

History at Gonzaga

MISSION: To engender an informed, critical, and articulate sense of the past, an appreciation for the diversity of human experience, and an awareness of the role of tradition in shaping the present.

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Internships

Theater & Dance History Exhibit at Foley Library

“The Show Goes On” offers a brief history of the rich Gonzaga tradition of theater and dance. **Foley History Intern Brenda Mandt** curated the exhibit as part of her internship at University Archives and Special Collections. The exhibit explores some of the earliest theatrical productions from the 1890s and 1920s as well as recent shows, including “Weaving Our Sisters’ Voices.” The exhibit conveys to audiences how crucial the theater and dance programs are to fulfilling the Jesuit mission of educating the whole person. For more than a century, these programs have provided students with rare opportunities to discover classic and contemporary literature, to dance, and to refine the art of dramatic expression.



The History Department continues to facilitate internships, including the Foley Library Internship. Contact Dr. Schlimgen (schlimgen@gonzaga.edu) for more information.



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Letter from Professor X

I was never a good student, let alone a great one. I made it to college, but nearly flunked out during my freshman year. Feeling distracted and isolated, I had trouble finding motivation or purpose; all too often I had trouble finding my classroom. It was during my sophomore year that I found my muse; like flipping a switch, my unfocused mind was suddenly lit up. What was the change? Simple: I started taking history courses. I liked history well enough in high school, but it often seemed like my well-meaning teachers only barely scratched the surface. But my experience in college could not have been more different. There my history professors went beyond the traditional “names and dates” approach to history and instead posed the bigger questions that made me think. Why has poverty coexisted with great wealth? Where does racism come from? How is it that some of our greatest and most inspirational leaders are also tremendously flawed as individuals?

Learning history not only helped me to understand my own past, but it also helped me to appreciate the distinctiveness and beauty of other cultures and countries. I learned that while war is always deadly and politics are often ugly, music and art have expressed the longing of the human spirit since the beginning of human civilization. As I took more topical history classes in my junior and senior years—courses that focused on particular subjects like “The American Civil War,” and “Modern China,” and “The Age of Alexander”—I realized that I was starting to make better sense of the world and was coming to a better understanding of how I might make my way through it. Not only was I immersing myself in history, but I also started reading newspapers, making a point of learning the national and local issues, and voting. In other words, I began to pay attention to the world around me, transforming myself from an indifferent observer into an active participant. Learning history made me a much better citizen.

One of the best things I did during my undergrad years was to get to know my professors. I spoke to them after class, greeted them in the hallways, and stopped by from time to time during their office hours. I hope that everyone who reads this will take the time to do likewise and get to know the history professors at Gonzaga. They are experts in their field and they are passionate about sharing what they know. To your professors, teaching is much more than a job: it is a calling; a means of reflection; a way to engage with learners who share our fascination with history. Each of us may have his or her own field, whether it is Asian, Latin American, European, or U.S. History, but we all remain dedicated learners, engaged in an ongoing conversation about the world that is, and the world that was. It should also be said that we are also practical-minded people who realize that it is necessary not only to know, but to communicate as well. Effective and creative historical writing is not just a process that we teach; it is how we as scholars communicate to our own readers.

Historians are constantly probing the possibilities and searching for answers. Perhaps this is what grabbed me when my interest in history was first kindled by the talented professors at my alma mater who opened my eyes to the wonders of the past. This was also when I learned to hunt for evidence like a detective, to assess it like a judge, and to write about history with clarity and precision. And always, revision, revision, revision. And it wasn't the easy A's that I remember. It was the papers that were returned to me dripping with red ink—and the professors who graciously accepted my painstaking revisions—that taught me what I now realize is **the most important thing I learned in college**: the only way to become good at something, really good at something, is to keep hammering away at it.

