

HISTORY DEPARTMENT

FALL 2013

**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.

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William L. Davis, S.J.,
Lecture Series*Letter from the Chair*

This time of the year, I always get a visit from a freshman or sophomore who is undecided on a major. We talk about skills and long-term goals, but inevitably we will settle into a discussion about the classes she or he is enjoying this first semester or enjoyed over the last year. I often hear, “I really enjoyed World Civilization” or “I actually found Western Civ interesting!” I respond on cue: “Why don’t you declare History?” The student, however, almost always replies, “But what can I do with a History degree?” Ah, the \$64,000 question. It is the question every parent, uncle, and neighbor asks a young History major. My answer to this question: “Plenty!”

Gonzaga History professors came up with a list of recent History grads—just the ones we could think of off the tops of our heads—who we know have gone on to pursue successful careers as lawyers and legislative staffers. Some of our former students have landed jobs as law enforcement agents, data analysts, and writers in the federal government. They have become editors, journalists, librarians, and archivists. A number of our former students have started their own businesses; we know of one who is market researcher for a corporation and another who is an industry lobbyist. Of course, there are also many former History majors who are now elementary and high school teachers, some who chose service in education (JVC, ACE, etc.), and a few who are college professors. ROTC students are often attracted to history, so we are proud to say that many officers in the US Army were History majors at Gonzaga. Some of our students have chosen public history and have landed fascinating positions at national historic sites and in museums.

You probably have a friend or two (maybe ten) who are Business majors and maybe you’ve thought about becoming a Business major yourself; after all, it is considered a very practical major. But check this out: in January 2013, the Association of American Colleges and Universities surveyed 318 executives at private sector and nonprofit organizations. For starters, 80% of the employers surveyed agreed with the statement: “[A]ll college students should acquire broad knowledge in the liberal arts and sciences.” Nearly all (93%) agreed: “[A] demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a 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.” In fact, more than 75% of the employers would like colleges and universities to place more emphasis on critical thinking and written and oral communication. They seek employees who have research experience and know how to use evidence-based analyses, and who are able to apply these skills to “real-world settings.”

In history courses students learn important historical context about politics and government, law and criminal justice, philosophy and psychology, business and economics, societies and religions, art, music, popular culture, and social justice. While you are listening and reading and discussing all this important information in class, you will also acquire through your assignments effective writing, research, document analysis, and critical thinking skills. Yes, the History major is very practical; employers love History majors. So, when asked, “What can you do with a degree in History?,” you can say, “Plenty!” — Robert Donnelly

PHI ALPHA THETA

The Xi-Gamma chapter of the history honor society Phi Alpha Theta welcomes twenty-one new members this fall. These scholars are busy this semester with a number of history-related services and events, including:

- P.A.T. students are offering **free history tutoring** every Monday and Wednesday evenings from 6-8 p.m. in College Hall 402. All students, especially those enrolled in 100- and 200-level history courses, are welcome to make use of this service for any history-related scholarly work, including group studying and paper editing. If you are a P.A.T. member and would like to contribute as a tutor please contact **Alex Manning** at amanning2@zagmail.gonzaga.edu.
- Nine P.A.T. students were recently given a historical campus tour by University architect **Mr. Mac McCandless**. During Fall Family Weekend (October 25-27), these helpful guides offered historical campus tours for visiting families as well as current students. Take a tour to learn about your campus history!
- In January 2014, P.A.T. member **Stevie Festin** will be presenting her original research paper, "The Rise of Nikola Pašić," at the Phi Alpha Theta Biennial Convention in Albuquerque, New Mexico. She is the first Gonzaga student to have achieved this honor. Congratulations to Stevie on behalf of the History Department!



