

History at Gonzaga

MISSION STATEMENT

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.



Dr. Betsy Downey “Wolf Historian”

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At the end of next semester, Dr. Betsy Downey will retire after forty-eight years of teaching at Gonzaga. Yes, *forty-eight years!* She started teaching here in 1967. In 1967, thousands protested against the Vietnam War, the Toronto Maple Leafs won their last Stanley Cup, the Beatles released *Sgt. Pepper’s Lonely Hearts Club Band*, and Will Ferrell was born. For nearly a half century, Dr. Downey has taught and advised countless students, and served the History Department and the University in many ways.

For the first thirty years of her career, Dr. Downey wrote and published histories on women in the West and Cold War foreign policy expert George Kennan. In the last few years, however, Yellowstone National Park has drawn most of her attention. Dr. Downey has published scholarly articles, poetry, and photographs on Yellowstone history and wildlife. More recently, she researched and wrote material which contributed to the storylines of *National Geographic* documentaries *She Wolf* (2013) and *In the Valley of Wolves* (2007). She also provided the essay “Internment: A Brief History” for the Ansel Adams exhibit at the Jundt and is currently writing “A History of the Civilian Conservation Corps in Yellowstone National Park” and revising “The Legendary 06, Alpha Female of the Lamar Canyon Wolves.”

Next spring, Dr. Downey will teach her last classes at Gonzaga, including one of her favorites, History of Yellowstone, so this will be your last chance to take a course from the “Wolf Historian.” Dr. Downey has helped lead the University through decades of great change and growth, and she is a wonderful colleague. When she retires, we will all certainly miss her wisdom, advocacy, and talk of Teddy Roosevelt, Yellowstone Park, and, of course, wolves.

(Dibs on her office! It was once a classroom.)

PHI ALPHA THETA



Phi Alpha Theta is active this year with tutoring and preparing for the annual regional conference at Lake Chelan, Washington.

Several PAT students, under the leadership of Aimee Clark, are pursuing research into Gonzaga's history and its relationship to the history of Spokane with the goal of designing a historical campus tour to be offered during GEL weekend next semester. Look for some of these fun historical tidbits in *The Bulletin* in the near future.

Tutoring, Fall 2014: Drop-in tutoring is available every Tuesday evening, 8:00 to 10:00 pm, in College Hall 128. Private tutoring is also available by appointment. Contact Meaghan Turgeon (mturgeon@zagmail.gonzaga.edu).

The Value of a Liberal Arts Degree

In January last year, the Association of American Colleges and Universities (AACU) surveyed 318 executives at private sector and nonprofit organizations. To start, 80% of the employers surveyed agreed, "All college students should acquire broad knowledge in the liberal arts and sciences." Almost all (93%) asserted, "[A] demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a job candidate's] undergraduate major." More than 90% of the executives surveyed argued that it is "important that those they hire demonstrate ethical judgment and integrity, intercultural skills, and the capacity for continued new learning." And more than 75% of the employers would like colleges and universities to place more emphasis on critical thinking and written and oral communication. They are looking for candidates who have research experience and know how to use evidence-based analysis, and are able to apply these skills to "real-world settings."

Liberal arts and sciences institutions do more than just prepare future employees; they prepare students to be active, informed, and intelligent citizens. We all need a healthy dose of political science, sociology, philosophy, history, art, literature, English, and foreign language so we are able to participate ethically and responsibly in our society, help tackle our local, national, and global challenges, learn and practice good writing and communication skills, and fully understand and appreciate American and world cultures.

Technology is constantly evolving, so the technical skills students learn and the medium in which they are applying those skills are often outdated or irrelevant by the time the student becomes the employee. This is not to say that students should not go to technical schools; certainly a good foundation gives the student skills for success. Nonetheless, an employer can quickly teach and help a developer or engineer adapt to the latest computer code, manufacturing materials, and other advanced technology, but the supervisor, manager, and CEO of an international corporation does not have the time to edit employees' memos, instruct ethical business practices, enlighten on cultural, political, and social customs, and teach communication skills.

Just reassurance that Gonzaga was a good choice!

WHAT CAN YOU DO WITH A DEGREE IN HISTORY?