“Good writing means rewriting.... I have never thought of myself as a ‘born’ writer—any more than I think of myself as a ‘natural’ athlete, or even a good one. What I am is a good rewriter; I just know how to revise, and revise.” ~ Author John Irving

Phi Alpha Theta

Gonzaga's Chapter of Phi Alpha Theta, the National History Honor Society, is recruiting new members. Please consider joining during our membership drives during the fall and spring semesters. You must have completed 12 history credits, have a 3.1 GPA in your history courses and an overall GPA of 3.0. Contact the faculty advisor, Dr. Eric Cunningham, for more details, cunningham@gonzaga.edu.



Tutoring is available every Monday and Wednesday from 3:00 to 5:00 pm in the History Department Conference Room, College Hall 431. Drop in anytime for assistance with studying, reading, writing, note-taking, and source evaluating. Please bring appropriate course materials along for the most effective help.

Phi Alpha Theta will host a screening and discussion of the film **Persepolis** and the Iranian Revolution of 1979 on November 10, 7:00 pm, in College Hall 133.

Upcoming Events

“Enacting Social Justice for the Columbia River”

The departments of History, Native American Studies, and Environmental Studies and the Office of Sustainability invite you to join us for an event observing Native American Heritage Month and celebrating our region.

November 11, 6:00 p.m.

Wolff Auditorium in Gonzaga’s Jepson Center

The Columbia River has been a source of culture and sustenance for Indigenous Peoples of the Plateau for millennia. The rise of hydropower in the mid-twentieth century transformed the Columbia into a working river, and cultural loss resulting from this interruption is still being measured.

Please join us for a film screening and post-show discussion of **Treaty Talks: A Journey Up the Columbia River for People and Salmon**, and to learn how individuals are enacting social justice in service of the river. This event will feature discussions by the Upper Columbia United Tribes, by makers of the film, and by the canoers who paddled upriver, from the mouth of the Columbia to its source. If you have students who are wondering how to enact their passion for social justice, this event will illustrate some meaningful answers.



Special Guests:

D.R. Michel (Colville), Executive Director of the Upper Columbia United Tribes
Adam Wicks-Arshack, film maker

For more information, contact Dr. Laurie Arnold,
arnoldl@gonzaga.edu

Native American Heritage Month

November is Native American Heritage Month. In a proclamation issued last week, President Barack Obama called upon Americans to commemorate the month with Native-centered programming and to celebrate **Native American Heritage Day on November 27, 2015.**

Gonzaga's Native American Studies program is in its third year, and we offer Native-centered programming year round. In the first two years of the program, more than 1500 students, faculty, staff, and community members attended Native programs on our campus. This November, History and Native American Studies are collaborating with Environmental Studies and Sustainability to present **"Enacting Social Justice for the Columbia River"** (see page 3). In addition, Gonzaga and **Nike N7** are partnering on **Wednesday, November 18, for the men's basketball game against Northern Arizona at 6 p.m.** in celebration of Native American Heritage Month. As part of the event, the Bulldog men's basketball team will wear turquoise uniforms against NAU, which is a color symbolic of friendship and harmony in Native American cultures. Native American Studies has worked closely with Athletics in preparing for this event, a cooperative opportunity which is unique and exciting. Gonzaga is observing Native American Heritage Month through one of Native America's most beloved sports: basketball. While Gonzaga celebrates the histories and cultures of Native peoples every day through our Native American Studies courses, this partnership with Nike N7 extends our engagement beyond campus and will result in a shared regional celebration.

Observing Native American Heritage Month is nice, and having a Presidential Proclamation to celebrate the lives and cultures of Native Americans throughout the U.S. is a wonderful observation of friendship, but the way we interact with and treat our tribal neighbors every day is of greater fundamental importance. Native American Studies works at Gonzaga because Catholic social teachings and Native American ideals both exemplify caring for the whole person physically, spiritually, intellectually, and culturally. Native American communities share in GU's expressed commitment to dignity of the human person, social justice, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet.

