

Frank Frost on an Ancient Greek Town in Spain (Jan. 17)

Frank Frost, our professor emeritus of classical Greece (plus jazz pianist, underwater archaeologist, memoirist, novelist, extraordinary chef, and former Santa Barbara County supervisor), and his wife Mandy, have made several trips to study and photograph the ruins of a trading community the Greeks called “Emporion” on the coast of Catalonia just 40 miles south of the Pyrenees.

Frank’s books include *Plutarch’s Themistocles: a Historical Commentary* (1980), *Greek Society* (5th ed., 1996), *Bay to Breakers* (2002), and *Dead Philadelphians* (1999).

Frank’s illustrated talk will trace the story of the establishment, growth, and development of the settlement from its foundation in the 5th century BC by Greeks to its ultimate role as an important port in Roman Spain.

The event is free and will begin at 1:30 pm on Sunday January 17 at the Karpeles Manuscript Museum (21 W. Anapamu St.) It will be followed by refreshments. Please let us know if you plan to attend by returning our flyer or phoning 300-4016.



Two Assistant Professors Rock!

Late in 2015, Sherene Seikaly (our historian of the modern Middle East), and Mhoze Chikowero (our historian of southern Africa) published their first books with the university presses of Stanford and Indiana respectively. Seikaly’s *Men of Capital: Scarcity and Economy in Mandate Palestine* is described by one reviewer as “a remarkable achievement” which introduces the reader “to the class of Palestinian capitalists, a group too often overlooked in histories of Palestine and Israel, and brilliantly puts them into the context of their time, exploring their group consciousness, hopes, and aspirations.” According to another, the book “gives us entirely new ways of thinking about Israel/Palestine and colonialism—all wrapped up in an unstoppable read.” Chikowero’s *African Music, Power, and Being in Colonial Zimbabwe* offers a rich history of music, colonialism and political struggle for liberation from the 1890s to the 1970s. Against the established argument that “Africans adapted and revived musical traditions to resist colonialism,” a reviewer finds that this book “takes a longer view to demonstrate just how complicated and varying

music history across Africa is.”

Faculty Books

In February, W.W. Norton is publishing *Mesa of Sorrows: a History of the Awat’ovi Massacre* by James Brooks, professor of history and anthropology, and he will be signing copies on February 27 at Chaucer’s beginning at 7pm. According to Pulitzer-Prize winner Elizabeth Fenn, Brooks’s study of the massacre of most of the members of a Hopi community on a bloody morning in the autumn of 1700 by attackers from neighboring Hopi villages “signals the emergence of a new kind of history that weaves archaeology, sacred knowledge, written words, and oral traditions into transcendent insight. The result is a deeply disturbing glimpse of the American past, populated by pathos, poison, prophecy, and persistence.” Pulitzer-Prize winner Alan Taylor wrote that by “paying deft attention to bones, documents, pottery, and stories, [Brooks] reveals a great mystery with a haunting and evocative clarity” and reveals “powerful truths about the dilemmas of human nature.” For many one new book would be enough, but Brooks also co-edited a volume of essays (including one his own) :

(Continued on page 4)

News from France

By graduate student Sarah Hanson

I have been conducting dissertation research on a Fulbright in northern France since the beginning of October 2015. Until June 2016, I am based in the city of Douai, which is relatively small (around 40,000 inhabitants) and, characteristic of cities in north-

eastern France, is covered in brick. While the majority of my research this year is focused on archives in the Nord-Pas-de-Calais region, I also attend a seminar in medieval history every few weeks at the Université Paris-Diderot in Paris.

I have gotten to know the archivists at Douai's municipal archive, which has a rich collection of documents from the late medieval and early modern periods. The archivists have helped me examine medieval documents, and have also been kind enough to invite me to Douai community events. One highlight was the annual art exhibit for Douaisien artists, where one of the

archivists himself had two paintings on display. Another archivist invited me to a choir performance held on a Sunday afternoon in the large *salle des fêtes* in Douai's city hall.

In addition to such local events, some of my favorite non-academic moments thus far have been dinners at my friends Marion and Benoit's home in Douai. I had rented a room from

leagues was a victim of the attacks. Benoit remarked that it seemed that everyone knows someone who was affected. Later during dinner the conversation moved to concerns about the upcoming regional elections across France, fears which were confirmed by the success of the National Front in the December elections.

