

# 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.

## PROFESSOR RAST & THE CESAR E. CHAVEZ NATIONAL MONUMENT

On October 8, 2012, President Obama created the Cesar E. Chavez National Monument, the 398th unit of the National Park System. Located in the Tehachapi Mountains east of Bakersfield, California, this three-acre monument commemorates the work of Cesar Chavez, a labor leader and civil rights advocate whose embrace of Catholic social doctrine inspired his fight to improve the lives of farm workers, Latinos, immigrants, and the working poor from 1952 until his death in 1993.



Chavez with Pope Paul VI in 1974

**Professor Ray Rast**, a Lecturer in History, played a central role in the process that led to this designation. He began working with the National Park Service to conduct research on a few historic sites associated with Chavez in 2002, when he was a graduate student at the University of Washington. Legislation signed by President Bush in 2008 expanded the scope of this work, leading to the identification of more than one hundred sites, five of which were deemed eligible for inclusion in the National Park System. One of these sites, the property east of Bakersfield, includes the administrative headquarters of the United Farm Workers Union as well as Chavez's home and burial site.

History majors at Cal State Fullerton, where Rast taught before coming to Gonzaga, contributed to nearly every phase of the process that culminated with the designation, including archival research, oral history interviews, and on-site documentation work. These students are pursuing careers in historic preservation, historic site interpretation, museum work, and other areas associated with the growing field of public history. Professor Rast looks forward to teaching our own introductory course in public history in the near future.

(For more information on the Chavez National Monument, see [www.nps.gov/cech](http://www.nps.gov/cech))

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## HISTORY STUDENTS AT WORK

We recently asked a few current History Majors what they were doing out in the field. Here's a couple examples:

Senior **Danielle Tacknoor** worked last summer as an archivist intern at the Petterson Museum in Claremont, California, and will resume her work there this summer. As an intern, her responsibilities include cataloging artifacts, photographing artifacts for the museum's archives and website, and assisting in the construction of new exhibits. After graduation, Danielle plans to study International Relations in graduate school. She has been accepted to the University of Miami.

Last summer, **Emily Wakefield** interned for the Department of Energy at the Hanford Site in Richland, Washington. The internship was related to overseeing the business and contracts of the Pacific Northwest National Laboratory, however, she applied for the internship to gain experience and learn about the history of the region and the site. She toured B Reactor, the waste treatment plant, and the 300 Area, the one-time home to six nuclear reactors and the experimental and laboratory facilities.

**Speaking of internships:** This fall, the History Department plans to unveil a new internship for credit course. There are significant benefits an internship can bring to your education and future career. Dr. Veta Schlimgen will be the department's Internship Coordinator and is available to discuss the nuts and bolts of how you can get 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](mailto:schlimgen@gonzaga.edu).

## PHI ALPHA THETA ACTIVITIES



The Xi-Gamma chapter of Phi Alpha Theta is working under the guidance of faculty advisor **Dr. Ann Ostendorf** ([ostendorf@gonzaga.edu](mailto:ostendorf@gonzaga.edu)). As primarily a service organization whose activities promote knowledge of the past, Phi Alpha Theta students strive to develop creative activities for the campus community at the intersection of these two goals. The organization has already begun its services and events. Keep an eye out for emails on events they are sponsoring and for information on how to join.

PAT students have been busy! Over Christmas Break, PAT students **Anthony Johnson, Kelly Smale, Alexandra Manning, Alex Hagel, and Emily Wakefield** helped run the Eastern Washington History Bee and Bowl at Mt. Spokane High School.

While keeping a set history tutoring schedule (Tuesdays and Wednesdays, 7:00 to 9:00 pm, CG 237), PAT has organized a few Brown Bag Luncheons: February 21 on the new internship program; March 26 "What I Wish I Would Have Known Before I Wrote My Thesis"; April 18 "All About Grad School."

Twelve GU students will attend the PAT Conference in Portland beginning April 4. At the annual conference, hundreds of college students from across the region present their research and receive feedback from history professors.

Finally, thirty-nine students will be inducted into Xi-Gamma chapter of PAT on March 21. The ceremony at the Knight's of Columbus Hall will feature **Dr. Eric Cunningham** as the speaker.

