



# History Newsletter



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## HISTORY FORUMS



On January 29, 2010, the History Forum presented its second speaker of the year, **Dr. Bettina Birge**, Professor of East Asian Languages and Cultures at the University of Southern California. Professor Birge's presentation examined contention and instabilities in marriage law in China during the thirteenth and fourteenth centuries, a time

when the Mongols under the leadership of Khubilai Khan invaded and occupied the country, founding the Yuan dynasty (1260-1368). Peppering her talk with medieval and modern illustrations, she examined the history of the controversy over whether the state should tolerate local practices or try to impose a universal vision across geographic and ethnic boundaries.

On Friday, April 30, **Dr. Jerry Kleinsasser**, Professor of Music at CSUB, will speak on Bakersfield native son and opera great Lawrence Tibbett. A pioneer in opera, sound motion pictures, and radio concert shows, Tibbett was also a formative figure in the labor movement for musical performers. Professor Kleinsasser's presentation will focus on Tibbett's involvement in the labor movement. Please join us in **Mus 112 at 3:30pm**. History Forum events are free and open to the public. For more information on this talk, please call the History Department at 654-3079.



## HISTORY DEPARTMENT WELCOMES NEW FACULTY MEMBER

In Spring 2010, **Dr. Mustafah Dhada**, a specialist in modern Africa and the Islamic world, will join the History department. Dr. Dhada comes to the department with a rich and varied background. When we contacted him about writing a short article on his life and career, he provided the following fascinating autobiography.

I was born on November 18, 1951, in [Nova-Lusitânia](#), in the former province of Manica-e-Sofala, Mozambique, then a colony of Portugal under the fascist dictatorship of António Oliveira Salazar.<sup>1</sup> Nova-Lusitânia was a tiny rural village astride river Buzi, so named after the antelope "kids" that roamed in abundance along its margins. I went to elementary school in the village and drew crucifixes and religious figures for extra credit and pocket money. At the end of the four years of primary schooling, I entered the Lyceum in [Beira](#), the provincial capital, a four-hour river-boat-ride towards the mouth of the Buzi estuary on the Indian Ocean. Three years later, I boarded a

See Dhada on pg. 6

## CONGRATULATIONS TO THE WINNERS OF

## THE 16<sup>TH</sup> ANNUAL PHI ALPHA THETA J.R. WONDERLY MEMORIAL PRIZE

### First Place - Ethan Borba

The Well-intentioned Hypocrites of Nuremberg

### Second Place - Marc Booc

Bigotry, Greed, and Corruption: The British Fall in Commercial Pre-eminence

## THE SOUTHERN CALIFORNIA PHI ALPHA THETA REGIONAL STUDENT PAPER CONFERENCE

Psi-Zeta, the CSUB chapter of the national history honor society, Phi Alpha Theta, is hosting this annual event on Saturday, April 10. After check-in and a light breakfast beginning at 9am, conference participants will begin the first of three sessions of paper panels, where upwards of forty undergraduate and graduate students will share their research. A deli lunch buffet will provide a break between sessions.

This all-day conference ends with a dinner banquet, during which the authors of winning papers will be recognized and receive book awards. The keynote speaker for this year's conference is **Dr. Gerald Haslam**, professor emeritus of English from Sonoma State University. A native of Oildale, Prof. Haslam will speak on country music, the Dust Bowl migration, and the Central Valley.

Students wishing to sit in on paper presentations are welcome to do so at no charge. Those who would like to join us for the full day, enjoying three meals with us, must register. The cost is \$40, and a registration form can be printed off the History Department web page: <http://www.csub.edu/history>. Please drop off your

registration form and payment to Jean Stenehjem in the History Department office, Faculty Towers 304E, M-F, between 8am and 2pm. If you have any questions about the

The **History Club** will be meeting the first Friday of every month in spring term for lunch. Students are encouraged to drop by the Runner Cafe anytime between 11:30am and 1:00pm on those days.

conference, contact either Jean Stenehjem (654-3079) or Miriam Raub Vivian, conference coordinator (654-2230; [mvivian@csub.edu](mailto:mvivian@csub.edu)).