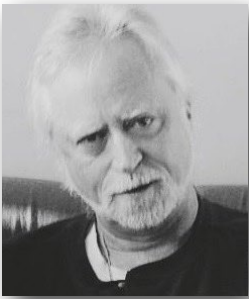
Gonzaga students have a unique opportunity to learn about Native American histories, lives, and cultures. Relatively few universities or colleges regularly offer these courses. The minor is twenty-one credits and is comprised of courses in History, English, Political Science, Biology, Religious Studies, and Native American Studies. If you are interested in the minor, or just interested in taking a class these courses will be offered in **Spring 2016: HIST 210/NTAS 210 Indians of the Columbia Plateau** (fulfills social justice and foreign culture); **NTAS 330 Native Americans and Sports** (fulfills social justice and foreign culture); and **RELI 390 Native American Religions** (fulfills an RELI core requirement). If you have questions, please contact Dr. Laurie Arnold at arnoldl@gonzaga.edu.

Faculty News



Dr. RáGena DeAragon presented "A Place at the Table?: Elite Women in Norman and Angevin England" at a conference on medieval women at Ohio State University at Mansfield in September. Her paper surveyed evidence of elite women's agency and power and analyzed ways scholarship on medieval British history has discounted that evidence. Last July she attended the International Medieval Congress in England. A highlight of her studies of an aristocratic family and of widows at the British Library, the (UK) National Archives, and the University of Leeds was finding a charter of Robert de Vere, 3rd earl of Oxford, that illustrated some of the personal cost he paid for serving as one of the guarantors of Magna

Carta. She is currently president of the Gonzaga chapter of the American Association of University Professors.



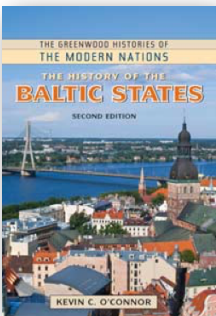
Dr. Eric Cunningham, the History Department's specialist in East Asian History, was promoted to the rank of Professor at the beginning of the Spring Semester, and spent the next three months on sabbatical, completing three chapters of a new book on world history and digital consciousness.

He also published three separate articles in the last six months, two of which were published in the May edition of *Homiletics and Pastoral Review* as a two-part series on the theology of Fr. John Navone, S.J., "The Beauty that Beckons Us." The third article, "D.T. Suzuki: A Biographical Review," was published in *Education About Asia* published very recently in its Fall 2015 edition.

In July Professor Cunningham made a short trip to Japan and enjoyed an intensive tour of the Zen temples of Kyoto with his grown sons. Since returning from Japan, he has renewed his attention to lingering translation projects and primary source reading in Japanese.

At present he is working with the Honors Program and the Undergraduate Research Task Force in establishing new ways of proceeding with the expansion of these programs.

In early October, Prof. Cunningham and his wife, Gretchen welcomed the birth of their seventh child, a beautiful, healthy daughter named Aisling Katherine.



Dr. Kevin O'Connor is pleased to announce that the second edition of his book *The History of the Baltic States* (Greenwood Press) was published in June 2015. Based on the latest research, the heavily revised book includes a new chapter about the fates of Estonia, Latvia, and Lithuania under totalitarian (Nazi, Soviet) rule. Another focuses on the challenges of independence, integration into Europe, and relations with Russia in recent years. An autographed copy would make a fine Christmas gift for the history buff in your family! Purchase yours at amazon.com or directly from the publisher (www.abc-clio.com).



Dr. Veta Schlimgen will be offering African American history during Spring Semester. Last August, she attended the Pacific Coast Branch Conference of the American Historical Association and participated in a roundtable on the state of the field in Filipino/a American history. Dr. Schlimgen is the History Department Internship Coordinator, so please contact her if you're interested in internships.

Faculty News



Dr. Andrew Goldman: To say that this spring and summer were busy would be a massive understatement. In late December came my promotion to Full Professor, a wonderful advancement to my career at GU. More surprising but no less pleasing was to learn that I had been selected as the Arnold Distinguished Professor for the next three years. This was a tremendous honor, and I look forward to using this position and its funding to help the program and College of Arts & Sciences promote the fundamental importance of the liberal arts and humanities.

As for travel, it seemed non-stop: when I wasn't teaching my three GU courses last spring, I was speaking at the Archaeological Institute of America's (AIA) annual meeting in New Orleans (in January), at the Roxbury Latin School in Boston (in Jan.), and at the Classical Association of the Pacific Northwest meeting at Reed College (in March). Once again, I sheepishly acknowledge that my carbon footprint was nothing short of atrocious.