Seniors are certainly weighing their post-GU options right now; a few will attend graduate or law school next fall; more will seek employment. We recently caught up with several History alum who graduated in the last decade. Some reported their success in graduate and law school. Others reported that there are jobs out there for History majors! Here's what they are doing:

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

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

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

Internships in History:

The History Department will help you locate and plan an internship for credit. There are significant benefits an internship can bring to your education and future career. Dr. Veta Schlimgen is the History Department's Internship Coordinator and is available to discuss the nuts and bolts of how you can find an internship and detail the procedures our department will expect of you to gain credit for any internship that you complete.

Contact Dr. Schlimgen at
schlimgen@gonzaga.edu.

Also see the [History Department website](#) for more information.

GONZAGA-IN-TURKEY 2015

EXPLORE ANCIENT & MODERN TURKEY

Gonzaga-in-Turkey is a 4-week, 6-credit program designed to introduce advanced undergraduates to ancient and modern cultures, religions and landscapes of the eastern Mediterranean. The program combines classroom and on-site instruction to investigate topics related to the origins and spread of ancient cities and cultures as well as examining life, politics and culture in the modern Republic of Turkey. It will run during Summer Session I, from May 18 through June 20. Two courses will be offered in 2015:



HIST 302/CLAS 410: Ancient Cities (3 credits, taught by Dr. Andrew Goldman; also counts for Core credit, as **HIST 101**)

BRCO 303: Digital Narrative (3 credits, taught by Prof. Daniel Garrity)

Questions? For more information, come to our **Information Session**, on **Thursday, Nov. 20, at 8 p.m. in the Broadcast Studies Bldg. 111**. Additional information such as program cost, can be found at: studyabroad.gonzaga.edu. Or contact Dr. Goldman: x6691, goldman@gonzaga.edu

WILLIAM L. DAVIS, S.J. LECTURE SERIES



The William L. Davis, S.J., Lecture Series is the granddaddy of all “named” campus lectures at Gonzaga. For 37 years the Davis Lecture, sponsored by Gonzaga’s Department of History, has honored its namesake, justified the confidence of the donor-family, and enriched campus and community life in Spokane. The venue for the lecture has changed over the years, but the quality of the speakers has never wavered.

Prior to the Davis Lecture, Gonzaga had no fund dedicated to bringing scholars to Boone Avenue where they might exchange ideas with students, faculty and the community of Spokane. What Gonzaga did have, beginning in the 1950s, was a once-a-year Town & Gown lecture. It was a dress-up affair administered with appropriate pomp; the speakers were usually faculty members. Then, in late summer of 1971 the university received a substantial gift of stock and cash from Edgar and Zita Berners of Green Bay, Wisc. The accruing interest from that gift would provide funds for an annual lecture memorializing the career of Father William Lyle Davis, S.J., who had died earlier that year. Fr. Davis had taught history at Gonzaga since 1931 and was Zita Berners’ brother. Father Anthony P. Via, S.J., a close friend and former student of Fr. Davis, became the first to administer the lecture, in part because the Bernerses wanted in that role someone who had a personal connection with Father “Pop” Davis.

Fr. Via devoted a generous amount of time to inviting speakers, negotiating a suitable date and firming up travel arrangements to Spokane. For the first seven years, a formal dinner with upwards of 60 distinguished guests began the evening. Gonzaga University Press published the first three lectures. Times change, however, and today email is the fastest way to complete such arrangements. March is always off limits because of Gonzaga's regular participation in the NCAA basketball tournament. Speakers today make their own travel arrangements with an eye to enriching their frequent flier memberships. The most recent Davis Lecture took place in the afternoon instead of the evening. Since 1997 it has been rare to book a speaker who does not require a full complement of audio-visual technology in the lecture hall.

Arthur Schlesinger, Jr., a Harvard historian and the winner of two Pulitzer Prizes, inaugurated the series. Richard S. Kirkendall, a brilliant historian and former student of Fr. Davis followed in the second year. Two more recent Gonzaga graduates have taken the podium: Professor Nancy Unger of Santa Clara University in 2001 and Professor Robert M. Carriker's son of the University of Louisiana in 2005. Three speakers have traveled from western Europe to speak on Boone Avenue. Topics have included insights on Hitler's final solution in Poland; Richard Nixon and presidential sin; and biographies of Narcissa Whitman, Ulysses S. Grant, Charles M. Russell and Davey Crockett. Thirty-seven blockbuster subjects over 37 years.