## CHECKING IN WITH HISTORY ALUMNI

Our seniors are certainly weighing their post-GU options right now; a few of them will be attending graduate school this fall. Juniors out there need to start planning as well. We recently caught up with a few former Gonzaga History Majors who currently attend graduate school and we asked them a few questions about their experiences. We also asked them if they had any advice for their fellow Zags who are considering grad school. Their answers may help you with the big decision.

**Katie Shattuck**, Class of 2010. Katie spent 2010-11 as a Jesuit Volunteer in Raleigh, North Carolina, where she worked for a legal aid organization. She said, "I would recommend that students considering graduate school take a year or two to do something outside of academia after graduation; it rests the mind, provides perspective, and allows one to begin graduate studies with a renewed appreciation for academic pursuits." Katie is currently mid-way through the second year of a master's program in Latin American studies at the University of Oxford in the U.K. Although the program is interdisciplinary, she focuses primarily on the history of modern Latin America. Her thesis examines the evolution of the political thought of the Left in Chile after the fall of socialist president Salvador Allende in 1973. Katie hopes to go on to a career in teaching and research.

**Brandon Carro**, Class of 2012. In the fall of 2012, Brandon entered the Master's Program at Western Washington University to study history. His field is Modern European History, focusing on Central and Eastern Europe in the nineteenth century. Specifically, he plans to write his thesis on the relationship between music and nationalism in the Austrian and Russian Empires. As far as advice goes, Brandon said, "I would recommend something that is perhaps easy to say but hard to do, and that is to speak up in class. Try and engage not just your professors, but your fellow students in discussion. During my studies at Gonzaga I was always pretty quiet in class, and now that I am in grad school I've had to work hard to change this habit. Obviously when you're in three-hour seminars you can't just sit and be silent! On the other hand, if you're someone who already talks a lot, that is great, but make sure you work on expressing your ideas clearly and succinctly."

**Julia Riegel**, Class of 2010. Julia is in her second year at Indiana University Bloomington as a graduate student in History. She is currently finishing her MA coursework and should complete her MA review either at the end of this semester or the beginning of next fall. This summer, she is planning to attend archival seminars in New York and Munich to better acquaint herself with resources for her planned PhD dissertation. Julia graduated in 2010, but took a year off to work and decide what she wanted to do next. She entered grad school at IU in Fall 2011, although she enrolled in an intensive Yiddish language course there during the summer of 2011. Modern European History is her major field and she is currently completing a doctoral minor in Jewish Studies. Her dissertation, as presently envisioned, will continue the research she pursued in her senior thesis class at Gonzaga, but on a much larger and more developed scale. She plans to examine the discourses and practices of musicians and their music in the camps and ghettos of Eastern Europe during the Holocaust. She also recently developed an interest in exploring themes of nationalism and its links with gender. "As for advice to Gonzaga students," she said, "I would strongly encourage them to pursue a History major, provided they find the topic compelling. I know that not many students end up continuing as a grad student in history, but the critical thinking skills that historical methods require are useful for almost anything."

There are so many fields open to History Majors after graduation; graduate school is just one of them. See the list of options on the bottom of the next page and visit the [History Department website](#) for more details.

## 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).

## WHAT CAN YOU DO WITH A DEGREE IN HISTORY?

### **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

## 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

### 2013 William L. Davis, S.J., Lecture:

"Father Peter De Smet or Father Joseph Cataldo: Who is the Founder of Jesuit Education in the Pacific Northwest"

Presented by Dr. Robert Carriker  
April 10, 2013, 7:00 p.m.  
Jepson Center, Wolff Auditorium

Historians have made their choice: Father Peter De Smet is celebrated in books, articles and museum exhibits as the pioneer missionary who brought the Jesuit presence to the inland Northwest. Father Joseph Cataldo has his admirers, too. Cataldo established Gonzaga College and, in addition, he stabilized Indian education at six Jesuit mission stations, initiated another four Indian missions, and re-opened two Rocky Mountain missions that had previously been closed. De Smet has a deservedly excellent image and reputation among historians, but Cataldo may be the real “Jesuit educator” for the Pacific Northwest.