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<sup>1</sup> For a glimpse of what he was like as a person and a politician click [here](#) for a YouTube clip.

**Mark Baker**, Associate Professor of History, has taken a two-year leave to conduct research in Turkey. His wife, **Mary McCue**, wrote the following newsletter at Christmas about the family's early impressions of Istanbul. It has been slightly edited for length.

We have a rather surreal life right now. Part of our reason for coming to Istanbul was the opportunity to experience living in another culture. Koc University provides wonderful, safe, secluded, and serene living quarters for all the professors, so we are not really LIVING in another culture. In many ways, though, we have the best of both worlds. [Our children] Lily and Jasper are flourishing in our huge apartment; Lily wanted two floors, and she got them. But, leaving campus on a shopping trip takes us through the little village ¼ of a mile away where there are horses in the street, goats being herded, ducks, geese, and chickens running loose, and sweet stray dogs sleeping by the side of the road. The entrance to the village is directly across the street from a mansion encased in expensive marble and outfitted with guards AND a Hummer. The trip on the bus winds down narrow streets that afford glorious vistas of the Bosphorus. The streets run like veins down the hill; first two-way, then one way, then crossing a different one way to merge again at the bottom in the bigger nearby town called Sariyer. This is more of a sleepy fishing city where along with the markets and shops, fishermen try to sell their wares off of wooden carts covered in ice and surrounded by the strongest of the local feline population.

Istanbul itself is enormous and full of dichotomies. There are gypsies in the streets, and some of the chic-est malls I've ever seen. One of them, Kanyon, is carved into the walls of a canyon. Lily and Jasper wondered what a Michael Shumacher Ferrari looked like after seeing the movie "Cars," but they needed to look no further than the parking lot at Koc. We take a mini-bus stuffed to the gills with all sorts of people, but many of the students drive Ferraris, Mercedes, and BMWs.

It is more expensive to live here than we had expected. At least it is if you shop in the supermarkets where almost everything is available. There is a local pazar (bazaar) once a week where there is everything you could want at somewhat more reasonable prices, but it is more work when there are two small and wide-eyed children hanging on your leg to avoid getting their cheeks pinched. Thus, we have only gone once.

Lily is taking Turkish and has a good base, but is reluctant to speak it. Jasper is learning in a more passive way, and playing with the words he's learned. I am taking a Turkish class that is pretty intensive, but I am learning a lot in a short amount of time. Mark has been working on Turkish on his own – reading a grammar book, memorizing rules, and learning vocabulary. I just cannot learn that way, unfortunately.

Mark ... is immersed in his next research project and really enjoying it. He has been assigned a research assistant who is reading primary sources in Turkish, and meeting with Mark to discuss what he finds.

**PHI ALPHA THETA NEWS**

by Miriam Raub Vivian, Psi-Zeta chapter advisor

Congratulations to the winners of our 16<sup>th</sup> annual Phi Alpha Theta paper competition! Those winning cash rewards from the **J.R. Wonderly Memorial Awards** are announced on page 1 of this newsletter. This year's winners will be honored at our chapter's annual member banquet, where they will share some of their research with those in attendance. Congratulations, **Ethan Borba** and **Mark Booc!**

**If you've just finished a research paper for a course, or will write one in spring quarter or next fall**, please consider saving it to submit to next year's competition in January 2011. (You needn't still be an enrolled student at the point.) **Papers in Historical Writing and Senior Seminar are generally very appropriate.** The paper should have earned an "A" of some kind, meaning that the instructor's grading functions as a screening process. You are, of course, welcome to revise the paper in any way you like for this competition, and it's smart to revise a strong paper as soon as possible after the instructor returns your paper with comments. Competition entry forms will be available outside the History Department office **next** December and will be mailed out at that time to all active Phi Alpha Theta members; a submission form should be available online as well.

