

# History at GONZAGA UNIVERSITY

*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.*

## Inside:

Alumni Spotlight

Internships

What Can You Do With a Degree in History?

Phi Alpha Theta

Announcements

Faculty News

Program & Core Requirements

Summer 2016 Courses

Fall 2016 Courses

Faculty Contact Information

Visit our [website](#) and [Facebook page](#).



## Remembering the Catholic Activism of Cesar Chavez



Chavez with Robert Kennedy (and Cesar's wife, Helen, on the left) in 1968, breaking Chavez's 25-day fast with the Eucharist.

For more than ten years, **Dr. Ray Rast** has been working to preserve historic sites related to Latino history. This work led Secretary of the Interior Ken Salazar to appoint Dr. Rast to a steering committee for the National Park Service's American Latino Heritage Initiative in 2011. It also led to President Obama's creation of the Cesar Chavez National Monument in 2012.

Cesar Chavez was the most important Latino leader in the U.S. during the twentieth century. He began to fight for the civil rights of Mexican immigrants and Mexican Americans during the 1950s. Working with Dolores Huerta and others, he formed the United Farm Workers union in the 1960s and fought for contracts that raised farm workers' wages above the poverty line,

mandated the provision of drinking water and portable restrooms in the fields, and protected workers from exposure to pesticides and other abuses.

Chavez's Catholic faith fueled this work. In 1950, when Chavez was 23 years old and living in San Jose, California, he met Father Donald McDonnell, an Irish American priest who became one of his mentors. McDonnell taught Chavez that the Catholic faith is an activist faith that calls upon its adherents to fight for social justice.

Now Dr. Rast is working with the Diocese of San Jose to preserve Our Lady of Guadalupe Mission Chapel, the building where Chavez formed his relationship with Father McDonnell and with his faith in the 1950s. He is preparing a National Historic Landmark nomination for the building and hopes Secretary of the Interior Sally Jewell will approve it later this year.

Dr. Rast enjoys this work, but he also sees it as a way to honor the sacrifices of his own maternal grandparents (who immigrated from Mexico and worked in the fields) as well as the sacrifices of all immigrants who seek to improve the lives of their own children and future grandchildren.



Our Lady of Guadalupe Mission Chapel, 1953

## Alumni Spotlight

**Dannielle Burrus Prince**  
**Class of 2010**  
**Age: 27**  
**Hometown: Belfair, WA**

Dannielle is a senior consultant at CGI, a global IT consulting, system integration, and outsourcing company. There she serves as a liaison to the US Patent and Trademark Office in Washington, D.C. Dannielle manages a sub-team of sixteen software engineers within an even larger team of more than fifty engineers, designers, and other experts.

Frequently coming into contact with other consultants who earned History degrees, Danielle believes that “what makes History majors competitive in this field is the ability to take large columns of information quickly and analyze it. You then use that analysis for project improvement and you write highly detailed proposals in order to win clients. This is all fundamental to your work as a History major.”

Her advice to History and other Humanities majors? Be patient after graduation. It took Dannielle nearly six months to land her first job in a large corporate law firm. She admits that it was a challenge facing the constant (and inaccurate) message that employers favor candidates with STEM degrees, but Dannielle now says that she routinely sees “consultants that were liberal arts majors out-performing business majors and receiving faster promotions.” Dannielle tells us that the research, analysis, writing, and verbal communication skills she developed as a History major made all the difference when it came to getting her foot in the door and proving her worth in a competitive job market.



### **Study Shows Employers Favor Liberal Arts Degree**

Recent (2015) research shows that employers are not focused on individual majors. According to the [Association of American Colleges and Universities](#):

\*91% of the employers surveyed agreed that for career success, “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major.”

\*96% of the employers surveyed agreed that “all college students should have experiences that teach them how to solve problems with people whose views are different from their own.”

\*And 78%—over three-quarters—of the employers surveyed agreed that “all college students should gain intercultural skills and an understanding of societies and countries outside the United States.”