Other P.A.T. news:

- Congratulations also to **Margaret McGuire**, the 2012-13 recipient of the department's annual Phi Alpha Theta award. Particularly noteworthy was the time and effort she gave to giving visitors architectural tours of downtown Spokane during the P.A.T. Pacific Northwest Regional Conference last April.
- Drs. **Rast, Schlingen, Downey, and Ostendorf** are working in collaboration with the new Director of Jundt Art Museum, **Dr. Paul Manoguerra**, on a symposium to accompany the spring exhibit of Ansel Adam's wartime photographs of the Manzanar Internment Camp in California. The exhibit will run from January 4 through March 29, 2014. We hope you consider visiting the exhibit and attending the lectures to learn more about this important moment in U.S. history.
- Be on the lookout for P.A.T.-sponsored **Brown Bag Lunches** later this academic year. Last year P.A.T. hosted three Brown Bag lunches on a variety of topics, including senior theses, History Department internships, and preparing for graduate school. This year's topics, dates, and presenters are still to be determined, but information will be coming out soon. We hope to see you there!

FACULTY NEWS

Laurie Arnold is the Director of Gonzaga University's new Native American Studies program, whose interdisciplinary curriculum fosters the study of Native American histories and cultures through a consideration of varied Native community experiences and points-of-view. In Spring 2014 Dr. Arnold, the author of *Bartering with the Bones of Their Dead* (The University of Washington Press, 2012) will be offering a new course titled **Indians of the Columbia Plateau** (see the Course Offerings below). This course, which is being offered for the first time as a HIST 390 Special Topics 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. It will also examine the traditions of cooperation and collaboration among these groups. We must understand the geography of the Plateau, both its land and rivers, in order to fully contextualize the importance of homeland and traditional practices. Consequently the course will investigate the historic and contemporary impact of hydroelectric power, including considerations of environmental protections and cultural restoration/preservation. It will

feature guest speakers from the Spokane, Coeur d'Alene, Colville, and Kalispel tribes. Speaker topics may include Salish language preservation/restoration, historic and contemporary uses of the land and rivers, adoption of Catholicism among the tribes, discussions of material culture, and contemporary tribal efforts to capture tribal histories.

Eric Cunningham, the department's East Asian specialist, presented a paper called "The Redemption of Historical Process: Nishida, Dialectics, and Absolute Nothingness" in May 2013 at the annual conference of the Pacific Northwest chapter of the American Academy of Religion in Seattle. In June, Dr. Cunningham chaired a roundtable discussion on online primary sources at the World Historical Association international conference in Minneapolis. He spent the majority of the summer working on a new book and two new articles, and editing pieces for the Milestone Documents in World History website. He also taught two classes over the summer term, and welcomed the publication of a book review in *Columbia: The Magazine of Northwest History*. This year, in addition to teaching his normal slate of classes in world and East Asian history, Dr. Cunningham will be directing the Catholic Studies program as the sabbatical replacement for Fr. Michael Maher.

RáGena DeAragon traveled to England last summer for research and two conferences. In addition to giving a paper at the International Medieval Congress in Leeds in July titled "Doing Business With the Crown: Women in Angevin England," later that month she attended the 36th Battle Conference on Anglo-Norman Studies in Cambridge. Around those two events she continued her research on women and families in twelfth-century England and saw two medieval cathedrals, two ruined monasteries, and a dozen 12th-century manuscripts, including two owned by Archbishop Thomas Becket. Her book review of "High-Ranking Widows in Medieval Iceland and Yorkshire" appeared in the 2013 journal *Medieval Prosopography* in September. In April 2013 Dr. De Aragon gave the inaugural lecture in the new History Department series, The Art and Craft of History, titled "King Richard III and the Princes in the Tower: Historical Mysteries Considered." It is being recorded with images for posting online.