Our biggest event this year by far is the **annual regional student paper conference** for Southern California, which our chapter is hosting on **Saturday, April 10**. See the first page of this newsletter for a fuller description of that major event.

Later in April we'll be holding our **annual member banquet**, which provides a number of important functions: we initiate new members into Phi Alpha Theta, acknowledging their academic success; we have an opportunity to hear about student research from our annual **JR Wonderly Award** winners; and we enjoy a nice dinner and the chance to socialize with other members. Please join us at the banquet whether you are a long-time member or one of our newest.

Please mark your calendar: this year's banquet will be held on Saturday, **April 24**, at **La Costa Mariscos**, from 6:00 to 8:00pm. All current/active and alumni members are invited and are welcome to bring family and friends. If you would like more details, please contact Jean Stenehjem in the History Department office at 654-3079, weekdays between 8am and 2pm. Formal invitations will be mailed out to PAT members in early April.

To date, the following students will be among those initiated as new members at this event: **Ole Hertzog, Brandy Ketchum, Chelsie McNaughton, Geoffrey Oehler, Javier Oronoz, Peter Parra, John Stegall, Rafael Villalon and Benjamin Zermeno.**

**We are still accepting applications for membership and initiation at the spring banquet**, so if you think you qualify for membership in Phi Alpha Theta, please fill out a red application form, available outside my office door or that of the department office, and leave it with me or Jean Stenehjem in the History Department office, **OR visit our website and submit a form online: [www.csub.edu/history](http://www.csub.edu/history).** See PAT on pg. 3

## HISTORY STUDENTS TREK TO THE GETTY VILLA IN MALIBU

On the last Saturday in January, fifteen students, friends, and family members trekked with Professors Vivian and Murphy to the Getty Villa in Malibu to take in the antiquities bought by J. Paul Getty's enormous wealth and housed in a replica of a Roman Villa (the Villa of the Papyri) from Herculaneum. Getty had the villa built using the blueprint drawn by an architect who based his draft on the remains of the villa excavated out of the mud and hardened ash of Mt. Vesuvius, which erupted in 79 CE, burying this small coastal town along with the better-known city of Pompeii. This villa is stunning in its size and opulence, with fountains, pools, gardens, three storeys, inlaid marble walls and floors, mosaic tile flooring, and beautiful wall paintings, many of them appearing as 3-dimensional, including faux windows, part of a style of art popular in the first century CE.



One major draw was the **Chimaera of Arezzo**, a 2,400-year-old bronze sculpture on its first visit to the United States. The museum describes it thus: "a masterpiece of Etruscan sculpture..., a large-scale bronze of the triple-headed, fire-

breathing monster that was slain by the virtuous hero [Bellerophon]. From its ancient dedication to the supreme Etruscan deity [Tinia] in a sanctuary at Arezzo to its Renaissance display in the Medici collection, the Chimaera [pronounced key-MEER-a] has endured as an emblem of the triumph of right over might." This taut lion with a goat's head rising out of its back and a snake as its tail, is full of tension, an impressive example of skilled Etruscan craftsmen working around 400 BCE. (The Etruscans, whose culture flourished in the region north of Rome--modern Tuscany--deeply influenced the Romans, over whom they ruled for over two centuries, until the Romans threw off this foreign monarchy and created a republic, c. 509 BCE.)

Other exhibits at the Getty Villa include an impressive collection of ancient glass vessels; marble busts of well-to-do Romans, including emperors and their wives; carved marble sarcophagi; funerary monuments with carved busts and inscriptions; and the so-called Fayum portraits of the wealthy, painted in Roman Egypt in about the 2nd cent. CE.

A two-hour drive from Bakersfield, this world-class museum on Pacific Coast Hwy. should be on everyone's To Do list! The idea for this trip was generated at a History Club meeting in early January. Possible future field trips include the Taft Oil Museum and the Getty Museum in L.A.