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.”

## FACULTY NEWS

**Dr. RáGena DeAragon's** sabbatical research at the British and Bodleian Libraries in England and the Huntington Library in California was supported by a grant from the Gonzaga Research Council. Her research project has been nominated for an National Endowment for the Humanities summer stipend. She is investigating women and families in the 12th century; her preliminary results will be presented in "Doing Business with the Crown" at the International Medieval Congress in Leeds, England, this summer. On April 18, 2013, she will deliver an illustrated talk on "Richard III and the Mystery of the Princes in the Tower" as the first in a new History Department lecture series reflecting on the practice of history. The lecture is scheduled for Jundt Auditorium at 7:30 pm.



**Dr. Andrew Goldman** had a relatively quiet fall, after directing the Gonzaga-in-Turkey program last summer. He continues to chair the Classical Civilizations (CLAS) Department, and to work with students on ancient history and archaeology courses and projects. On Fall Family weekend, he and three of his students from the Turkey program spoke to parents, students and faculty members about their experience studying abroad (and the upcoming 2014 program). In early January, he attended the annual meeting of the Archaeological Institute of America (AIA), this year held in Seattle. With him were seven students or former students, all of whom

enjoyed the four-day conference, the numerous talks on a wide range of topics, and the excellent book display. Dr. Goldman has continued to move forward on his most research projects, the military base at Roman Gordion and Roman octagonal gemstones, both of which will shortly appear in publication. On a sad note, his beloved Berner, Oscar, passed away last August. Many of you enjoyed meeting him, perhaps as much as he enjoyed meeting you. However, a new Berner is about to be adopted, and you are all welcome to come and meet him, once he has become more comfortable at school.

## FACULTY NEWS (Cont.)



**Dr. Eric Cunningham** has been appointed managing editor of two online courses (Modern World History and Modern Western Civilization) now in production with Milestone Documents, an internet primary source archive. He will heading a roundtable discussion on using internet sources for history teaching at the World History Association Conference in Minneapolis this June.



**Dr. Ann Ostendorf** and nine Gonzaga students (including one History Major!), went to Chicago over spring break on a Chi-urban Excursion. This alternative spring break program allowed GU students to travel to Chicago in order to educate and expose them to the realities of diversity in the context of an urban environment. This unique domestic, experiential, co-curricular, week-long journey in a city that offers significant levels of cultural engagement, provided the chance to explore, learn and value multiple world views relative to contemporary and historical issues on race, religion, class, and more. Check out the Chi-Urban blog to read about the experience at <http://blogs.gonzaga.edu/chi-urbanexcursion/>. And consider participating next year, it is a wonderful experience!



**Dr. Veta Schlingen**, who joined the History Department last fall, will serve as the department's Internship Coordinator for our first internship for credit program. She will be a part of a roundtable discussion on internet sources held at the World History Association Conference this summer. Dr. Schlingen is teaching a new course this fall, HIST 367 Citizenship in the United States.



**Dr. Robert Donnelly** presented his latest research project (a biography of Teamsters Union President Dave Beck) at the Pacific Northwest History Conference last October. Just after Spring Break, he will travel to Marquette University to participate in "The Freedom Project," their year-long commemoration of emancipation and freedom in the United States. Professor Donnelly will present a paper on the rise and fall of the American union movement. This summer, he will be teaching HIST 202 and in the fall HIST 202, HIST 362 "U.S. Since 1945," and the interdisciplinary course SOC 390 "Why People Hate" with colleagues from Psychology, Criminal Justice, Sociology, and Business. The History Department recently elected Professor Donnelly Department Chair; he begins his service in June.