And it became worse in the summer, as I headed over to Turkey to begin our new excavations at Sinop, on the Black Sea coast. This was tremendously exciting, as we had planned this for several years, and finally received our permit to dig in early July. Rushing over, we completed 17 days of active digging during a month spent in the lovely seaside town of Sinop (ancient Sinope), birthplace of Diogenes the Cynic and home to Mithridates VI, the Poison King. The results were spectacular, and I look forward to sharing them with the GU and Spokane community in early November, when I speak at the Spokane Museum of Arts and Culture on Nov. 4 (6:30 pm).

Finally, since Amy has begun graduate school for her PhD at WSU, I'm a full-time parent with Finn and Pistol, who continue to deposit extraordinary amounts of hair pretty much everywhere. Including my office, so keep your eye out for them, if you wish to come and visit.



Dr. Richard Goodrich will be traveling to Moscow in November to offer a paper at a conference hosted by the Moscow Patriarchate of the Russian Orthodox Church. This conference, "Saint John Cassian and the Monastic Tradition of the Christian East and West," will feature an international team of scholars who will consider the impact and legacy of this fifth century monastic legislator. Dr. Goodrich will present a paper which examines Cassian's attack on Augustine over the issue of whether it is permissible for a Christian to tell lies.

Dr. Goodrich also has two books arriving in bookstores this year. *A Reader's Greek New Testament*, Third Edition, is a revision of this academic bestseller, updating the text to reflect the latest critical editions of the Greek New Testament. *Sulpicius Severus:*

Complete Works is the first, single volume English translation of all of the writings of this fourth century Gallic author. Sulpicius Severus is best known for his Life of Saint Martin, but he also composed letters, a series of dialogues on Martin, and a history of the world from creation to the early fifth century.



Dr. Robert Donnelly continues to serve as History Department Chair, teach U.S. history, and work on his biography of Teamster Boss Dave Beck.

Faculty News



Fr. Michael Maher continues both as a full time member of the History Department and the Director of Catholic Studies. During the spring semester he will be offering a course on the History of the Society of Jesus. The course will examine the fundamental documents of the Society of Jesus, in particular the Spiritual Exercises, the Autobiography of St. Ignatius, the Jesuit Constitutions, and many letters written by St. Ignatius. After completing this examination of the sources we will examine how these sources shaped the Jesuit outlook concerning the Jesuit encounter with the “other” in particular non-Europeans and also how these documents helped shape the Jesuit understanding of their system of education. So often the words “Jesuit” and “Ignatian” are used and it is the purpose to give a solid grounding of these terms in the texts written by Ignatius himself and his first companions. Fr. Maher’s research and publications have focused on Jesuit history and in recognition of his scholarship, the Superior General appointed him as a member of the Jesuit Historical Institute.

Currently, Fr. Maher is working on a book concerning the history of the Marian Sodality movement, an organization founded in 1563, which in 1960, became known as CLC, Christian Life Communities. He has spent the last three summers organizing and cataloging the CLC archives in Rome. Part of his work over the last two summers has been writing the scripts and hosting a series of short videos which explain the various sites in Rome where St. Ignatius lived and worked. These were produced by the Media Office of the Jesuit world headquarters in Rome. The first of these videos can be seen at <https://www.youtube.com/watch?v=QvGO9ZiHMQw>.



Ms. Janice Ueda, History Department Senior Faculty Assistant, is retiring next spring. Janice arrived at Gonzaga in the spring of 2007, and for nearly eight years, she has blessed the faculty, students, staff, and administrators here with her bright smile, thoughtfulness, and wonderful baked goods. Janice plays the piano, knits, cans tuna, picks wild mushrooms, throws lavish parties, and makes origami cards. When she retires, she will surely continue these activities, but will have more time to visit her children and grandchildren in Charlotte, Seattle, and Los Angeles. In fact, next year, she’s going to Disney World. We will miss you, Janice.