It would be impolitic, as well as impossible, to name the best of the lectures, or even the best attended. The 1979 lecture is memorable, however, because Washington Gov. Dixie Lee Ray attended and Father Via, in his final year with the lecture series before going off to direct the Gonzaga-in-Florence program, provided an introduction of the speaker – with a respectful wink to the memory of Fr. Davis:

“Those of you who have followed our lecture series since its inauguration may be aware of the fact that Professor Hawke's topic this evening, the Lewis and Clark expedition, is the first time we have chosen a lecture in the general area of Father Davis' interest, the Pacific Northwest. There is a reason for this: Because Father Davis was such an enthusiastic and energetic lecturer, he was invited in 1956 to deliver the university Town & Gown lecture on the travels of Father Peter De Smet in the Northwest. On that occasion Father Davis began his lecture at the scheduled time of 8 p.m. Three hours and forty minutes later, at 11:40 p.m., he concluded his presentation. I mention this anecdote this evening not with the intention of inhibiting our speaker, but rather as a means of explaining why Pacific Northwest history has not been the subject of earlier lectures in this series. After all, one would have to assume that in three hours and 40 minutes the last word had already been uttered. After a silence then of 23 years, we are pleased to return to the general topic of Northwest history and we do so secure in the knowledge that finally after all these years we have found someone who can add something to Father Davis' marathon presentation.”

2015 William L. Davis, S.J. Lecture:

“Rebelling for Righteousness: African American Youth Activism in the Ivy League, 1960-1970”

Dr. Stefan Bradley, Saint Louis University
(former Gonzaga History major, Class of '96)

Dr. Bradley's talk will cover the role that students played in bringing the black freedom movement into the most prestigious and exclusive places in the nation. Although small in number, these African American youth influenced policy and helped create opportunities for the students who followed. The activism of black students on Ivy League campuses mirrored that of activists off campus in that the students focused on promoting access and power for those who previously had neither. The lecture will also speak to events that have occurred during the Ferguson Crisis, drawing particular links between the methodology and tactics of current and past activists.

FACULTY NEWS

Dr. Laurie Arnold participated in a “State of the Field” round table discussion and also presented a paper, “Re-framing the Narrative or, How Plateau Tribes Put U.S. Federal Indian Policies on Display at the Northwest Indian Congress,” at the Western History Association Meeting in Newport Beach, California in October. In September, she gave an invited presentation, “Native American Studies in the Homeland: Gonzaga, the Jesuits, and Columbia Plateau Communities,” at the Christ and Cascadia Conference in Seattle.

Dr. RáGena DeAragon participated in the Northwest Phi Alpha Theta conference in Coeur d’Alene, ID, last spring. She spent the summer researching and writing on various projects, particularly the Vere family in England and France during the eleventh and twelfth centuries.

Dr. Andrew Goldman had an unusually busy spring. When he wasn’t at GU teaching his three courses, he was speaking at a colloquium in Chicago (at the Archaeological Institute of America’s (AIA) annual meeting), travelling in London (where he spent quality time at the British Museum), and giving lectures in Portland (at Reed College and Portland State University), Buffalo NY (for the AIA), and Spokane (also for the AIA). He acknowledges that his carbon footprint was atrocious. He did spend the summer at home, however, a rare period in which he did not travel, tour or work in Turkey. Sadly, the permit for the new archaeological project in Turkey was not granted by the Turkish government. However, in July he and his colleagues received a grant of \$275,000 from the National Endowment for the Humanities (NEH), and they are currently making plans to begin excavation on the Black Sea in late June, 2015 (for anyone who is interested). Also in July, his article on Roman gemstones, “The Octagonal Gemstones from Gordion: observations and interpretations”, appeared in the journal *Anatolian Studies* (64: 163-97). Finally, and perhaps most importantly, he and his wife Amy adopted a second Bernese Mt. dog, Pistol, who is Finn’s littermate. While their home is now covered in a thick layer of fur, they are very pleased to welcome Pistol into their (and GU’s) family.