## ANNOUNCEMENTS

### All-day Trip to Yosemite Planned

At the suggestion of History Club member James Maddox, we are informally organizing a trip for interested students and faculty to Yosemite National Park. Here are the details:

#### **Saturday, May 15, 2010**

Leave campus at 6:00am

Carpool in private vehicles or drive rented vans to the park

Lecture/presentation at the park on the national park system, John Muir, and Yosemite, by Dr. Douglas Dodd, Associate Professor of U.S. history, who specializes in the American West and U.S. environmental history. Hike in the park, led by Prof. Dodd, taking in some of the seasonal waterfalls.

Leave the park around 5:00pm

Dinner somewhere outside the park

Return to campus by about 10:00pm

Cost: to be determined (park entry, gas or van rental fees shared), plus money for food.

### Book Discussion

Christopher Livingston will be hosting a book discussion about the *Grapes of Wrath* on April 14, 4pm at the Beale Library to celebrate National Library Week and the anniversary of the book. Marci Lingo, who wrote about the Board of Supervisors ban of the book, will also participate.

## STUDENT NEWS

**Josh Rocha**, a candidate for the MA in June 2010, has been accepted into the PhD program at the University of California, Santa Barbara.

## ALUMNI NEWS

**Rene DeLeon** (BA '02) is a teacher at Thomas Jefferson Middle School in Wasco. He has taught there for the last five years.

**John Gilbert** (BA '05; MA '08) is working on a Master of Library and Information Science (MLIS) degree, with an emphasis on Archival Studies, at San Jose State University. He also volunteers at the recently opened LDS Church History Library in Salt Lake City, an archive that features state-of-the-art storage and preservation of historical documents, including paper, film, tapes, and historical objects.

**Christopher Mickols** (MA '07) is a first-year law student at the University of Santa Clara.

### **PAT cont. from pg. 2**

Membership requires a 3.1 GPA in a minimum of four CSUB history courses (a 3.5 for grad students); however, if you have only 3 courses, but have earned an A in each of them, you may also qualify. Membership furthermore requires an overall 3.0 GPA. The cost is \$40.00, which goes to the national office and provides a lifetime membership as well as a one-year subscription to the *The Historian*, the quarterly journal of Phi Alpha Theta.

PAT members who are graduating are eligible to purchase an honor cord to wear at commencement. If you would like to have one of these as part of your regalia, you may purchase one from me (or Jean Stenehjem) for **\$15.00**, payable to Phi Alpha Theta.



In winter quarter, when Prof. Miriam Raub Vivian began to tackle the Roman army and its role in Rome's empire, especially during the Late Empire, she enjoyed some very special assistance from a remarkable visitor: a Roman soldier. Mucius Scotus, better known as **Michael Scott**, is a Roman re-enactor, along with his wife, Teddie. Together they sometimes appear as a Roman senator (Pliny the Younger) and matron. With her impressive sewing skills, Teddie has created

(among other items) a senatorial toga, tunics, a matron's *stola* (a long woman's gown), and a military cloak. Most clothing was made from wool or linen. Mike and Teddie are part of a group of Roman re-enactors who have performed at various venues, including the Getty Villa in Malibu.

Fully decked out in legionary costume, with helmet and even a wolf pelt, Mike wore a belt with a short sword (*gladius*) and carried a large rectangular shield (*scutum*), made out of three layers of plywood (which the Romans invented) and covered in leather; class visitor **Prof. Cliona Murphy** is shown below inspecting one of

these very heavy shields (about 25 lbs.). Over his wool tunic, he wore chain mail and a cloak (*sagum*) and was shod in hobnail leather boots. He also had among his belongings the *vexillum*, or legionary flag, and a legionary standard with the eagle (*aquila*). The standard of a legion (each of which consisted of about 5,000 to 6,000 men) was fiercely guarded by the troops, its capture by enemies considered a deep humiliation. (A famous statue of Augustus, the Prima Porta, shows him wearing a cuirass—a breastplate or chest protector—depicting the victorious return of a Roman standard lost to the Parthians



in 53 BCE.)