Douai is an hour from Paris by train, and the events on November 13th were and continue to be deeply felt here. As one might expect, there was a notable increase in the police and security presence even outside of Paris. Police now constantly patrol Douai's main shopping street and central square. Further, the departmental archives in Lille, which I visit weekly for research, now has a regular security officer who checks backpacks and briefcases at the entrance. In my experience, feelings continue to be uneasy, particularly when traveling. After a weekend trip to Mont Saint-Michel in Normandy, a cell phone rang on our train home via Paris. The usual ring tone rang frantically and sounded mechanical, and the entire car tensed and held their breath.

The choir performance we attended in Douai's *salle des fêtes* took place two weekends after the Paris attacks, and the events were referenced in the introduction to the concert. One of closing songs was a rendition of "Laissez entrer le soleil" (a French/English version of "Let the Sunshine In" from Hair). At the encouragement of the choir director, everyone in the packed ballroom swayed, clapped, and sang along.



Sarah at work in the Nord-Pas-de-Calais archives.

Marion and Benoit on two previous summer research trips. To celebrate my partner's birthday in October, they invited us over for a birthday dinner, where we melted raclette cheese in small metal warming trays and then poured it over different cuts of ham, roasted potatoes, and onions. Benoit's ten-year-old son is learning English in school, and amid joking wishes of "Bonne raclette birthday!" we sang "Happy Birthday" in both French and in English.

A few days after the Paris attacks on November 13th, I asked my friend Benoit about his brother who lives in Paris. He was safe, but one of his col-

How to Teach Hands-On World History

By Professor Tony Barbieri-Low

While teaching World History (History 2A) during the last few years, I have been experimenting with various historical games or simulations that might make the study of the ancient world more memorable. Some of these ideas were originated by my TAs during our History 500 (TA workshop) sessions, and others I brainstormed over of last couple years by myself or with my students. While teaching History 2A this summer, I decided to try a whole series of these experiments in conjunction with a “flipped classroom,” in which I placed half of my traditional lectures online as podcasts, freeing up additional classroom time for discussion and experiment.

In our first exercise this summer, I wanted to test Karl Wittfogel’s theory that the need to organize labor to build and maintain large-scale irrigation works would lead to hierarchical power structures (i.e. “despotic leadership”), as seen in the early states of Mesopotamia, Egypt, and China. I brought the class down to Campus Point beach and divided them into two teams. Each team of 30 students was given only five buckets and five shovels, and told to dig a pit either 6, 9, or 12 feet in diameter, fifteen feet from the water. Whichever team moved the most water from the ocean to their storage tank in one hour, would be the “winner.” I gave them no guidelines on how they were to achieve this or how they were to organize themselves.



The teams quickly organized and leaders did emerge to take control. While some teams experimented with more collaborative or “democratic” labor organization schemes, eventually one or two outspoken *males* began to dominate and tell the group what needed to be done. The groups also conducted espionage on each other to see if they could obtain intelligence about better methods. After failed attempts to dig a canal from the ocean to their storage tanks, both groups settled on a bucket brigade to move the water most efficiently. The 9ft diameter pool of the winning team went to a depth of 19 inches, which totaled 753 gallons of seawater, weighing 6475 lbs. (!!)

Another exercise sought a way to bring the material culture of the ancient world into the student’s hands and to make it real. I decided to focus on writing and writing materials in ancient China and

Egypt. In one activity, the stu-

dents worked to make their own sheet of papyrus, pressing together individual strips with a clamp, while they also practiced writing a particular phrase (a ritual offering) in the calligraphic Egyptian script called hieratic. The other activity asked the students to prepare a cattle scapula for a divination about rain, an important ritual performed by the kings of bronze age China around 1200 BCE.

Working in pairs, the students sawed, sanded, and drilled the bone to prepare it for the divination charge. They also practiced writing in oracle-bone script, the earliest known form of Chinese, so that they could later inscribe their bone with the divination record. Once the bone was prepared, we heated the bone with a flame and cracks appeared on the surface and a loud sound was heard.

The students interpreted this as a positive divination response that it would rain in the next ten days.