## Alumni Spotlight

### John Molloy III Class of 2011



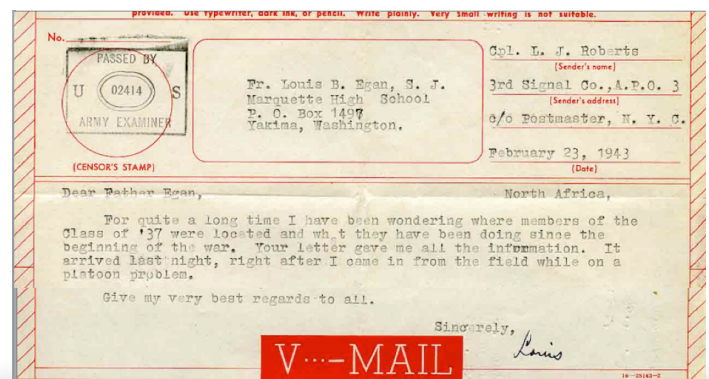
John discussed his interest in the legal profession with several professors in the History Department, including Fr. Maher and Dr. DeAragon, and determined that he wanted to pursue Law as a career. His history classes provided opportunities to gain more information on the legal field, such as the development of law and notable people in the History of Law (such as St. Thomas More). He applied to several law schools and chose Indiana University. His Gonzaga degree in History provided skills necessary to obtain a law degree: research; expository writing; close reading; and interpretation of evidence. He was able to graduate early, pass the bar examination, and is currently employed at a medium-sized law firm in Indianapolis, Indiana.

## Internships

### “Telling Stories in the Digital Age” Student Internships in the Digital Humanities

The History Department is offering a new internship opportunity – a digital history project. This internship brings together the art of story-telling (that is central to history) with our on-campus archives and the possibilities of on-line, digital exhibition.

This semester, **Greg Fiorina** has undertaken the first digital history project. Fiorina is building a dynamic history using the letters of World War II soldiers who served in Europe and the Pacific. Three hundred former students-turned-soldiers wrote to Fr. Louis Egan, S.J. throughout the duration and described the daily activities of soldiering for the United States. In the current phase of the project, Fiorina will virtually map the letters, stories, and images on to a story map in order to add geographic dimension to experiences of soldiers from Washington State who were stationed in Los Angeles, Milwaukee, England, North Africa, and “Somewhere in the Pacific.”



Courtesy, Jesuit Oregon Province Archives, Gonzaga University, L. Egan Papers I/11.

Contact **Dr. Veta Schlimgen** ([schlimgen@gonzaga.edu](mailto:schlimgen@gonzaga.edu)) for more details on doing digital history internship or to learn more about the wide range of internship opportunities offered through the History Department.

## 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



## 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 in the fall and spring. 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](mailto:cunningham@gonzaga.edu).

On April 1, the following students will be inducted into Phi Alpha Theta: Gabriella Anselmo; Gregory Fiorina; Mitchell Laferriere; Dylan Maggio-Hucek; Brenda Mandt; Gracia Muljadi; Kelly Omodt; Kailey Silverstein; Nikolas Sulley; Joseph Wallick; and Caleb Wheeler. Congratulations!

Tutoring is available every Monday and Friday 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.

Students **Theresa Schlei** and **Brenda Mandt** will present their research at the Phi Alpha Theta Conference in Bellingham, April 8 & 9, at Western Washington University. Good luck, Theresa and Brenda.

## Announcements

# ~ Graduation Lunch ~

**Graduation Weekend, Saturday, May 7, 2016**

**12:00 to 2:00 pm**

**College Hall 101**

**Graduating History and Classical Civilizations majors and minors, please join your HIST and CLAS professors for lunch.  
Bring your family!**

