOFREAD a paper before turning it in, keeping in mind that a computer spell checker will not highlight a word that is spelled correctly, even if it is not the word desired. The benefits of proofreading, whether small or large, are worth the extra effort—and may at least help students avoid these kinds of silly statements (from actual student papers):

"This would in tale delivering the news threw out the realm."

"This provides another incite into Greek life."

"Individuals with finical means would fund and attend these events."

"This led Muhammad to believe he was a chosen profit."

"This setting also gave soldiers a stage to display their skills as a worrier."

This writer clearly meant "gentle qualities":

"He gathered twenty elephants and put them in the arena to be hunted by warriors from around the empire. The crowd took to the genital qualities of the great beasts, and when the hunt began, the horror unfolded. The crowd was utterly shocked at the slaughtering of these animals."

HISTORY CLUB AT CSUB

If you have ideas for History Club activities, please forward them to Miriam Raub Vivian (mvivian@csub.edu) or Cliona Murphy (cmurphy@csub.edu), faculty advisors, or speak to President Colton Lopez, Vice-President Keith Taylor, or Treasurer David Slocumb--if you know them.

FACULTY NEWS

In October, **Douglas Dodd** presented a paper, "The Civilian Conservation Corps in Yosemite National Park, 1933-1942," at the annual meeting of the California Council for the Promotion of History, in Woodland, California.

Douglas Dodd's review of William G. Robbins and Katrine Barber, *Nature's Northwest: The North Pacific Slope in the 20th Century* (Tucson: University of Arizona Press, 2011) was published in *Pacific Northwest Quarterly* 103 (Winter 2011/2012): 45.

PHI ALPHA THETA NEWS

The National History Honor Society
By Miriam Raub Vivian, Advisor

Fall Winner of the J.R. Wonderly Memorial Paper Prize

Congratulations to **Andrea Anderson** for winning this fall's award for the paper she wrote for Senior Seminar last spring!! That paper is titled "The Irish Colonists in Mexican Texas: Loyal Citizens or Land Hungry Emigrants?" and was written for Prof. Cliona Murphy.

Andrea will be recognized along with the Spring Paper Competition winners at the annual **History Department Awards Banquet**, which will likely be in the late afternoon of Saturday, April 27.

Spring Paper Competition

Early in spring quarter, department faculty may submit outstanding student research papers from fall 2012 and winter 2013 to the department's **J.R. Wonderly Memorial Award** Committee for the Spring Paper Competition. A winner will be announced sometime in April.

Annual Phi Alpha Theta Regional Student Paper Conference

PLAN NOW to join me at the regional conference at Cal State San Marcos on **Saturday, April 20**. The regional conference is a GREAT experience in a very supportive environment, especially for graduate students and undergraduates considering graduate school, but ANY PAT member with a strong research paper is encouraged to participate.

Membership

Now that fall quarter is a fading memory, it is a good time to consider applying for Phi Alpha Theta, if you are not already a member. If you have a 3.1 GPA or higher in all your CSUB history courses (minimum four)—and an overall GPA of at least a 3.0—then you qualify. (Graduate students must have a minimum 3.5 GPA in four or more CSUB graduate history courses.) See our department web page (www.csub.edu/history), and click on P.A.T to find the online application. If it's more convenient, there are also red information/application forms in the rack right outside my office (Faculty Towers 304A.) A lifetime membership is \$40—worth the price when you consider that it can help distinguish your résumé. It also qualifies you to participate in our chapter's annual paper competition. (See above.)

Newest Member

This fall we welcomed **Kristin Self** into Phi Alpha Theta's membership. Congratulations to Kristin on her academic achievement!