(Continued on page 4)

Some students later reported to

me that their bikes were wet when they found them the next morning, and attributed this minor rain event to our divination, which I had informed them was not just a question of the gods and ancestors, but also a charge to make a favorable event actually come about.

Some of the other activities we experimented with this summer included composing impromptu epic poetry about the victory or defeat in the beach exercise, to understand how Greek bards composed poems like the *Iliad* and the *Odyssey*; holding a mock trial in a Babylonian law court to better understand how Hammurabi's Code functioned and its legal principles; and conducting a Chinese court debate between Daoist, Legalist, and Confucian advisors on how to solve the problems of the empire. Though I had tried some of these exercises individually before, orchestrating all within the same term really made the course material come alive for some students, who reported to me that this was the most memorable class of their entire time here at UCSB, and nothing like any history class they had ever taken. I can say that it was one of the most exciting and rewarding experiences I have had as a history teacher as well. Conducting such experiments is labor intensive and time consuming, but the reward for the teacher and for the engaged student is truly worth it.

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Linking the Histories of Slavery: North American and Its Borderlands (School for Advanced Research Press).

POSTINGS

Grad student **Jason Zeledon** (Cohen) has an article in *Diplomatic History* (the flagship journal in the history of U.S. foreign relations). Entitled "As Proud as Lucifer": a Tunisian Diplomat in Thomas Jefferson's America," It will be out in print soon and is now available online at <http://dh.oxfordjournals.org/content/early/recent> Jason is establishing himself as an expert on the new nation's conflict with the Barbary pirates. **Jean Smith** (PhD 2015, Rappaport) was awarded a three-year Leverhulme Trust Early Career Fellowship at King's College, London. Her topic is the social history of travel during World War II (working title: "Empire in Motion: Conflict and Cooperation during the Second World War"). **Rick Kennedy** (PhD 1987, Kirker) has published *The First American Evangelical: a Short Life of Cotton Mather* (Eerdmans, 2015). Rick teaches at Point Loma Nazarene University in San Diego. **Joe Bassi** (PhD 2009, McCray) is also teaching in San Diego but at Embry-Riddle Aeronautical University-Worldwide. His first book, *A Scientific Peak: The Development of Boulder as a World Center for Space and Atmospheric Science* (American Meteorological Society Press) received an honorable mention as one of the best books of 2015 by Atmospheric Sciences Librarians International. Kudos to all of them!



Tens of Thousands of Wikipedia Readers -- and Counting

By Sarah Cline, Research Professor of History

"I edit Wikipedia," my t-shirt announces. I own more than one Wikipedia t-shirt, with different designs. They are my new fashion statement in retirement – and conversation starter, most recently in the Denver Airport. "Do you get paid?" No. "Can anyone edit?" Yes. "Do you use your own name?" No. "Why would you want to edit anonymously for free, if anyone can reverse what you write?" That's a longer story.

I retired from undergraduate teaching in Spring 2014, after 30 years at UCSB. I did not know what I wanted to do in retirement. It turns out that editing Wikipedia many hours a day, mainly on topics I have researched and taught, is my new calling. A busman's holiday, perhaps, but I know that I'm making Wikipedia better, one edit at a time. If you do a Google

search, Wikipedia is usually the first website that comes up. Best if its information is accurate and up to date.

I used to warn students away from Wikipedia. But I realize that I can help make it what it aims to be, a serious destination for information, not just a quick, fact-checker stop (sometimes of dubious reliability). I joke now that if students plagiarize the pages I edit, the information is based on the most recent scholarship, the statements have reliable citations, and the bibliography (which often did not exist) leads them to further readings. Many of our students rarely go to the library. And in many places, students have no access to any library, much less a Tier I university research library. I grew up in the 1950s when advantaged families such as mine had an encyclopedia at home. Now Wikipedia levels that playing field for those with internet access.

Although I co-wrote a textbook that is well-regarded in Mexican history, our publisher priced it well above the modest sum we wanted, placing it out of reach for some. Having put time and effort into that project, I am transforming the information into Wiki articles. I have far more readers than ever I did with academic publishing. Tens of thousands of readers. Every month. Instant publishing.

For the moment I edit only existing articles, rather than create new ones, although I've learned most new Wikipedians like to create new articles. But I've seen how bad some Wikipedia articles are in my fields, so my mission is to make them better, much better, before creating new ones.