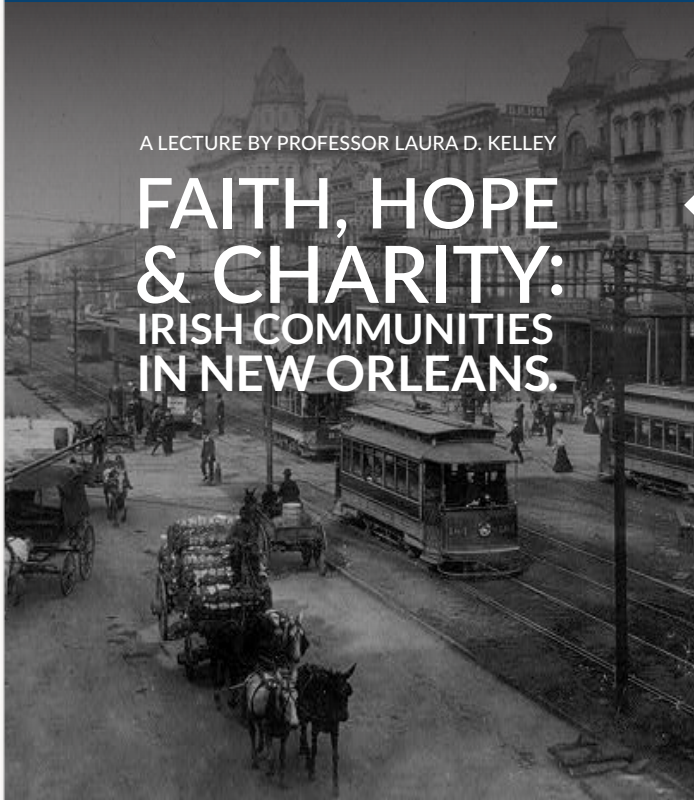
**RSVP: [ueda@gonzaga.edu](mailto:ueda@gonzaga.edu) with number attending by May 4**

## Announcements

THE ALPHONSE A. & GERALDINE F. ARNOLD LECTURE SERIES PRESENTS

A LECTURE BY PROFESSOR LAURA D. KELLEY

### FAITH, HOPE & CHARITY: IRISH COMMUNITIES IN NEW ORLEANS.



### The Alphonse A. & Geraldine F. Arnold Lecture Series

“Faith, Hope, & Charity:  
Irish Communities in New  
Orleans”

A lecture by  
Professor Laura D. Kelley

Wednesday, March 16  
7:30 - 9:00 pm

Wolff Auditorium  
Jepson Center

## Art & Craft of History Lecture

“Populism, Radicalism, and Politics: National Socialism and the  
Weimar Republic”

Presented by Dr. Ted Nitz, Associate Professor of History and Director of  
International Studies, Gonzaga University

Tuesday, April 12  
7:00 pm  
Jundt 110 (Auditorium)

## Faculty News

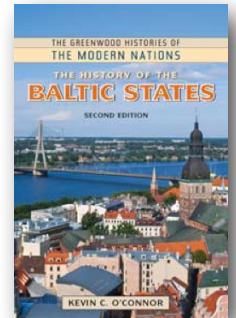
In Sept. 2015, **Dr. RaGena DeAragon** delivered "A Place at the Table?: Elite Women in Twelfth-century England" at the "Beyond Exceptionalism" conference on medieval women at The Ohio State Univ., Madison. The paper reviews twenty years of research on women and offers an explanation for the persistence of a myth among British scholars that women were a rarity in public life and political affairs. Check out her recent findings on the links between tree-ring climate research and a royal census of elite widows and orphans on the History Department bulletin board. She is planning her 25th visit to England this May to conduct research in the British Library, Cambridge University Library, and the Essex Record Office.



**Dr. Andrew Goldman** remained for much of the fall in Spokane (for once), not traveling. Much of his time was spent making arrangements for the Sinop 2016 field season, filing out permit materials for the Turkish government and recruiting students to attend the six-week (6-credit) archaeological field school. Results of the 2015 field season – a single trench revealed 3000 years of history! – were presented at Fall Family Weekend in early October and in a lecture at the Museum of Arts and Culture (MAC) in early November.

Meanwhile, preparations for the exhibition on Roman myth and history at the Jundt Art Museum, which will open in Sept. 2016, have continued to move along. Dr. Goldman and Dr. Paul Manoguerra, Director of the Jundt, received a Spark Grant in late November from Humanities Washington to support a lecture series, the funds from which will be used to bring in five lecturers on Roman history and culture to discuss material in the exhibition, which consists of ca. 120 ancient objects (coins, lamps, sculpture) from three different East Coast institutions. The show is currently under construction, with the help of the students in HIST 308/VART 405 (who are designing labels), with more to come next fall. Stay tuned!

A second edition of **Dr. Kevin O'Connor's** book, *The History of the Baltic States* (Greenwood, 2003, 2015), went to press last summer. Supported by a generous grant from Gonzaga University, Dr. O'Connor will journey once again to Riga, the capital of Latvia, where he will be conducting research on his forthcoming manuscript on the history of this beautiful old, multinational city.