JET cont. from pg. 4

equivalent to an American medium. Foreign foods are expensive and come in small amounts, assuming that they are even available. Bread is usually only white and available in packs of four, five, or six thick slices for \$3. Produce can be quite costly, especially when grown out of season or imported. A single lime is \$1 and two off-season tomatoes are almost \$4. That said, Japanese-grown produce is very high quality. Life in Japan also dispels many notions we may have about the Japanese. They love sushi, but do not eat it nearly as often as we may think, for good sushi is expensive and ought be eaten with the season in mind. (I must add that the California roll is completely unknown here.) The children are not all insanely studious overachievers with impeccable manners, but they seem to work harder and in a more regimented way than their American counterparts. You do not always remove your shoes, but you may have to change from outdoor shoes to exclusively indoor slippers. Even then, if you want to use the bathroom, you will change again into bathroom-only slippers.



Sanmi Highway

The experience so far has been much more positive than negative. My Japanese has improved by an order of magnitude, as most people at my schools cannot speak English or know only simple words. You do not need to know Japanese to live here, however, but any knowledge of Japanese would help and improve the experience. There are also many opportunities for traveling to destinations throughout Asia or exploring Japan's many attractions, both ancient and modern. Finally, the experience gives you the opportunity to work and live in a truly foreign environment that is nonetheless very safe and extremely modern.

The JET program's application process can be arduous and costly, and the acceptance rate seems comparable to those of leading schools such as Stanford and UCLA, but that should not deter you from applying if you have the desire and ability. You must either already have a four-year degree from an accredited university or have one by the time the program offers you a position. You must submit a criminal history clearance by the FBI, a medical history clearance by your doctor, and two letters of recommendation, preferably from your advising professors. You must also submit a two-page essay that explains why you wish to participate in the program and what you hope to accomplish in it. If you are offered an interview, a panel of interviewers will examine you about your knowledge of the program, about Japan, and about your own application. You may also be asked questions about culture shock or to role-play with the interviewers. If you are accepted, you must then submit more paperwork, such as proof of residency in the US from the IRS for tax purposes, the results of a physical examination with chest X-rays, and, if necessary for your placement, an international driver's permit from AAA.



Hagi Lantern Festival

As far as I know, I am the first graduate from CSUB to enter the JET Program. The interviewers were unaware that the program had no presence on campus beyond a poster near Prof. Orlicki's office door. So, I think it would be a good idea if more CSUB graduates were to apply for it or similar programs as way to demonstrate the quality of our education, especially vis-à-vis more expensive and prestigious schools, and to gain job and social experience that can make them more globally competitive and globally minded.

Photos provided by Josh Dixon

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Bakersfield, California 93311-1099**

WINTER 2013

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|------------------------|---------------------------------|-------------------|-----|-----|--------------|
| Hist 204 | Western Civilization II | Harrie, Jeann | TTh | CT2 | 10:00-12:05P |
| Hist 210 | World History I | Vivian Miriam | TTh | DT2 | 12:45-2:50P |
| Hist 211 | World History II | Dhada, Mustafah | MW | G2 | 5:15-7:20P |
| Hist 222 | Modern Pacific Asia | Orliski, Connie | MW | D2 | 12:45-2:50P |
| Hist 231(1) | Sur of US Hist to 1877 | Schmoll, Brett | MW | B2 | 7:45-9:50A |
| Hist 231(2) | Sur of US Hist to 1877 | Schmoll, Brett | MW | C2 | 10:00-12:05A |
| Hist 231(3) | Sur of US Hist to 1877 | Freeland, Katie | MW | C2 | 10:00-12:05A |
| Hist 232(1) | Sur of US Hist since 1865 | Dodd, Doug | TTh | CT2 | 10:00-12:05A |
| Hist 232(2) | Sur of US Hist since 1865 | Raub, Corrine | TTh | BT2 | 7:45-9:50A |
| Hist 232(3) | Sur of US Hist since 1865 | Campbell, Stephen | MW | F2 | 3:00-5:05P |
| Hist 232(4) | Sur of US Hist since 1865 | Raub, Corrine | TTh | CT2 | 10:00-12:05A |
| Hist 270 | Survey of CA History | Campbell Stephen | TTh | FT2 | 3:00-5:05P |
| Hist 300 | Historical Writing | Murphy, Cliona | MW | F2 | 3:00-5:05P |
| Hist 303 | The Roman Empire | Vivian, Miriam | MW | D2 | 12:45-2:50P |
| Hist 309 AV/ITV | Europe Since 1914 | Murphy, Cliona | TTh | DT2 | 12:45-2:50P |
| Hist 356 | The Civil War Era, 1828-1877 | Rodriquez, Alicia | MW | C2 | 10:00-12:05A |
| Hist 371 | Modern California | Campbell, Stephen | TTh | CT2 | 10:00-12:05A |
| Hist 414 | Ottomans | Dhada, Mustafah | MW | F2 | 3:00-5:05P |
| Hist 424 | Early and Medieval China | Orliski, Connie | MW | G2 | 5:15-7:20P |
| Hist 467 | American Indian History | Dodd, Doug | TTh | Ft2 | 3:00-5:05P |
| Hist 497 | Cooperative Education | Staff | TBA | | |
| Hist 499 | Individual Study | Staff | TBA | | |
| Hist 555 | Reading Sem in American History | Rodriquez, Alicia | M | G1 | 5:15-9:35P |
| Hist 697 | Master's Thesis | Staff | TBA | | |
| Hist 698 | Comprehensive Exam-MA | Staff | TBA | | |
| Hist 699 | Individual Study | Staff | TBA | | |