## QUESTIONS ABOUT THE PROGRAM? CONTACT ANY HISTORY FACULTY.

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

**Robert Carriker**, Ph.D., Oklahoma, 1967. Specialty: US frontier; Pacific Northwest. [carriker@gonzaga.edu](mailto:carriker@gonzaga.edu)

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

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

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

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

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

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

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

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

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

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

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

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

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

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## SUMMER 2013 COURSE OFFERINGS

### Summer I

May 20-June 28

**HIST 102.01: Survey of Western Civilization II. Dr. O'Connor, via Internet. 3 credits.** A survey of European history from the seventeenth 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 201.01: History of the US I. Dr. Chambers, via Internet. 3 credits.** 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 202.01: History of US II. Dr. Donnelly, MW 9:00 a.m.- 12:00 p.m. 3 credits.** This is 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, Gilded Age, 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 329.01: Hitler's Germany. Dr. O'Connor, TR 6:00-9:00 p.m. 3 credits.** German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule.

**HIST 378.01: Zen Modernity and Counterculture. Dr. Cunningham, MW 12:00-3:00 p.m. 3 credits.** This course is an in-depth of the historical relationship between modern Japanese Zen Buddhism and the American counter-culture of the post WWII period. Through readings and discussions of a number of religious, literary and historical works, the course explores the degree to which the modern "reinvention" of an ancient Japanese religious tradition has influenced, and continues to influence western popular culture.

### Summer 2

July 1-August 9

**HIST 101.01: Survey of Western Civilization I. Dr. Balzarini, via Internet. 3 credits.** 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 102.01: Survey of Western Civilization II. Dr. Chambers, TR 9:00 a.m.- 12:00 p.m. 3 credits.** A survey of European history from the seventeenth 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 112.01: World Civilization 1500-Present. Dr. Cunningham, via Internet. 3 credits.** 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.

**HIST 202. 01: History of the US II. Dr. Donnelly, via Internet. 3 credits.** This is 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, Gilded Age, rise of industry, and American overseas expansion. Moving into the 20th

## SUMMER 2013 COURSE OFFERINGS (CONT.)

century, the course focuses on Progressive reform, the Great Depression, the World Wars, and domestic and foreign policy after 1945.

**HIST 331.01: World War II. Dr. Cunningham and Dr. Balzarini, TR 9:00 a.m.- 12:00 p.m. 3 credits.** The causes, conduct, and consequences of the Second World War.

**HIST 349.01: History of the Modern Middle East. Dr. Nitz, TR 1:00-4:00 p.m. 3 credits.** The development of the Middle East from the middle of the nineteenth century to the late twentieth century. Topics covered include the end of the Ottoman and Qajar Empires, the creation of the contemporary states of the Middle East at the end of World War I, and their history from 1920 through the end of the twentieth century.

## FALL 2013 COURSE OFFERINGS

### Lower Division

**HIST 101 Survey of Western Civilization I.** 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.** A survey of European history from the seventeenth 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 World Civilizations 1500- Present.** 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.

**HIST 201 History of the US I.** 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. In HIST 201, students will discover the ways in which past events have shaped the America we live in today.

**HIST 202 HIST of the US II.** HIST 202 is a continuation of HIST 201, with special emphasis on the Reconstruction period, Gilded Age, industrialization, and the Progressive Era. As HIST 202 moves into the 20th century, the course will focus on American foreign and domestic policies, with an emphasis on war, the Great Depression, and civil rights. In HIST 202, students will discover the ways in which past events have shaped the America we live in today.

## FALL 2013 COURSE OFFERINGS (Cont.)

### Upper division

**HIST 301.01: Historical Methods. Dr. DeAragon, MW 3:10-4:25 p.m. 3 credits.** 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. 305.01: Roman Republic. Dr. Goldman, MWF 1:10-2:00 p.m. 3 credits.** The political, social and cultural history of Republican Rome from its legendary origins to the Battle of Actium and its de facto end in 31 BC. The course will focus closely on the factors leading to the Republic's successful rise as uncontested Mediterranean ruler as well as the internal political and social conflicts that brought the Republic crashing down to its ultimate fall. (Generally offered through the Gonzaga-in-Florence program on an irregular basis.)

**HIST 313.01: Reformation. Fr. Via, MWF 9:00-9:50 a.m. 3 credits.** The figures, ideas, and events that produced the religious upheaval and disruption of medieval Christendom in the sixteenth century.