**Dr. Ostendorf**, who is currently enjoying sabbatical, is working on a project examining the lives of the early American Roma (or Gypsy) population. To do this, she will be visiting the Clayton Library Center for Genealogical Research in Houston, Texas, which houses the only copies, outside of France, of certain French colonial materials related to the early eighteenth century colonial Louisiana population. Certain census materials, passenger lists and sacramental records identify early colonists and transportees as Bohêmes (or in English, Roma or Gypsies), and will give her insight into this little studied group of colonists.

**Dr. Robert Donnelly** continues to serve as History Department Chair.



## 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);  
 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 Fall 2016 Course Offerings.

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



## 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 I (May 16-June 24)

HIST 201, HISTORY OF THE U.S. I, Dr. Chambers, via internet  
 HIST 202, HISTORY OF THE U.S. II, Dr. Donnelly, 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 112, WORLD CIVILIZATION II, Dr. Schlimgen, via internet

\*Course descriptions below.

## Fall 2016 Courses

### Lower Division

**HIST 101: SURVEY OF WESTERN CIVILIZATION I sec 01-09. 3 credits. Drs. Maher, DeAragon, O'Connor, 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 01-06. 3 credits. Drs. Balzarini, Chambers, Nitz.** 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 01-05. 3 credits. Drs. Schlimgen, Cunningham.** 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 193: FIRST YEAR SEMINAR, "The 1960s" sec 01. 3 credits. Dr. Donnelly, TR 8:00-9:15 a.m.** This section of the First-Year Seminar will discuss the political ideologies, social movements, and cultural revolutions that emerged in America after World War II—as reactions to the Cold War, social injustice, and changes in ideals—that have influenced our contemporary politics, society, and culture. By examining just the 1960s in America, we will be able to better understand some of the political, social, and cultural issues that are most important to us today. While we will follow a historical narrative, "The 1960s" will use basic modes of inquiry and expression from a variety of disciplines, including music, literature, political science, and sociology.

## Fall 2016 Courses (cont.)

**HIST 201: HISTORY OF THE U.S. I sec 01. 3 credits. Dr. Ostendorf, MWF 9:00-9:50 a.m.** This is a survey of the United States from the colonial period to the end of the Civil War. Topics include the development of the colonies, their interaction with Native Americans, the revolution of the colonies, the establishment of the Constitution, westward expansion, cultural development, early reform movements, slavery and the Civil War. This course fulfills the A&S Core requirements.

**HIST 202: HISTORY OF THE U.S. II sec 01-03. 3 credits. Drs. Donnelly, Rast.** 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.

### Upper Division

**HIST 301: HISTORICAL METHODS sec 01. 3 credits. Fr. Maher, TR 1:15-2:30.** 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. Each 301 course is based on specific areas of study and therefore may be counted as a course that fulfills one of the four content areas required for the history major. It is highly recommended that this course be taken in the sophomore year in preparation for upper-division coursework.

**HIST 306: ROMAN EMPIRE sec 01. 3 credits. Dr. Goodrich, MWF 9:00-9:50 a.m.** The political, social and cultural history of Rome during the age of the Emperors, from Augustus' creation of the Principate in 27 BC to the decline of the Roman Empire in the west by the 5th century AD. Special focus in this course will be given to the workings of the Imperial system, daily life in Rome and the provinces, the rise of Christianity and the ultimate transformation of the empire. Prerequisite: HIST 101 Minimum Grade: D or WGST 271C Minimum Grade: D. Cross-list equivalent: ITAL 364.

**HIST 312: RENAISSANCE EUROPE sec 01. 3 credits. Dr. DeAragon, TR 10:50-12:05** A history of western Europe circa 1350-1550, examining the political, religious, social, and economic context for the cultural achievements of the humanists, artists, dramatists, scientists, architects, and educators of the age of Joan of Arc, Michelangelo, and the Tudors and the Medici. Cross-list equivalent: ITAL 367.

**HIST 328: 19<sup>th</sup> CENTURY GERMANY sec 01. 3 credits. Dr. Nitz, TR 1:15-2:30.** This course examines the history of the German states from the end of the Napoleonic era to the end of the First World War. Issues to be explored include German nationalism and liberalism, the revolutions of 1848-1849, the rise of Prussia and the formation of the German Empire, and the development of political and social institutions during the imperial period. Prerequisite: HIST 102, Minimum Grade: D or HIST 112 Minimum Grade: D. Cross-list equivalent: INST 388.