Andrew Goldman had a busy spring and summer, at Gonzaga and out in the field. In addition to teaching his usual fare of spring courses on history and archaeology, he presented a conference paper on his ongoing fieldwork in Turkey, "Where lies Vindia? A Final Report on the Roman Excavations at Gordion," at the annual conference of the Classical Association of the Pacific Northwest (CAPN), held on March 15-16 at the University of Oregon in Eugene. In addition, he continued to speak about his research as a national lecturer for the Archaeological Institute of America (AIA), this year in central Indiana in February and in San Diego in April. During the summer months, he spent nearly 6 weeks in Turkey at work on a number of research and educational projects. He and his wife Amy led a two-week tour for the Vergilian Society, an American educational group dedicated to the study of Vergil, Latin and the ancient world. The tour, called "Gods, Myths and Sanctuaries of Asia Minor," had 34 participants (professors, secondary school teachers and graduate students) and visited 25 major sites and museums along the southern and western coasts of Turkey. In addition, Dr. Goldman visited the city of Sinop (ancient Sinope) on Turkey's Black Sea coast, exploring the area with colleagues prior to beginning a new archaeological field school there in 2014. He also visited three major excavations in Turkey — Harvard University's Sardis project, University of Pennsylvania's Gordion project, and the University of Melbourne's Pessinus project— to work on a variety of research projects involving the study of ancient pottery and gemstones. Finally, on a happy note, since the spring newsletter came out Dr. Goldman and his wife Amy have adopted a new Bernese Mountain dog, Finnegan, who is now nearly two years old and already a big fan fav in the History Dept. His office hours are every Wednesday morning from 9 to 11. Please drop by and meet Finnegan!

FACULTY NEWS (continued)

Richard Goodrich is currently working on a translation of the complete works of the Gallic Roman author, Sulpicius Severus. This interest is also manifested in an article on Sulpicius that will be published this autumn in the Italian journal *Adamantius*. Articles on two other Gallic authors, John Cassian and Hilary of Arles, will appear in the *Oxford Guide to the Historical Reception of Augustine*, which will be released in November. On Nov. 7, Dr. Goodrich will offer a paper at Gonzaga, on the work of Sulpicius Severus. He will also be teaching a course this spring entitled *Pagans and Christians*, which will examine the religious history of the later Roman Empire.

Fr. Michael W. Maher, S.J. is on sabbatical this academic year. His address will be the Jesuit headquarters in Rome, a few steps from St. Peter's where he will be doing research in the order's archives. His projects include the writing of a history of the Sodality movement, an organization founded by the Jesuits in 1593 and which continues to this day, as well as research and writing on the Jesuit missions. He also will be assisting the Missionaries of Charity, the religious congregation founded by Mother Teresa of Calcutta, in the organization of their archives.

Kevin O'Connor is mourning the passage of a year since his sabbatical, part of which he spent in Riga, Latvia. He has been learning the Latvian language and gathering materials for a project on the history of the Latvian capital. He is excited to teach his course, *The Stalin Era*, next spring and is very much looking forward to May 2014 when he will be teaching a course on the Fascist era at Gonzaga-in-Florence. In addition, Dr. O'Connor, a specialist in Russian/Soviet history, plans to partner with Dr. Donnelly, the department's post-1945 U.S. specialist, to teach a course on the Cold War next fall.

Ann Ostendorf is teaching a new History 301 course on American slavery this fall. For details see the section on Course Offerings below.

MICRO-HISTORY

“A search for answers to large questions in small places” is how American historian Charles Joyner described micro-history. It is a historical approach and perspective that arose in Europe in the 1970s and gained practitioners around the globe. A new book, *What is Microhistory? Theory and Practice* (2013), defines the term and surveys how it has evolved in the last half century. As the authors Magnusson and Szijarto explain, micro-history has roots in social history but also fits well in cultural history. As first employed by Italian historians such as Carlo Ginzburg in his book *The Cheese and the Worms* (1976), the approach requires “intensive historical investigation of a relatively well defined” subject, usually a particular event; a group, family, or community at a point in time; or an individual. The micro-historical perspective stresses human agency, people choosing their course of action, as well as lived experience. Ginzburg's study of a miller in sixteenth-century Italy was not the first micro-history but it set the tone for many of those writing micro-histories thereafter to consider subjects often thought to be relatively powerless, such women or those not of the elite. The micro-history therefore opens a new window of understanding into the past. Some important works of micro-history in English include N. Z. Davis's *The Return of Martin Guerre*, G. Brucker's *Giovanni and Lusanna*, and L. T. Ulrich's *A Midwife's Tale*.

