

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.

Letter from the Chair

I recall the 1970s with nostalgia. It was the decade of *Star Wars*, BMX bikes, the Incredible Hulk, and *Saturday Night Fever*. As a college student in my twenties, however, I realized that at eight or nine years old I was oblivious to “real world” issues like Watergate, the Camp David Accords, John and Yoko, and the energy crisis. I think many folks find the Incredible Hulk’s symbolism and Tony Manero’s narcissism fascinating, and maybe the energy crisis a bit of a snore. But while the Hulk has been reborn through computer-generated imagery and John Travolta continues to make movies, the energy crisis is still very relevant.



A few weeks ago on October 17, historian Paul Chastko (Univ. of Calgary) delivered our annual William L. Davis, S.J. Lecture; Fr. Davis taught History at GU from 1931 to 1971. Dr. Chastko is an expert on North American energy policy and explained why we see more and more railroad tankers filled with crude oil traveling through Spokane. If you are familiar with the issue, you know Spokaneites are not too thrilled with these tankers traveling through the city, often left parked on the railroad bridges over Division Street and on the tracks just on the south side of the University District. To see why, just Google Canada’s Lac-Mégantic rail disaster. This issue, however, goes back to the 1970s energy crisis, when American and Canadian leadership vowed to address our nations’ dependency on OPEC oil and eventually developed energy policies to support “energy independence.” For example, some policies paved the way to move crude oil quickly from older Canadian oil sands and more recent US shale plays to refineries and then markets, which arguably lowered our gas prices. But as Dr. Chastko suggested, the new dynamics of our domestic petroleum industry are not without

challenges. Take, for example, the Bakken wells and the controversy of the Dakota Access pipeline. The pipeline is designed to move the Bakken oil to refineries and to market, but until the pipeline is complete, the industry relies on “legacy transportation,” that is, railroads. The Standing Rock Sioux Tribe and environmental and human rights activists from across the U.S. have opposed the pipeline’s route under the Missouri River. Thousands of people have united under the auspices of “Water Is Life,” because they fear a leak in the pipeline would impact the entire Missouri River watershed. In addition, tribes and the U.S. Government note that a section of the route crosses sacred ancestral lands, and tribes and federal agencies are at work to determine whose authority should or will prevail.



Dr. Chastko’s lecture brought together history, government policy, environmental studies, sociology, and engineering in about 50 minutes. I spoke to a few Engineering students after the event and they reacted to the lecture as if it was an affirmation of why they came to Gonzaga. The lecture was a reminder that the work we do in the academy, at Gonzaga, cannot be fully realized without the multidisciplinary approach grounded in Liberal Arts education.

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Phi Alpha Theta



Gonzaga's Chapter of **Phi Alpha Theta**, the international 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 faculty advisor **Prof. Eric Cunningham** (cunningham@gonzaga.edu) for more details.

Phi Alpha Theta members joined Prof. Eric Cunningham for a ghost tour of Downtown Spokane on October 24, and hosted a showing of *Trumbo* on November 3rd.

Tutoring: Phi Alpha Theta provides tutoring sessions to help you succeed in any History course, and especially in HIST 101, 102, 112, 201, and 202. Tutors will help you develop good strategies for note-taking, reading, studying, research, source analysis, and writing. Tutoring sessions will be held in the History Department conference room in College Hall 431 and at the following times with the following tutors:

Sean Mallea, 4:00-6:00 pm, Mondays

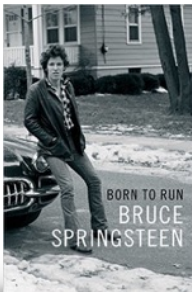
Sam Urban, 4:15-5:40 pm, Tuesdays

Holli Higgins, 4:30-6:30 pm, Wednesdays

Grace Muljadi, 3:00-5:00 pm, Thursdays



2016 Phi Alpha Theta inductees: Greg Fiorina; Dylan Maggio-Hucek; Gabriella Anselmo; Gracia Muljadi; & Mitchell Lafferriere



History was a subject that had bored me in middle and high school, but I devoured it now. It seemed to hold some of the essential pieces to the identity questions I was asking. How could I know who I was if I didn't have a clue as to where I'd personally and collectively come from? What it does mean to be an American is all caught up in what did it mean to be one. Only some combination of those answers could lead you to what it might mean to be an American.