Dr. Eric Cunningham, our East Asian Specialist, was proud to coordinate a very successful workshop in May featuring Thomas Campbell, the celebrated physicist and consciousness researcher. The workshop, called “The Way Forward,” was a discussion of quantum physics, consciousness, spiritual human evolution, and paradigm shifts. Videos of the workshop, and Cunningham’s ninety-minute interview with Campbell may be found on Youtube. Cunningham also submitted a new course “Technology and the Human World,” and hopes to see it approved for the Fall term of 2015. Cunningham will spend the Spring term, 2015 on sabbatical, and, with good fortune, will bring forth two new books by the end of next year.

Dr. O’Connor spent the summer working on a revised and expanded edition of his book *The History of the Baltic States* (Greenwood, 2003). The second edition will include one new chapter on the Baltic states (Estonia, Latvia, and Lithuania) since the 1990s and another chapter on the “totalitarian experience” between 1939 and 1953, a time when they experienced the worst of Soviet and Nazi domination. The new edition will likely be published in the spring of 2015

Dr. Veta Schlimgen presented a paper on Filipinos in the Pacific Northwest at the Pacific Northwest History Conference and she also presented at the Northwest Filipino American Student Alliance Conference, which was held at Gonzaga last April. Dr. Schlimgen is teaching a new course Spring Semester 2015 on the U.S. In the world. Finally, she is supervising four interns this semester, all of whom are working in amazing projects including oral histories of Gonzaga. Talk with her about internships.

QUESTIONS ABOUT THE PROGRAM? CONTACT ANY HISTORY FACULTY.

Laurie Arnold, Ph.D., Arizona State, 2005. Specialty: Native American History

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

Robert Carriker, Ph.D., Oklahoma, 1967. Specialty: US frontier; Pacific Northwest. carriker@gonzaga.edu

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

Eric Cunningham, Ph.D., Oregon, 2004. Specialty: Japan; China; 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, 2004. Specialty: Post-1945 US; urban history. donnelly@gonzaga.edu

Elizabeth Downey, Ph.D., Denver, 1971. Specialty: 1865-1945 US; Theodore Roosevelt; women; environment. downey@calvin.gonzaga.edu

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

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

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

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

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

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

Ray Rast, Ph.D., Washington, 2006. Specialty: Public History; American culture; the West; Latino History.

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

Anthony Via, S.J., Ph.D., Wisconsin, Madison, 1966. Specialty: Medieval; Byzantine.

HISTORY PROGRAM

History Majors are required to take HIST 101; either HIST 102 or HIST 112; HIST 201; and HIST 202. In addition they must take 18 elective credits beyond HIST 202, no more than six (6) credits of which may be at the 200-level. Of those 18 credits, three credits must be taken from each of four specific categories (i.e., a total of four courses): Non-western or developing areas; Pre-modern Europe; Modern Europe; and United States. Majors should consult their catalogues and advisors for the specific courses within these categories. Majors are also required to complete HIST 301 (Historical Methods), normally taken in the second semester of their sophomore year or the first semester of their junior year, and HIST 401, normally taken in the first semester of their senior year.

B.A. Major 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).

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, Classic 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 (or “Equivalent”) on the Spring 2015 Course Offerings that follows.

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

SPRING 2015 COURSE OFFERINGS

Lower Division

HIST 101: SURVEY OF WESTERN CIVILIZATION I sec 01-14. 3 credits. Drs. Chambers, Maher, DeAragon, Via, 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

HIST 102: SURVEY OF WESTERN CIVILIZATION II sec 01-05. 3 credits. Drs. Balzarini, O'Connor, Carriker. A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.

HIST 112: WORLD CIVILIZATION 1500-PRESENT sec 01-02. 3 credits. Dr. Schlinggen. 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 201: HISTORY OF THE U.S. I sec 01-03. 3 credits. Drs. Ostendorf, Rast. 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.

HIST 202: HISTORY OF THE U.S. II sec 01-04. 3 credits. Drs. Rast, Downey. 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: INDIANS OF COLUMBIA PLATEAU sec 01. 3 credits. Dr. Arnold. 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** in the College of Arts and Sciences.

Upper Division

HIST 301: HISTORICAL METHODS. 3 credits. Dr. Donnelly (sec 01), MWF 8:00-8:50 a.m.; Fr. Maher (sec 02), TR 10:50-12:05 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. Each 301 course is based

SPRING 2015 COURSE OFFERINGS (CONT.)