SPRING 2013

| | | | | | |
|------------------------|--|-------------------|-----|-----|--------------|
| Hist 210(1) | World History | Vivian, Miriam | MW | D2 | 12:45-2:50P |
| Hist 210(2) | World History | Jeanne Harrie | TTh | CT2 | 10:00-12:05A |
| Hist 210(3) | World History | Orliski, Connie | TTh | GT2 | 5:15-7:20P |
| Hist 231(1) | Sur of US Hist to 1877 | Campbell, Stephen | TTh | CT2 | 10:00-12:05A |
| Hist 231(2) | Sur of US Hist to 1877 | Campbell, Stephen | MW | D2 | 12:45-2:50P |
| Hist 231(3) | Sur of US Hist to 1877 | Schmoll, Brett | TTh | DT2 | 12:45-2:50P |
| Hist 232(1) | Sur of US Hist since 1865 | tentative section | MW | B2 | 7:45-9:50A |
| Hist 232(2) | Sur of US Hist since 1865 | Schmoll, Brett | TTh | GT2 | 5:15-7:20P |
| Hist 270 | Surv of Califorina History | Dodd, Doug | MW | B2 | 7:45-9:50A |
| Hist 300 | Historical Writing | Vivian, Miriam | MW | G2 | 5:15-7:20P |
| Hist 325 | European Colonialism | Murphy, Cliona | MW | C2 | 10:00-12:05A |
| Hist 358 | America's Rise to Globalism, 1917-1964 | Dodd, Doug | MW | D2 | 12:45-2:50P |
| Hist 370 | Early California | Campbell, Stephen | TTh | FT2 | 3:00-5:05P |
| Hist 416 | The Modern Middle East | Dhada, Mustafah | MW | G2 | 3:00-5:05P |
| Hist 426 AV/ITV | China Since 1800 | Orliski, Connie | TTh | DT2 | 12:45-2:50P |
| Hist 462 | Women & Gender in Modern Transatlantic | Murphy, Cliona | TTh | CT2 | 10:00-12:05A |
| Hist 490 | Senior Seminar | Harrie, Jeanne | MW | F2 | 3:00-5:05P |
| Hist 497 | Cooperative Education | Staff | TBA | | |
| Hist 499 | Individual Study | Staff | TBA | | |
| Hist 525 | Reading Seminar European History | Murphy, Cliona | Th | G1 | 5:15-9:35P |
| Hist 697 | Master's Thesis | Staff | TBA | | |
| Hist 698 | Comprehensive Exam-MA | Staff | TBA | | |
| Hist 699 | Individual Study | Staff | TBA | | |
| INST 390 | The Educator as Social Scientist | Dhada, Mustafah | MW | G2 | 5:15-7:20P |

11//28/12