History students should become familiar with the various methods and approaches that historians use today. Micro-histories have become a popular genre of history and several are commonly assigned in history courses. Such works also appeal to the general public because they focus on particular events or people and can help readers relate to history in a different way. — R. C. DeAragon

INTERNS AND INTERNSHIPS

The History Department now offers credit for internships, which students can do in a variety of places ranging from museums and archives to law firms and private firms – and even at GU’s Foley Library. You can get credit for official internships or do an unofficial (no credit) internship. Either way, be sure to talk with the Department’s internship coordinator, **Dr. Veta Schlimgen** (schlimgen@gonzaga.edu), about how to prepare for an internship in order to get the most out of your experience.



Last summer Stevie Festin (left) interned at the historic Mayflower Park Hotel in Seattle, while Kelly Smale (right) interned with the Smithsonian’s Folk-Life Festival.

Over the summer, some of our history majors did official and unofficial internships at some pretty interesting places. **Stevie Festin** interned at the Mayflower Park Hotel, a historic Seattle hotel. Working as part of a team, Festin developed a book manuscript on the history of the hotel (which will be published by Arcadia Press in 2014). She did the work of a historian when conducting research at Seattle archives, writing the book proposal, and preparing historic photographs for publication. She also managed copyright permission requests. Festin said she “hone[d] the writing and research skills that I developed in course work at Gonzaga.” This, in turn, has “influenced the direction of my professional goals.” Adding, “[t]he [internship] position allowed me to explore research outside of the classroom and showed me that this is where my strength and interests lie.”

Kelly Smale spent two months in Washington, D.C., last summer as an intern with the Smithsonian’s Folklife Festival. This annual, two-week event on the National Mall brings together performers, craftspeople, and artists who celebrate community traditions and cultures. Smale worked as part of a team in charge of coordinating the Festival’s participants. Along with other visitors to the Folklife Festival, Smale discovered the meanings and vitality of cultural traditions from Hungary, Central America, and even from the United States. She assisted with a tour set up especially for participants to visit and enjoy D.C. This experience reinforced Smale’s interest in post-graduate study and, perhaps, work in public history. — Veta Schlimgen

Confessions of a Non-History-Major Professional Historian

Arriving at the State University of New York at Albany in the summer of 1985, I had no intention of ever becoming a historian. Knowing the university’s reputation for its strong Business major, I began my college career expecting to spend most of my time poring over accounting ledgers and learning how to market products. Even if I had *wanted* to major in History, I immediately got off to a bad start with a grade of D in my first course

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(“Confessions” CONTINUED) on U.S. History. (In my next History course I earned a C.) As a first-generation college student, there was a lot of pressure in my family to earn a “practical” degree that would ensure my future employability. But the fact of the matter is that I didn’t enjoy learning about business and soon abandoned that major for Political Science. I ended up taking a few more history classes, but I didn’t decide on a career as a historian until years later, when almost by accident I enrolled in a graduate level course (also at S.U.N.Y.A.) on the history of Eastern Europe. A year later I quit my job—I was working in the book industry—and returned to school full time to pursue an M.A. in History. A few years later I earned my PhD (at Ohio U.), and a few years after that I found myself teaching History at Gonzaga. The moral of the story? If you get lucky—and if you work very, very hard—you just might get to do what you love and even get paid to do it! But what you love might not be apparent right away. — K. O’Connor

COURSE OFFERINGS — SPRING 2014

LOWER DIVISION

HIST 101: SURVEY OF WESTERN CIVILIZATION I sec 01-11. 3 credits. Drs. Chambers, De Aragon, Goldman, Goodrich, Via. A survey of the origins of Western civilization in the Near East; Greek and Roman civilizations; and developments in Europe through the Reformation. HIST 101 is required to fulfill the history core.