History Program & Core Requirements

Students participating in the History curriculum will develop the ability to explain and interpret historical change and continuity in a variety of geographic and temporal contexts. They will analyze both primary documents and secondary sources and then demonstrate the ability to communicate effectively on historical and contemporary issues. History students will also demonstrate the ability to apply historical lessons to contemporary and future challenges and opportunities.

B.A. in History, 33 credits

Lower Division:

HIST 101 Survey of Western Civilization I (3);

HIST 102 Survey of Western Civilization II (3) or
HIST 112 Survey of World Civilization (3);

HIST 201 History of U.S.A. I (3);

HIST 202 History of U.S.A. II (3).

Upper Division:

HIST 301 Historical Methods (3) (May only be taken once.);

HIST 401 Research Seminar (3);

HIST electives must include one course in each of the following areas:

Non-Western or Developing Areas (3); Pre-modern Europe (3); Modern Europe (3); United States (3).

Plus, at least one more elective course at the 200-level or higher (3).

A&S Core History Requirement, 6 credits

HIST 101 and either HIST 102 or HIST 112.
HIST 201 or 202 may be substituted for one 100-level course. Courses may be taken in any order.

Minor in History, 18 credits

Lower Division:

HIST 101 Survey of Western Civilization I (3);

HIST 102 Survey of Western Civilization II (3) or
HIST 112 Survey of World Civilization (3);

HIST Electives (200 level) (0-6);

Upper-division electives (6-12).

Many of our History courses are cross-listed with Religious Studies, International Studies, Classical Civilizations, Environmental Studies, Women and Gender Studies, and Art. This is a good reason to pick up a History minor or double major. Be sure to note the cross-listing on the Spring 2016 Course Offerings.

Also, be sure to check out our courses that fulfill foreign culture and social justice requirements.

What can you do with a History degree?

A B.A. in History is an “expanding” degree, not a limiting one. Because History students know how to analyze evidence, assess it, communicate clearly, and empathize, they can do just about anything.

Historians as Communicators

Writers
Editors
Journalists
Documentarians
Producers of Multimedia Material
Archivists
Records Managers
Librarians

Historians as Teachers

Elementary Schools
Secondary Schools
TESOL in other countries
Postsecondary Education
Service in Education (e.g. Jesuit Volunteer Corps, Alliance for Catholic Education)
Historic Sites and Museums
Education Administrators
Military Officer

Historians as Researchers

Think Tanks
Data and Intelligence Analysts
Museums and Historical Organizations
Cultural Resources Managers
Historic Preservation

Historians as Advocates

Lawyers and Paralegals
Litigation Support
Politicians and Legislative Staff
Non-government Organization Leaders
Lobbyists
Civil Servants

Historians in Businesses and Associations

Businesspeople
Data Managers
Contract Historian
Market Researchers

Our former students are currently enrolled or recently earned a law or graduate degree at the following schools:

University of Oregon
Indiana University
Marquette University
University of Washington
Washington State University
John F. Kennedy University
University of Wyoming
Oxford University
University of Louisiana at Lafayette
University of Michigan
Georgetown
University of Colorado-Boulder

Spring 2016 Courses

Lower Division

HIST 101: SURVEY OF WESTERN CIVILIZATION I sec 01-09. 3 credits. Fr. Maher, Drs. DeAragon, Goldman, Goodrich. A survey of the origins of western civilization in the Near East; classical Greek and Roman civilizations; and developments in Europe to 1648. **(Note: Dr. DeAragon's sections are cross-listed with WGST 271C.)**

HIST 102: SURVEY OF WESTERN CIVILIZATION II sec 01-04. 3 credits. Drs. Balzarini, O'Connor. A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.

HIST 112: WORLD CIVILIZATION II 1500-PRESENT sec 01-04. 3 credits. Drs. Cunningham, Schlimgen. A survey of world civilization from the 16th century to the present with an emphasis on the different civilizations of the world and their interactions.