## Fall 2016 Courses (cont.)

**HIST 337: STALIN ERA sec 01. 3 credits. Dr. O'Connor, MWF 2:10-3:00.** This course focuses on the dictatorship of Josef Stalin from the late 1920s until his death in 1953. Its main topics include: Stalin's consolidation of personal rule; the impact of crash industrialization and agricultural collectivization; Stalinist terror; the Soviet experience in World War II; the worldwide influence of the Soviet model after the war; and the legacy of Stalinism in Russia. Prerequisite: HIST 102, Minimum Grade: D or HIST 112 Minimum Grade: D

**HIST 360: PACIFIC NORTHWEST HISTORY sec 01. 3 credits. Dr. Rast, TR 6:00-7:15 p.m.** The social and political roots of the Pacific Northwest, from early exploration to the present, with a concentration on the people and places of Washington State.

**HIST 366: AMERICAN CULTURE & IDEAS. sec 01. 3 credits. Dr. Ostendorf, MWF 10:00-10:50 a.m.** This course will examine American history through an exploration of its culture. Throughout this course we will work towards defining what culture is, how it shapes expectations and assumption, how it motivates human actions and interactions, and how it is bound by time and place. Each student's ability to critically read cultural sources from an appropriately historical frame of reference will be tested in a variety of assignments, including weekly readings, writing assignments, and active class participation. Cross-list equivalent: VART 406 - OK if taken since Fall 2015

**HIST 378: ZEN MODERNITY & COUNTERCULTURE sec 01. 3 credits. Dr. Cunningham MWF 1:10-2:00.** This course is an in-depth of the historical relationship between modern Japanese Zen Buddhism and the American counter-culture of the post WWII period. Through readings and discussions of a number of religious, literary and historical works, the course explores the degree to which the modern "reinvention" of an ancient Japanese religious tradition has influenced, and continues to influence western popular culture.

**HIST 401: SENIOR RESEARCH SEMINAR/THESIS. 3 credits. Drs. Balzarini, Chambers.** 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.

Visit our [website](#) and [Facebook page](#).



## Questions? Contact the History Department Faculty.

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**Laurie Arnold**, Ph.D., Arizona State University, 2005. Specialty: Native American History. [arnoldl@gonzaga.edu](mailto:arnoldl@gonzaga.edu)

**Stephen Balzarini**, Ph.D., Washington State University, 1979. Specialty: Modern Britain; Modern Europe; military. [balzarini@gonzaga.edu](mailto:balzarini@gonzaga.edu)

**Kevin Chambers**, Ph.D., UC Santa Barbara, 1999. Specialty: Latin America; Paraguay. [chambersk@gonzaga.edu](mailto:chambersk@gonzaga.edu)

**Eric Cunningham**, Ph.D., University of Oregon, 2004. Specialty: Japan; China; Zen Buddhism; modern intellectual. [cunningham@gonzaga.edu](mailto:cunningham@gonzaga.edu)

**RaGena DeAragon**, Ph.D., UC Santa Barbara, 1982. Specialty: Medieval and Renaissance; women; Britain. [dearagon@gonzaga.edu](mailto:dearagon@gonzaga.edu)

**Robert Donnelly**, Ph.D., Marquette University, 2004. Specialty: Post-1945 US; urban history. [donnelly@gonzaga.edu](mailto:donnelly@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](mailto: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](mailto:goldman@gonzaga.edu)

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

**Michael Maher**, S.J., Ph.D., University of Minnesota, 1997. Specialty: Early Modern Europe. [maher@gonzaga.edu](mailto:maher@gonzaga.edu)

**Theodore Nitz**, Ph.D., Washington State University, 1999. Specialty: Modern Germany; Modern Europe; Islamic Civilization. [nitz@gonzaga.edu](mailto:nitz@gonzaga.edu)

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

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

**Ray Rast**, Ph.D., University of Washington, 2006. Specialty: Public History; American culture; the West; Latino History. [rast@gonzaga.edu](mailto: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](mailto:schlimgen@gonzaga.edu)

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