Student **Chris Nieland** volunteered to be outfitted as a Roman soldier in tunic, helmet, belt, sword, and *lorica squamata*, which was segmented armor, or rows of overlapping iron or bronze scales. (See accompanying photo.) The experience gave Chris some sense of the weight the Roman soldiers carried—about 75-80 lbs. when they marched.



Mike gave a wonderfully informative 40-minute presentation, also passing around various items, such as helmets, swords, and shields, to provide students a hands-on experience with Roman military hardware, most of these replicas having been purchased from India. Mike and Teddie sat in on Prof. Vivian's Roman Empire class as part of CSUB's OLLI program (the Osher Lifelong Learning Institute).

Dr. Mark Martinez, Professor of Political Science, will offer Inst 390 in Spring 2010. Inst 390 is the capstone course for students seeking Social Science certification. The class will meet Tuesdays and Thursdays, 7:30 p.m. – 9: 35 p.m. Inst 390 is now a 5-unit course. This course will not be offered again until Spring 2011.

Econ 410, International Economic Development, will now fulfill the International Economics requirement (number 6 under II. Breadth and Perspective) in the Social Science Program. The Department of Economics no longer offers Econ 340 and this course has been removed from the list of courses that fulfill the International Economics requirement.

### PROFESSOR VIVIAN'S WRITING CORNER

#### Can't We All Just Work Together? Some Thoughts on Analytical Essays

This is an essay about stories. They are central to what historians do. The so-called "Father of History," Herodotus started us on this path in the 5<sup>th</sup> 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 really 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 of a topic (analysis). **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 overall success in the discipline; fortunately, doing so is not overly difficult: **the key is to INTEGRATE the two, allowing narrative to serve the more important business of analyzing information to draw conclusions.** To do this, organize your essay well, lead with analytical statements, and connect your narrative (stories) to your analysis.

How does one manage this balance of narrative and analysis? As in most writing, there is no one magic formula (or this job would be much easier), 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

**See Writing on pg. 5**

#### Writing cont. from pg. 4

sentences for subsequent paragraphs to stress both the point at hand and the overall and then crafting effective topic sentences for subsequent argument of the essay, the writer will have a clear framework or organization that highlights the argument. (See Prof. Vivian's Writing Corner "Essays and Grocery Lists: A Note About Organization" on the department's webpage.)

Once the writer has a strong framework and a clear argument, the 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 more comprehensible and thus generally more compelling.

What does this look like? 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 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; it's that they rely on historians to infuse them with meaning. Yes, it is the historian who gives meaning to those stories, episodes, or events from the past.

In a 6<sup>th</sup>-grade 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 senators thought he was gaining too much power. 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.

That report, though made short for our purposes here, captures many important details about Caesar's life. It is, however, pretty strictly a chronological narrative without any real attempt at analyzing 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 the paragraph seeks to make—not just information disconnected from analysis. Here is just one example:

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?" Certainly 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 your essay.

The reverse issue—all analysis and no narrative—is also to be avoided because without discussing information about the past **See Writing on pg. 7**

**Dhada cont. from pg. 1**

[P and O Line](#) ship and headed to Central Asia to study via Zanzibar, Dar-e-Salam, Mombasa, Seychelles, Aden, and Karachi. I studied a variety of subjects at several religious and secular institutions and [Tekkes](#) including comparative theology, Islamic jurisprudence, formal logic, [Hadith](#), Sufi doctrine and practice, comparative mysticism, Arabic calligraphy, sacramental chanting and music, and the history of Islamic design. I also learned very elementary carpet weaving and did bookbinding and manuscript transcriptions on vellum. At one point towards the tail end of my stay I got into a pre-medical college, but money ran out and I headed home.