From *Born to Run*, by Bruce Springsteen

New Program Assistant, Kaaren Goeller-Bloom



Kaaren (pronounced “car-in”, like car-in-the-garage) started working at Gonzaga four years ago in the VP of student development office before joining the History Department this fall. She has years of experience working with students and faculty at other institutions including Pacific Lutheran University, University of Washington, and University of California, Santa Cruz. She loves being in an environment of learning, and is inspired by faculty and students alike. A fourth-generation Spokane native who “escaped” to attend college (PLU: Sociology and Global Studies), she happily returned 15 years later with her spouse and daughter. Besides spending time with

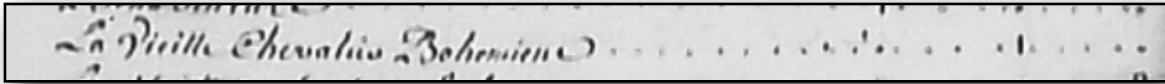
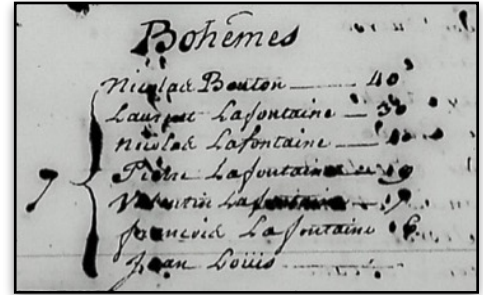
friends and family, she feels most alive when she's learning, spending time in nature, viewing art, traveling, and making things.

Faculty News

Returning from Sabbatical

Dr. Ann Ostendorf and **Dr. Kevin Chambers** were on sabbatical last spring. Sabbatical leave is awarded to study, research, write, and participate in other activities designed to improve effectiveness as a teacher and scholar.

Dr. Ostendorf used her yearlong sabbatical time to further her research, revise a number of articles, and continue writing her manuscript on Gypsies in early America. Her manuscript examines the lives of a number of individuals and communities of French Bohemian and English Gypsies in colonial North America. Dr. Ostendorf also traveled to Stockholm Sweden early this semester to present her paper, "A Bohémien Community in Colonial Louisiana," at the Gypsy Lore Society Conference.



On sabbatical in Spring 2016, **Dr. Chambers** traveled to research in Paraguay and Washington, D.C. In Paraguay, he spent three weeks researching for his monograph project, "Rural Paraguay Under General Alfredo Stroessner: 1954-1989." Dr. Chambers traveled, visited with, and conducted oral, in-person interviews in the Guaraní language. While in the capital city of Asunción, he also investigated—as part of a second research project—colonial documentation on land use, the distribution of Indian labor, lawsuits between Spanish landowners and Indian

communities, and even lawsuits by slaves for their freedom.

This research activity will form the basis for his next project, "The New History of Paraguay (La nueva historia del Paraguay)."



Dr. Chambers also traveled to Washington, D.C., and the National Archives where he obtained, catalogued, and scanned the U.S. State Department Records on Paraguay from 1950-1978. These records will contribute to his project on dictator General Alfredo Stroessner.

Faculty News (cont'd)

Dr. RaGena DeAragon traveled extensively in northern Europe in summer 2016. She went to Edinburgh to view a major exhibit on the Celts and visited archives in London, Oxford, Cambridge, Paris and Chelmsford for research on the aristocracy and women of medieval England. Fulfilling a long-time dream, she made a pilgrimage to Mont St. Michel (see image), a medieval monastery on the French coast depicted on the 11th-century Bayeux Tapestry. She recently reviewed an article for the journal *Medieval Prosopography* and is creating a database of women in twelfth-century royal documents.