HIST 102: SURVEY OF WESTERN CIVILIZATION II sec 01-04. 3 credits. Drs. Balzarini, O’Connor. A survey of European history from the 17th century to the present with emphasis on ideas, politics, and social changes. HIST 102 or 112 can be taken in conjunction with HIST 101 to complete the history core.

HIST 112: SURVEY OF WORLD CIVILIZATION 1500-PRESENT sec 01-02. 3 credits. Drs. Cunningham, Schlimgen. A survey of the major civilizations and cultures of the world from 1500 to today. Students examine several civilizations in detail and compare them with one another. The course emphasizes how the interaction among civilizations has influenced the development of the contemporary world. HIST 112 will fulfill the history core requirement in place of HIST 102. (NOTE: Dr. Cunningham is offering an honors section of this course—HIST 112H—on MWF 11:00-11:50 a.m.)

HIST 201: HISTORY OF THE UNITED STATES I sec 01-03. 3 credits. Drs. Carriker, Ostendorf. 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 UNITED STATES II sec 01-03. 3 credits. Drs. Donnelly, Rast. A survey of events after the Civil War which 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 reform, the Great Depression, the World Wars, and domestic and foreign policy after 1945.

HIST 219: SEX AND GENDER IN EUROPEAN HISTORY sec 01. 3 credits. Dr. DeAragon. TR 1:15-2:30 p.m. A survey of western history from ancient to early modern societies (circa 1600), this course places gender in the forefront of the discussion through examination of such topics as the family, sexuality, life stages, class, work, power and agency. Gender is central to power relations and serves a crucial role in social organization. It is therefore an important factor in human history. By 1600, many of the main precepts of modern western thought regarding sex and gender were in place. Prerequisite: HIST 101.

UPPER DIVISION

HIST 301: HISTORICAL METHODS. 3 credits. Dr. Chambers (sec 01), TR 10:50 a.m.-12:05 p.m.; Dr. Ostendorf (sec 02) MWF 2:10-3:00 p.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, demonstrating understanding of historical prose, citation, analysis and interpretation. Each 301 course is based on specific areas of study (one of the four content areas) and therefore may be counted as a course that fulfills one of the content areas required for the history major. It is highly advised that this course be taken in the spring semester so as to prepare history majors for their future coursework.

HIST 306: ROMAN EMPIRE. 3 credits. Dr. Goldman. TR 10:50 a.m.-12:05 p.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.

HIST 330: THE HOLOCAUST. 3 credits. Dr. Nitz. TR 10:50 a.m.-12:05 p.m. A history of the Nazi genocide of the Jews in World War II, including its origins and historical context, the methods used by the Nazis to identify and exterminate victims, a study of the perpetrators, the reaction of the international community, and post-war historiography, interpretation and commemoration.

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

HIST 337: THE STALIN ERA. 3 credits. Dr. O'Connor. MWF 1:10-2:00 p.m. 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.

HIST 351: COMING TO AMERICA. 3 credits. Dr. Schlimgen. MWF 12:00-12:50 p.m. See the Undergraduate Catalogue at <http://www.gonzaga.edu/catalogues/>.

HIST 364: PUBLIC HISTORY. 3 credits. Dr. Rast. TR 1:15-2:30 p.m. Why are people drawn to the past? When they go searching for it, where do they go, and what do they find? What *should* they find? This course examines the practice and politics of "public history." As we will see, public historians work as museum curators, historic preservationists, historic site interpreters, archivists, film consultants, writers, and editors. In these and other roles, public historians help individuals and organizations recognize, contend with, and learn from the complexities of the past. Through weekly readings, site visits, guest speakers, and hands-on project experience tied to historic preservation in the multicultural American West, this course will introduce students to the challenges and rewards that accompany engagement with—and employment within—the growing field of public history.