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 304: ALEXANDER THE GREAT AND HELLENISTIC WORLD sec 01. 3 credits. Dr. Goldman, TR 10:50-12:05 p.m. The political, social, and cultural history of Greece and the Hellenistic World from 399 to 30 BC, from the death of Socrates to the death of Cleopatra. The course will focus particularly on the rise of Macedon as a Mediterranean power, the achievements of Alexander the Great, and the transformation of the eastern Mediterranean under the monarchies of the Hellenistic Period.

HIST 325: WORLD WAR I 1914-1918 sec 01. 3 credits. Dr. Balzarini, TR 2:40-3:55 p.m. A history of Europe and the world's involvement in the Great War from 1914-1918. The course will discuss the origins, conduct and consequences of World War I. Arguably the pivotal event of the modern age, World War I set the stage for the "century of violence." The nature of war and Western civilization changed on the battlefields of the First World War. These themes will be explored in the course.

HIST 329: HITLER'S GERMANY sec 01. 3 credits. Dr. O'Connor, MWF 1:10-2:00 p.m. German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule. **Equivalent: INST 397**

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 369; RELI 492E**

HIST 352: THE EARLY AMERICAN REPUBLIC sec 01. 3 credits. Dr. Ostendorf, MWF 9:00-9:50 a.m. This course examines the critical period in the early American republic from the American Revolution until approximately 1850. Topics covered in this course include immigration, expansion, nationalism, conceptions of race and ethnicity, labor, slavery, gender, reform movements, industrializations, Native American issues and popular democracy and religion. All of these will be considered in light of the processes by which the United States began to cohere as a nation both politically and culturally.

HIST 365: INTRODUCTION TO NATIVE AMERICAN HISTORY sec 01. 3 credits. Dr. Carriker, MWF 12:00-12:50 p.m. This has three concentrations. The first focus is on the diversity of Native American tribes and tribal leadership. Secondly, the course seeks to review the political vocabulary used by federal officials to describe their policy decisions regarding Native Americans. Third, there is an examination of the enduring influence of Native Americans on American Civilization

HIST 368: THE U.S. IN THE WORLD sec 01. 3 credits. Dr. Schlimgen, MWF 1:10-2:00 p.m. This course will introduce you to the history of the United States in its global context. In order to situate the United States within its world, this course explores the interconnections between domestic beliefs, national policy, and international events. **Equivalent: INST 356**

HIST 383: MEXICO sec 01. 3 credits. Dr. Chambers, TR 9:25-10:40 a.m. A survey of Mexican history from the Aztec wars to the present. **Equivalent: INST 377**

SPRING 2015 COURSE OFFERINGS (CONT.)

HIST 390: RATS: PLAGUE IN HISTORY AND RELIGION sec 01. 1-3 credits. Dr. DeAragon, MW 3:10-4:25 p.m. Plague reminds us of the history of human suffering and asks us to reflect on the human condition. The course will examine human suffering through the lenses of history and theology by looking at concrete historical cases and the world today. Random and mass death challenge human dignity and religious belief. What is a plague? How have people dealt with it in the past? How can we deal with it today? While we will touch on the tragedy of Ebola, the organizing thread will be a major pandemic from which we have some distance and perspective: the bubonic plague or Black Death of the 14th century, allowing reflection on responses to things outside our control and the way disease and disaster have shaped history. The new political theology will provide a contemporary theological resource, while primary and secondary sources, film, and a novel will connect us with the time of the Black Death. **Equivalent: RELI 390 (fulfills A&S Core RELI requirement)**

HIST 396: HISTORY OF YELLOWSTONE sec 01. 3 credits. Dr. Downey, MW 3:10-4:25 p.m. The course is an interdisciplinary history of the nation's first national park in the context of American social, political, and environmental issues and values. We briefly examine post-Civil War attitudes toward nature, early native and white activity in the area, and exploration and establishment of the park. We track the evolution of the park's missions and management, particularly regarding its animal population and tourism. We pay increasing attention to late 20th century and contemporary political and environmental issues and controversies, especially over elk, bears, bison, wolves, fire, snowmobiles, and increased tourism. We conclude with the state of the park at present and with its place in the greater Yellowstone ecosystem. There will be four or five required texts, reading quizzes, two or three unit tests, and a paper. **Equivalent: ENVS 340**

HIST 401: SENIOR RESEARCH SEMINAR/THESIS sec 01. 3 credits. Dr. Donnelly, TR 8:00-9:15 a.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.