Brian Joyce (GU '16), Trevor Bradley (GU '17), Lydia Lopez (GU '17), Mariam Rosenboom (CUNY-Queens '16), and Dr. Goldman.

Dr. Andrew Goldman is on sabbatical for 2016-17. Although it doesn't feel like it. After a busy excavation summer at Sinop (Turkey), where he worked with three GU students (see image), he returned to co-curate the current exhibition at the Jundt Art Gallery, "Roman Myth and Mythmaking". Working with Dr. Paul Manoguerra, director of the Jundt, and ex-Getty curator Dr. Janet Grossman, Dr. Goldman arranged to bring ca. 120 ancient objects to the GU campus, for a show running until Dec. 17, 2016. In addition, he is directing a concurrent lecture series, "Ancient and Modern Perceptions of Roman Myth, Memory and Culture", which runs every Thursday night (except Thanksgiving) until Dec. 1 in Jundt 110 at 7 pm. Both the exhibition and lecture series are free and open to the public. Aside from that, he has just completed a book chapter on ancient helmets recovered from the sea bottom off of W. Sicily, and finishing up his long overdue book on the Roman military base at ancient Gordion.



This October 31, 2017 commemorates the 500th anniversary of **Martin Luther's** publication of his famous 95 theses. Although this was not the start of the reformation, this event triggered a change in politics, society, and religious identities, changes which affect the way we look at the world and how we express our relationship with God and with our fellow men and women. In anticipation of this event **Fr. Michael Maher** will be teaching a course this spring that will address the historical circumstances which led up to the composing of these theses, as well as other reforming efforts from various religious leaders. This course will provide an excellent background for those interested in



this important anniversary, its historical context, and how the age of Reforms continues to influence our lives today. The course title is Reformation HIST 313 and will be offered on Tuesday and Thursday at 12:25 to 1:40.

Faculty News (cont'd)

Dr. Arnold Goes to Washington!



As Director of Native American Studies, I am often out in Native communities learning from local knowledge holders and participating in events, such as the October 10 celebration of Spokane's first Indigenous Peoples Day. Sometimes my work also takes me further afield, which is how I came to attend a meeting at the White House in September.

Eighty university faculty were invited from institutions across the country to participate in conversations about President Obama's Promise Zone initiative. The initiative supports place-based economic development informed by community values, with the intention that communities know their own needs best. There are 22 urban, rural, and tribal Promise Zones, and the Spokane Tribe of Indians is one of the four tribal Promise Zones.

I was invited to participate because of my role as Director of Native American Studies—of the eighty faculty present, only one other Native Studies director attended—but it was also important for me to realize how historians can and should participate in conversations about community growth. Data is an important aspect of Promise Zone work. Federal institutions want to measure how this approach to economic development functions and succeeds. That means demographic and employment and education statistics and so on. Many faculty who participated in the meeting were economists and sociologists and anthropologists—social scientists who measure this data. Their scholarship is important, of course, but their methodologies differ from our work as historians.



For example, statistics tell us that only 9% of Native Americans have earned Bachelor's degrees, compared to 19% of the overall American population. Historians' inquiries into this question would reveal that nineteenth-century federal assimilation programs targeted Native cultures and languages, and sought to erase tribal identities and cultural distinctiveness. This process of erasure persisted in educational curriculum throughout the United States in the twentieth century. If Native Americans were discussed at all, we were characterized as peoples of the past, rather than as vibrant communities located throughout the U.S. Bearing this historical context in mind, it is easy to understand why Western-centered education works less well for Native American students, and why tribes develop their own educational models to support Native student completion of two- and four-year degrees. The Spokane Tribe has prioritized educational reform as one of their Promise Zone priorities and, if called-upon, scholars from across disciplines can collaborate to support the Tribe's initiative. That's why the White House gathered scholars with diverse scholarly and community-centered experience—to learn from each other in support of our Promise Zones.