I travelled quite a bit in South Central Asia and in 1971 I returned to Zambia, where my parents had taken refuge from the colonial war in Mozambique. I stayed with my parents for a bit, did some relief, and then went to England where I arrived on August 16, 1972, at 2:30 PM on a single ticket with fifteen hundred pounds sterling in my pocket, with little English, a lot of French, Portuguese, and Arabic and other languages - determined not to fail. I studied Anglo Saxon Literature, World History, and British Government and Politics at [Cambridge Tutors College](#), and worked at jobs ranging from cooking and housekeeping to being a rockery gardener to a Czech exile from Nazi-dominated Sudetenland. She fed me lunch twice a week, accompanied by a glass of wine and a new piece of classical music. She was Prague's foremost literary and music critic, I was told, and this was her way of paying back. Twice a week then, I learned about European wines and twice a week I was introduced to classical music from Bach to Sir Michael Tippett's [A Child of Our Time](#).

In 1974 I was interviewed by the Australian diplomatic historian [Coral Bell](#) to be subsequently admitted to the School of African and Asian Studies at the [University of Sussex](#). There I continued my interest in fine and performing arts by taking classes in wood engraving, choral music, sculpting, and playing the medieval recorder. My professional interests were also drawn to world history (in addition to international relations) at Sussex, where a number of eminent scholars influenced my thinking and formation on theory and history, the limits of evidence in historiography, and historical studies pursued from supra-national perspectives. Notable among these historians were the Europeanist [Geoffrey Best](#); students of Martin Wight, the Oxford historian-turned-political-theorist; and the subaltern historical studies pioneer [Ranjit Guha](#), author of *History and the Limits of World-History*.

Three years later after my graduation I headed to Paris to study sculpture in an atelier in **Levallois-Perret**, a commune in the northwestern suburbs of [Paris](#), and prepare for the [Beaux-arts de Paris, L'école Nationale Supérieure](#), intent to pursue a career in sculpting. Things did not pan out as intended. Instead I was admitted to Oxford in 1977, and there I did my doctorate in African history in the faculty of social studies at St. Catherine's College, which was then headed by its Master, the historian Allan Bullock.

Oxford shaped me in a broader range of historical fields covering the Balkans, British, European, Middle Eastern, military, and African history. My first three years were truly intense and very challenging, and at times difficult. At one point I had to stop

gorging myself on lectures, seminars, and tutorials. "Get it written, not right," said my college supervisor.

He was right and I was ready, but did not know then. In retrospect, the timing could not have been more perfect. Hugh Seaton-Watson's seminars had already equipped me to tackle with sensitivity factional nationalism under Balkan conditions, in my case in West Africa. Emmanuel Le Roy Ladurie's guest lectures and his careful reconstruction of Cathar life using inquisition materials, and Christopher Hill's inspiring final series of lectures demonstrated what could be done with ephemera on studies elsewhere, using the "bottom up approach."

At that time unilateral disarmament was in full swing. E. P. Thompson's discourses on the subject matter during his Oxford Union visits had a big impact on me, as did the texts from his impassioned historical quill. I learned from him to appreciate the need for user-friendly access to knowledge when writing history – which you can see from this note, I have yet to master. Albert Hourani's work on Islam and the occasional visiting lectures from the sartorial and elegant Edward Said instilled in me a sense of manners, and healthy skepticism of Western epistemology in history and heurism.

By the time I finished my dissertation and studies at Oxford, I was ready to pursue an equally fruitful and varied professional life that took me to visit people and live in places I would not have missed. My travelogue on [www.facebook.com/dhada](http://www.facebook.com/dhada) tells me that I have been to 621 cities (no 622, I nearly forgot Bakersfield!) in 37 countries.

Amid all this travel and professional engagement, publishing, and teaching, I have continued to write and sculpt, sketch and very very occasionally paint – and exhibit. My works urge visitors to touch and feel the bronze pieces. I want my viewers to see with their hands by touching, preferably with their eyes closed. You can view photo images by visiting [www.MySpace.com/dhada](http://www.MySpace.com/dhada) where you will also find a quick write-up on my sculpting career.