HIST 202: HISTORY OF THE U.S. II sec 01-02. 3 credits. Dr Rast, TR 1:15-2:30, 2:40-3:55. This is a survey of events after the Civil War that have shaped the present United States and its world roles. Emphasis is on the Reconstruction period, the Gilded Age, the rise of industry, and American overseas expansion. Moving into the 20th century, the course focuses on Progressive Era reform, the Great Depression, the World Wars, and domestic and foreign policy after 1945, particularly civil rights, social policies, and the Cold War.

HIST 210: COLUMBIA PLATEAU INDIANS sec 01. 3 credits. Dr. Arnold, TR 4:05-5:20. This course will explore Native American groups on the Columbia Plateau, including their traditional lifestyles, traditional and colonial religions, the Salish language, and responses to settlement and government policies. We will also examine the traditions of cooperation and collaboration among these groups. We must understand the geography of the Plateau, in order to fully contextualize the importance of homeland and traditional practices, so this course represents place-based study of Native American history. **This course satisfies both foreign culture and social justice requirements.**

Upper Division

HIST 301: HISTORICAL METHODS sec 01-02. 3 credits. Drs. Goodrich, MWF 8:00-8:50 a.m., Donnelly, TR 8:00-9:15 a.m. An in-depth introduction to the discipline of History. While subject matter varies by professor and semester, all sections will have in common the following topics: the history and philosophies of History; varieties of historical evidence (oral, archaeological, documentary); mechanics of historical writing; introduction to various interpretive frameworks and theories, with an emphasis on contemporary methods and issues. Students will complete library research and writing projects, demonstrate understanding of historical prose, citation, analysis and interpretation. It is highly recommended that this course be taken in the sophomore year in preparation for upper-division coursework.

HIST 308: ARCHAEOLOGY OF ROME sec 01. 3 credits. Dr. Goldman, TR 10:50-12:05. This course examines the techniques and methods of classical archaeology as revealed through an examination of the major monuments and artifacts of ancient Rome and its neighbors. Architecture, sculpture, vase and fresco painting, and the minor arts are all examined, from the Early Iron Age through the Late Roman period. We consider the nature of this archaeological evidence, and the relationship of classical archaeology to other disciplines such as history, art history, and the classical languages. **Equivalent: VART 405**

Spring 2016 Courses (cont.)

HIST 311: MEDIEVAL EUROPE sec 01. 3 credits. Dr. DeAragon, TR 4:05-5:20 p.m. How did Europe develop from classical, Christian, and Germanic roots into a vibrant and expanding civilization? Topics will include the acculturation of the Germanic tribes; invasions (Frankish, Viking, Norman) and empires; commercial and territorial expansion; the birth of feudalism, universities and courtly love; the rise of representative assemblies, and the medieval reformation. Using primary and secondary texts, artifacts, and film, students will consider the major social, cultural, political, economic, religious, and intellectual developments and achievements of the period circa 500 to 1347 C.E.

HIST 320: JESUIT HISTORY sec 01. 3 credits. Fr. Maher, TR 9:25-10:40 a.m. This course will examine the context for the founding of the Society of Jesus and trace its history from its beginning to its temporary suppression in 1773. Although the course will have as its focus the Society of Jesus in Europe, it will also examine how the order encountered various cultures in the New World, Asia, India, and Africa. This course will examine the Society of Jesus against the backdrop of the developing absolutist states and its encounter with the Enlightenment.

HIST 331: WORLD WAR II sec 01-02. 3 credits. Drs. Balzarini, Cunningham, TR 2:40-3:55 p.m. The causes, conduct and consequences of the Second World War.

HIST 348: ISLAMIC CIVILIZATION sec 01. 3 credits. Dr. Nitz, TR 1:15-2:30 p.m. This course examines the history of Islam from the time of the Prophet Muhammad to the great Islamic gunpowder empires of the early modern period. Specific topics covered include the Quran, the practices and beliefs of the faith, and an examination of the intersection between faith and culture. The course also includes an introduction to key issues related to Islam in the contemporary world. **Equivalent: INST 368**

HIST 358: AFRICAN AMERICAN HISTORY. sec 01. 3 credits. Dr. Schlimgen, MWF 12:00-12:50 p.m. A study of the experiences of African-Americans from the 1600s to the present, which will include the development of slavery, the Civil War and Reconstruction, African-Americans on the frontier, and the African-American experience in the 20th century. **This course will satisfy social justice requirements (final approval pending).**