Our history faculty consistently reinforce the varied career paths which are available to History majors. As a History major, I can tell you that I never thought I would participate in a White House conversation about place-based economic development, but in fact, I was the exact right person for the job. The courses I teach at Gonzaga are all centered in place-based learning about the Columbia Plateau. My scholarly research focuses on twentieth century federal Indian policy. I am an enrolled member of the Sinixt (Lakes) Band of the Colville Confederated Tribes and I grew up on the reservation. Taken together, each aspect of my background prepared me to offer cogent observations to leaders in the highest levels of government, and because of my professional training and professional roles, they listened to me.

The lesson I hope History majors will take from this 'Dr. Arnold Goes to Washington' account is this: Historians deserve a seat at every table. Without us, data works alone. With us, data creates a narrative of the present built on the past, with the power to influence the future.

Study Abroad: Turkey

Wanted: Field Archaeologists!



Trevor Bradley, Class 2017

We are seeking a few students interested in joining the Sinop Kale Excavation team for our 2017 field season. The excavation is located in a small town, Sinop (ancient Sinope), on the Turkish coast of the Black Sea. We offer a 5-week, 6-credit field school with two courses in history: "History through Archaeology" (HIST 390.1/ CLAS 410), in which you learn field method and practice at the excavation, and "Archaeology and History of the Black Sea" (HIST 390.2), in



which you learn the context of our finds and the fascinating cultural history of the Black Sea region. The program will run from July 1 until Aug. 6, 2017.

Interested in coming? Please visit studyabroad.gonzaga.edu, where you will find more information about the dates and costs associated with our program. The deadline to apply is Nov. 20, 2016. If you have questions, please don't hesitate to contact Dr. Andrew Goldman, at goldman@gonzaga.edu.

Internships

An internship provides an invaluable learning experience, an opportunity to explore a potential career field, a chance to learn and teach history beyond the classroom, and a vehicle for gaining hands-on experience that will enhance any resume, graduate school application, or law school application, regardless of the nature of the internship itself.

The History Department offers several on- and off-campus internship opportunities for credit. Contact our internship coordinator, Dr. Veta Schlimgen (schlimgen@gonzaga.edu), for more information.

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



History Program 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).

The final 3 credits may be fulfilled with any 200- or 300-level HIST course.

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).

New University Core Courses

Courses to the left designated with * fulfill the History requirement (“Broadening”) of the New University Core.

Please see Zagweb for HIST courses that carry Writing Enriched, Global Studies, and Social Justice designations.

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 2017 Course Offerings.

Also, be sure to search Zagweb for HIST courses that fulfill the A&S Core 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

Study Shows Employers Favor Liberal Arts Degrees

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.”

Spring 2017 Courses

Lower Division

HIST 101: SURVEY OF WESTERN CIVILIZATION I sec. 01-10. 3 credits. Drs. Goodrich, DeAragon, Chambers, Maher. 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 WOMS 271C.)

HIST 102: SURVEY OF WESTERN CIVILIZATION II sec. 01-06. 3 credits. Drs. Balzarini, O'Connor, Nitz. A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes.

HIST 102H: SURVEY OF WESTERN CIVILIZATION II sec. 01-06. 3 credits. Dr. O'Connor. MWF 11:00-11:50. For Honors students only. A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes. Prerequisite: HONS 190, Minimum Grade: D.

HIST 112: WORLD CIVILIZATION 1500-PRESENT sec. 01-03. 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 112H: WORLD CIVILIZATION 1500-PRESENT sec. 01. 3 credits. Dr. Cunningham. TR 9:25-10:40. For Honors students only. 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. Prerequisite: HONS 190, Minimum Grade: D.

HIST 193: *FIRST YEAR SEMINAR, "SUGAR – A SWEET CLASS" sec 01. 3 credits. Dr. Schlimgen. MWF 1:10-2:00. This First-Year Seminar approaches the topic of sugar from four different academic perspectives: sociology, history, biology, and political science. It seeks to understand how sugar became a ubiquitous part of our lives but also how we ask questions and how we create knowledge. *The First-Year Seminar (FYS) introduces new Gonzaga students to the University, the Core Curriculum, and Gonzaga's Jesuit mission and heritage. While the seminars will be taught by faculty with expertise in particular disciplines, topics will be addressed in a way that illustrates approaches and methods of different academic disciplines. The seminar format of the course highlights the participatory character of university life, emphasizing that learning is an active, collegial process.