Some academics are baffled why I edit using a pseudonym, or avatar, but most Wikipedians. For me, it is liberating to be beyond careerism, where every jot of writing gets noted on a CV. I get satisfaction from my avatar's reliability in the eyes of others who edit. Yes, Wikipedia articles can be edited by anyone, but I've found that most bad edits get reversed. I get a real kick when I check the article history (tab in the right hand corner of every article, showing the edits over time) and see "Revert edit to the last one by [my avatar's name]." I know that some Wikipedians seek anonymity since they edit topics that are highly controversial. I've not experienced it myself (yet?), but cyber-bullying is apparently a problem on Wikipedia.

In early October, I traveled to the National Archives for a two-day Wikipedia conference. I met the tribe, an intriguing mélange of geeky wonks (male and female), silver haired academics, directors and staff of historical societies and other non-profits, and others that cannot be easily classified. Mostly Anglos, mostly male, but more diverse a crowd than I'd expected. The recruitment and encouragement of women and minorities is a real issue that the Wikimedia Foundation grapples with.

A former graduate student of mine is publishing her dissertation as a monograph with a major academic press. I want to read her book, but also Wikify its information. There is still a place for monographs in academia, including History and other fields in the humanities, monographs are crucial for tenure

(Continued on page 6)

and other career advancement. But to reach the larger public with information, the journal article -- and Wikipedia-- are vital tools.

I awake every morning excited at the prospect of Wiki editing. My daughter calls me a Wiki addict, and that might be true. But at my annual physical, my doctor laughed when filling in the field about my cognitive function. "No problems there!" Lots of synapses firing. Lots of energy every day. In addition, I've increased the GDP by hiring a research assistant to get me books from the library, so I can develop my Wiki entries and their bibliographies.

In a little over a year, I've logged many hours editing, and I'm closing in on 5,000 edits. I used to check the number frequently and when I reached the lower thousand-milestones, I was very pleased. Now I just check from time to time. I am a retired History professor, but an active scholar and proud Wikipedian.

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New Deal Conference is a Big Deal

By Professor Nelson Lichtenstein

We are now in another presidential election year, but you can be sure that regardless of who are the final nominees for president, the issues that divide them will be similar to those debated in virtually every presidential campaign of the last several decades. The level of taxation, the advance or rollback of the welfare state, the balance between national security and civil liberties, the rights of labor, immigrants, and racial minorities, as well as governmental regulation of business and the economy will all be front and center.

These were some of the issues first put on America's national agenda by Franklin Roosevelt's New Deal, which is why Lichtenstein and History Professor Alice O'Connor played central roles in organizing a major international conference, *Beyond the New Deal Order*, held at UCSB during the first week of classes in September 2015. The conference, which drew more than 70 participants from Europe and the United States, was predicated on the idea that the New Deal was not just a presidential moment, but a far larger construction - a combination of ideas, policies, institutions, cultural norms and electoral dynamics - that spanned several decades and sustained a governing regime that was stalemated only in the 1980s.

Many of the participants, including a large contingent from UCSB, asked if the concept of a New Deal order was still a viable

way of framing the reform impulses unleashed in the Depression decade and continuing both through the 1960s and during the years of the Obama Administration when a large expansion of government-sponsored health insurance and a new effort to regulate Wall Street came to the fore.

Among those from UCSB delivering papers at the conference were History graduate students Samir Sonti, Doug Genens, Kristoffer Smemo, and Cody Stephens. Emeritus History Professor Elliott Brownlee and History affiliate Eileen Boris also delivered papers while Mary Furner, Alice O'Connor, Laura Kalman, Salim Yaqub, Nelson Lichtenstein, Edwina Barvosa (Feminist Studies), John Woolley (Political Science), and Jeffery Stewart (Black Studies) chaired and commented at various panels.

Here at UCSB the conference was sponsored by the Center for the Study of Work, Labor, and Democracy, the Hull Chair in Women's Studies, and the Great Society at Fifty, Democracy in America initiative. From abroad came support from the Centre d'Etudes Nord-Américaines, L'Ecole des Hautes Etudes en Sciences Sociales and the Mellon Fund for American History at the University of Cambridge.