I am finishing a monograph on a massacre that proved to be of great importance to Mozambique's colonial history. For spring 2010, I will be teaching two courses, World History and History of Southern Africa. The first course will begin with our search for protein and berries, what happened to us when we got food surplus and a language/pictographic signage to communicate orally and in writing, and how we began to engineer ourselves socially and govern and protect our needs and wants. It promises to be an exciting course. The second course on Southern Africa will entail conducting original research using oral evidence and written ephemera.

My travels around the world and my studies in world history suggest we need to better understand our place in this fast changing and vast world, so we can adjust ourselves to changes that are upon us. There is no other subject better able to tell us who we are in the context of where we originated and how we fit, from the most stable to the most volatile part of the world, than the study of World History, African History, and the History of the Middle East.

I look forward to meeting some of you – in a week or so!

**Writing cont. from pg. 5**

(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 problems. 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 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.**

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## 2010-2011 CLASS SCHEDULE

### FALL 2010

Hist 202	Western Civilization I	Vivian, Miriam	MWF	D3	12:20-1:40P
Hist 210(1)	World History	Dhada, Mustafah	MW	B3	9:30-11:35A
Hist 210(2)	World History	Orliski, Connie	TTh	F2	5:20-7:25P
Hist 231(1)	US Hist to 1877	Schmoll, Brett	MWF	A3	7:55-9:15A
Hist 231(2)	US Hist to 1877	Schmoll, Brett	TTh	A2	9:30-11:35A
Hist 231(3)	US Hist to 1877	Rodriquez, Alicia	MWF	B3	9:30-10:50A
Hist 232(1)	US Hist since 1865	Schraeder, Lia	MW	B3	9:30-11:35A
Hist 232(2)	US Hist since 1865	Schraeder, Lia	MW	H1	5:20-7:25P
Hist 232(3)	US Hist since 1865	Maynard, John	TTh	F2	3:10-5:15P
Hist 270	Survey of CA History	Maynard, John	MWF	C3	10:55-12:15P
Hist 300	Historical Writing	Harrie, Jeanne	TTh	D2	12:20-2:25P
Hist 301	Greece	Vivian, Miriam	MW	F1	3:10-5:15P
Hist 356	The Civil War Era, 1828-1877	Rodriquez, Alicia	MWF	D3	12:20-1:40P
Hist 370	Early California	Maynard, John	MW	F1	3:10-5:15P
Hist 421	Gender in East Asia	Orliski, Connie	TTh	D2	12:20-2:25P
Hist 443	Modern Mexico	Schraeder, Lia	TTh	H2	5:20-7:25P
Hist 445ITV/AV	The American West	Dodd, Doug	TTh	B2	9:30-11:35A
Hist 477	African Colonial Independence	Dhada, Mustafah	MW	H1	5:20-7:25P
Hist 492	Seminar in Public History	Dodd, Doug	TTh	D2	12:20-2:25P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 503	Historical Research Methods	Orliski, Connie	W	HI	5:20-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		