HIST 201: HISTORY OF THE US I sec. 01-02. 3 credits. Dr. Ostendorf. 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 US II sec 01-02. 3 credits. Drs. Rast, Donnelly. 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.

Spring 2017 Courses (cont'd)

Lower Division (cont'd)

HIST 210 INDIANS OF COLUMBIA PLATEAU sec 01. 3 credits. Dr. Arnold. T 6:00-8:30.

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. Cross-list equivalent: NTAS 210. Designations: A&S Core Social Justice & Foreign Culture; Univ. Core Global Studies.

Upper Division

HIST 301: HISTORICAL METHODS sec 01. 3 credits. Dr. Cunningham, MWF 1:10-2:00.

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 313: THE REFORMATION Sec 01. 3 credits. Fr. Maher, TR 12:25-1:40. The figures, ideas, and events that produced the religious upheaval and disruption of medieval Christendom in the sixteenth century.

HIST 325: WORLD WAR I 1914-1918 sec 01. 3 credits. Dr. Balzarini, TR 3:15-4:30. 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. Pre-requisite: HIST 102 Minimum Grade: D or HIST 112 Minimum Grade: D.

HIST 330: THE HOLOCAUST sec 01. 3 credits. Dr. Nitz, TR 1:50-3:05. 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. Pre-requisite: HIST 102 Minimum Grade: D or HIST 112 Minimum Grade: D. Cross-list equivalent: RELI 492B.

HIST 334: RUSSIA AND USSR SINCE 1945 sec. 01. Dr. O'Connor, MW 6:00-7:15. This course may be considered an autopsy on the Soviet empire. Its themes include: "developed" socialism under Stalin's successors; the rise and decline of the Soviet economy; the Cold War; the Soviet Union's nationalities issues; the impact of Gorbachev's reforms; and the collapse of the USSR. The course will also consider the domestic and foreign policy challenges faced by Yeltsin and Putin after 1991. Pre-requisite: HIST 102 Minimum Grade: D or HIST 112 Minimum Grade: D. Cross-list equivalent: INST 376.

Spring 2017 Courses (cont'd)

Upper Division (cont'd)

HIST 364: PUBLIC HISTORY sec. 01. 3 credits. Dr. Rast, TR 3:15-4:30. 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, this course will introduce students to the challenges and rewards that accompany engagement with - and employment within - the field of public history.

HIST 380: COLONIAL LATIN AMERICA sec. 01. 3 credits. Dr. Chambers, MWF 2:10-3:00. A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America. Cross-list equivalent: INST 372.

HIST 390: LATER ROMAN EMPIRE sec. 01. 3 credits. Dr. Goodrich, MWF 9:00-9:50. The Later Roman Empire will examine the significant developments (political, cultural, and religious) that altered life in the Late Antique period of the Roman Empire (ca. 235-395). Students will be exposed to a wide variety of textual evidence in order to deepen their knowledge of the period and develop critical acumen.

HIST 401: SENIOR THESIS/SEMINAR sec. 01. 3 credits. Dr. DeAragon, TR 10:50-12:05. 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. Pre-requisite: HIST 301.

Summer 2017 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 22-June 30)

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



Summer 2 (July 5-August 11)

- *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 390.1, HISTORY THROUGH ARCHAEOLOGY, Dr. Goldman, Turkey only.
- **HIST 390.2, HISTORY AND ARCHAEOLOGY OF THE BLACK SEA, Dr. Doonan, Turkey only.

*Course descriptions above.

**See page 6. See also Study Abroad, Gonzaga-in-Turkey Program for course descriptions.

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.
donnelly@gonzaga.edu

Elizabeth Downey, Emerita. 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. occonnork@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