HIST 401: SENIOR RESEARCH SEMINAR/THESIS. 3 credits. Dr. O'Connor, T 6:00-9:00 p.m. The History capstone course, designed as a discussion seminar for majors. General discussion topics and assignments vary by instructor and term, but all will develop student understanding of the methods, historiography, and skills of contemporary historical practice. Students will demonstrate their mastery of the discipline in course discussion, assignments, peer review, and research of a topic chosen by the student in consultation with the instructor to produce a thesis project using relevant primary and secondary sources.

Summer 2016 Courses

Tuition is discounted in the summer nearly 30%! It's the perfect time to jump ahead in your coursework or catch up. Seize the summer!

Summer 1 (May 16-June 24)

HIST 112, WORLD CIVILIZATION II, Dr. Schlimgen, via internet

HIST 201, HISTORY OF THE U.S. I, Dr. Chambers, via internet

HIST 202, HISTORY OF THE U.S. II, Dr. Donnelly, TR 9:00-12:00

Summer 2 (June 27-August 5)

HIST 101, SURVEY OF WESTERN CIVILIZATION I, Dr. O'Connor, via internet

HIST 102, SURVEY OF WESTERN CIVILIZATION II, Dr. Chambers, MW 9:00-12:00

HIST 202, HISTORY OF THE U.S. II, Dr. Donnelly, via internet



Questions?

Contact the History Department Faculty.

Laurie Arnold, Ph.D., Arizona State University, 2005. Specialty: Native American History.
arnoldl@gonzaga.edu

Stephen Balzarini, Ph.D., Washington State University, 1979. Specialty: Modern Britain; Modern Europe; military. balzarini@gonzaga.edu

Kevin Chambers, Ph.D., UC Santa Barbara, 1999. Specialty: Latin America; Paraguay.
chambersk@gonzaga.edu

Eric Cunningham, Ph.D., University of Oregon, 2004. Specialty: Japan; China; Zen Buddhism; modern intellectual. cunningham@gonzaga.edu

RaGena DeAragon, Ph.D., UC Santa Barbara, 1982. Specialty: Medieval and Renaissance; women; Britain.
dearagon@gonzaga.edu

Robert Donnelly, Ph.D., Marquette University, 2004. Specialty: Post-1945 US; urban history.
donnely@gonzaga.edu

Elizabeth Downey, Ph.D., University of Denver, 1971. Specialty: 1865-1945 US; Theodore Roosevelt; women; environment. Dr. Downey is retired, but she is frequently on campus and available to meet with students. downey@calvin.gonzaga.edu

Andrew Goldman, Ph.D., University of North Carolina, Chapel Hill, 2000. Specialty: Ancient Greek and Roman history; archaeology. goldman@gonzaga.edu

Richard Goodrich, Ph.D., University of St. Andrews (Scotland), 2003. Specialty: Greece; Rome; Church History. goodrich@gonzaga.edu.

Michael Maher, S.J., Ph.D., University of Minnesota, 1997. Specialty: Early Modern Europe.
maher@gonzaga.edu

Theodore Nitz, Ph.D., Washington State University, 1999. Specialty: Modern Germany; Modern Europe; Islamic Civilization. nitz@gonzaga.edu

Kevin O'Connor, Ph.D., Ohio University, 2000. Specialty: Russia; Soviet Union; Eastern Europe; Modern Europe. oconnork@gonzaga.edu

Ann Ostendorf, Ph.D., Marquette University, 2009. Specialty: Colonial and early US; race; ethnicity; nationalism; culture. ostendorf@gonzaga.edu

Ray Rast, Ph.D., University of Washington, 2006. Specialty: Public History; American culture; the West; Latino History. rast@gonzaga.edu

Veta Schlimgen, Ph.D., University of Oregon, 2010. Specialty: Race and ethnicity; citizenship; U.S. Constitution; the Pacific World. schlimgen@gonzaga.edu