**Tentative WINTER 2011**

Hist 204	Western Civilization II	Harrie, Jeanne	MWF	D3	12:20-1:40P
Hist 210(1)	Ancient Civilizations	Schraeder, Lia	MW	B3/C3	9:30-11:35A
Hist 210(2)	Ancient Civilizations	Vivian, Miriam	MW	F1	3:10-5:25P
Hist 231(1)	Sur of US Hist to 1877	Schmoll, Brett	MWF	C3	10:55-12:15P
Hist 231(2)	Sur of US Hist to 1877	Schmoll, Brett	MWF	E3	1:45-3:05P
Hist 232(1)	Sur of US Hist since 1865	Rodriquez, Alicia	MW	B3/C3	9:30-11:35A
Hist 232(2)	Sur of US Hist since 1865	Maynard, John	TTh	B2	9:30-11:35A
Hist 232(3)	Sur of US Hist since 1865	Schraeder, Lia	TTh	H2	5:20-7:25P
Hist 250	History of Africa	Dhada, Mustafah	TTh	D2	12:20-2:25P
Hist 300	Historical Writing	Orliski, Connie	TTh	D2	12:20-2:25P
Hist 303	The Roman Empire	Vivian, Miriam	MWF	D3	12:20-1:40P
Hist 313AV/ITV	Ireland since 1800	Murphy, Cliona	MWF	C3	10:55-12:15P
Hist 325	History of European Colonialism 1500-1970	Rink, Oliver	MW	F1	3:10-5:15P
Hist 436	Inter-American Relations	Schraeder, Lia	TTh	D2	12:20-2:25P
Hist 454	Rebellion in America	Maynard, John	TTh	F2	3:10-5:15P
Hist 468	Mexican-American History	Rodriquez, Alicia	TTh	B2	9:30-11:35A
Hist 477(1)	Imagining Liberty-Honors	Dhada, Mustafah	MW	F1	3:10-5:15P
Hist 477(2)	The Middle East	Dhada, Mustafah	MW	I1	7:30-9:35P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 525	Reading Seminar in European History	Murphy, Cliona	M	HI	5:20-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		
Inst 312	Plagues & People Biohistory	Rink/Moe	MW	B3/C3	9:30-11:50A
GST 277	Films for Plagues and People	Rink/Moe	F	B3/C3	9:30-11:30A

**Tentative SPRING 2011**

Hist 206	Western Civilization III	Murphy, Cliona	MW	B3/C3	9:30-11:35A
Hist 210(1)	World History	Schraeder, Lia	MWF		9:30-10:50A
Hist 210(2)	World History	Dhada, Mustafah	MW	H1	5:20-7:25P
Hist 211	World History II	Rink, Oliver	MW	F1	3:10-5:15P
Hist 222	Modern Pacific Asia	Orliski, Connie	TTh	H2	5:20-7:25P
Hist 231(1)	Sur of US Hist to 1877	Schmoll, Brett	MWF	B3	9:30-10:50A
Hist 231(2)	Sur of US Hist to 1877	Schmoll, Brett	MWF	D3	12:20-1:40P
Hist 231(3)	Sur of US Hist to 1877	Staff	TTh	D2	12:20-2:25P
Hist 232(1)	Sur of US Hist since 1865	Rodriquez, Alicia	TTh	B2	9:30-11:35A
Hist 232(2)	Sur of US Hist since 1865	Schraeder, Lia	MWF	D3	12:20-1:40P
Hist 270	Survey of California History	Maynard, John	TTh	F2	3:10-5:15P
Hist 300	Historical Writing	Vivian, Miriam	MW	H1	5:20-7:25P
Hist 340	Latin America	Schraeder, Lia	MW	F1	3:10-5:15P
Hist 351	Colonial North America, 1492-1776	Rink, Oliver	MWF	C3	10:55-12:15P
Hist 371	Modern California	Maynard, John	TTh	B2	9:30-11:35A
Hist 401	The Renaissance	Harrie, Jeanne	MWF	D3	12:20-1:40P
Hist 426AV/ITV	China, 1949 to present	Orliski, Connie	TTh	D2	12:20-2:25P
Hist 462	Women in History	Murphy, Cliona	TTh	D2	12:20-2:25P
Hist 477	Colonial Africa	Dhada, Mustafah	TTh	H2	5:20-7:25P
Hist 490	Senior Seminar	Vivian, Miriam	TTh	F2	3:10-5:15P
Hist 497	Cooperative Education	Staff	TBA		
Hist 499	Individual Study	Staff	TBA		
Hist 555	Reading Seminar in American History	Rodriquez, Alicia	T	HI	5:20-9:35P
Hist 697	Master's Thesis	Staff	TBA		
Hist 698	Comprehensive Exam-MA	Staff	TBA		
Hist 699	Individual Study	Staff	TBA		



**History Department 130**

**California State University, Bakersfield**

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