HIST 382: REVOLUTIONS IN MODERN LATIN AMERICA. 3 credits. Dr. Chambers. TR 9:25-10:40 a.m. This course examines the origins, emergence, process, and consequences of the major Latin American social and political revolutions in the twentieth century. It investigates a variety of types of revolutions, including different urban and rural movements, as well as groups that sought radical change from high politics to the grass-roots level.

HIST 390 sec 01: RACE, POLITICS, AND AMERICAN SOCIETY. 3 credits. Dr. Schlimgen. MWF 12:00-12:50 p.m. Explores the history of race and the experiences of racial and ethnic minorities in the USA. It investigates the idea of race, the perceptions of racial difference, and social changes in American attitudes concerning racial difference. This course is intended to enhance our understanding of American racial politics, the meanings of social change, and the on-going significance of race and identity in American society.

HIST 390 sec 02: NORTH AMERICAN JESUIT MISSIONS AND MISSIONARIES. 3 credits. Dr. Carriker. MWF 1:10-2:00. This course studies Jesuit missionary activity in nineteenth and twentieth century New France, Colonial Florida & Virginia, the Desert Southwest and the Pacific Northwest. From their frontier missions members of the Society of Jesus enhanced American culture and society by their contributions to ethnography, cartography, religious thought, natural science and linguistics.

HIST 390 sec 03: PAGANS AND CHRISTIANS. 3 credits. Dr. Goodrich. MWF 12:00-12:50 p.m. This course examines the religious history of the later Roman empire. It covers traditional Roman religious practices and then look at how the Empire's religious life changed after the Emperor Constantine. What did traditional Romans think of Christianity? What did the Christians think of Roman views? Why ultimately did Rome become a Christian empire, and what happened to traditional Roman religions after that change?

HIST 390 sec 04: INDIANS OF THE COLUMBIA PLATEAU. 3 credits. Dr. Arnold. TR 10:50 a.m.-12:05 p.m. This course explores Native American groups on the Columbia Plateau. For a full description of the course see "Laurie Arnold" under FACULTY NEWS on page pp. 2-3.

HIST 401 sec 01: SENIOR THESIS. 3 credits. Dr. DeAragon. TR 4:05-5:20 p.m. The History capstone course, designed as a seminar focused on discussion, historiography, research, and writing. This is an opportunity for students to develop and demonstrate their understanding of the historical discipline in course discussion and to produce a significant research and writing project using primary and secondary sources. The course is intended to build on the skills and methods introduced in HIST 301.

The William L. Davis, S.J., Lecture Series presents:

"Becoming Corporal Tanner: Civil War Veterans, Disability, and Celebrity"

Presented by **Dr. James Marten**, Marquette University. Monday, February 24, 7:00 p.m. Wolff Auditorium, Jepson Center 114.

James R. Tanner was one of the best-known men in America during the Gilded Age. He was a highly-placed Republican operative, popular Grand Army of the Republic speaker, and self-made man, known to many as "Corporal Tanner" or, more simply, "The Corporal." He was also profoundly disabled, having lost the lower halves of both legs as an eighteen-year-old Union soldier at Second Manassas. In constant pain, unable to walk on awkward prosthetic legs without help, he became famous at least partly because of his disability. "Becoming Corporal Tanner" will examine the ways in which this particular veteran reclaimed his life--created a new life, really--because his old one was wrecked by the war. It will focus on his determination to recover from his wounds (he learned stenography, worked for the NY state legislature and the War Department, and began law school within three years of his injuries), which reflected a drive that drew its power from his disability. And as a spokesman of sorts for disabled veterans, he provided a model for all disabled men (one that few could actually duplicate).

Dr. James Marten is a Professor of History at Marquette University and author of, among other titles, *Civil War America: Voices from the Homefront* and *Children for the Union: The War Spirit on the Northern Home Front*.