**HIST 314.01: High Medieval Europe. Dr. DeAragon, MWF 11:00-11:50 a.m. 3 credits.** A survey of western European civilization circa 1000-1350, the era which saw the birth of universities, nation-states, parliamentary assemblies, the Crusades, chivalry, and Gothic architecture. The course will examine medieval political, social, cultural, economic, and religious developments.

**HIST 328.01 19<sup>th</sup> Century Germany. Dr. Nitz, TR 1:15-2:30 p.m. 3 credits.** This course examines the history of the German states from the end of the Napoleonic era to the end of the First World War. Issues to be explored include German nationalism and liberalism, the revolutions of 1848-1849, the rise of Prussia and the formation of the German Empire, and the development of political and social institutions during the imperial period.

**HIST 332.01 Modern Britain. Dr. Balzarini, TR 2:40-3:55 p.m. 3 credits.** British history from 1688 to the present, emphasizing the reign of Victoria, industrialization and reform, imperialism, constitutional and colonial development, the conflict with Napoleon, the Irish Home Rule, the decline of liberalism and the rise of labor, the two world wars, and the postwar welfare state.

**HIST 353.01 Civil War and Reconstruction. Dr. Ostendorf, MWF 10:00-10:50 a.m. 3 credits & HIST 353.02 Civil War and Reconstruction. Katherine Potter, MWF 10:00-10:50 a.m. 3 credits. (These sections are taught together.)** Although this class will center around the American Civil War (1861-1865), it will even more so be a history of the United States from approximately 1820 through 1880, in order to effectively place the war in its appropriate historical contexts of the political, economic, social, and cultural history of the mid-nineteenth century. This course will examine the nature and creation of regional distinctiveness in the United States, the centrality of race and slavery to the nation, the causes of disunion, the nature and character of the Civil War which followed, the war's diverse effects on the

## FALL 2013 COURSE OFFERINGS (Cont.)

whole American populous, the nation's attempt at reconstruction, and the war's legacies that still inform our nation today.

**HIST 360.01 Pacific Northwest History. Dr. Carriker, MWF 1:10-2:00 p.m. 3 credits.** The social and political roots of the Pacific Northwest, from early exploration to the present, with a concentration on the people and places of Washington State

**HIST 362.01 US Since 1945. Dr. Donnelly, MWF 9:00-9:50 a.m. 3 credits.** The political ideologies, social movements, and cultural revolutions that emerged after World War II, as reactions to the Cold War, social injustice, and changes in ideals, have influenced our contemporary politics, society, and culture. By examining this period in U.S. History, we will be able to better understand some of the issues that are most important to us today. HIST 263 will survey the international conflict, great social movements, and popular culture of the decades since 1945. This course has a social justice component.

**HIST 367.01 Citizenship in the United States. Dr. Schlingen, TR 1:15-2:30 p.m. 3 credits.** This course explores the history of citizenship in the United States from its founding in the Revolutionary era to the present. We will examine how and why the rights and obligations of citizenship have changed over time. We will also consider philosophical and theoretical frameworks involved in building and in understanding citizenship. And, significantly, we will explore the ways that Americans worked to democratized institutions that treated citizens differently because of race, ethnicity, class, national origin, or gender. This course is geared towards students interested in history, law, politics, ethnic studies, women's studies, and social movements.

**HIST 370.01 Fundamentals of East Asian Civilization. Dr. Cunningham, MWF 10:00-10:50 a.m. 3 credits.** This course seeks to give students an understanding of the history and culture of pre-modern China, Japan, Korea, and Vietnam. After exploring the historical roots of Confucianism, Daoism and Buddhism in China, students will examine the ways in which these foundational philosophies helped form social, cultural, and political institutions in China and its neighbors. Students will also focus attention on the historical emergence of the Chinese imperial system, and its greatest pre-modern exemplars, the Qin, Han and T'ang dynasties. Not limiting the focus to China alone, students will also explore how the concept of China as the "middle kingdom" influenced the language, religion and political developments in Japan and Korea, leading to an authentic "macro-culture" in East Asia. The course will finish with a discussion of samurai culture and an analysis of how the Mongol conquests of Central and East Asia transformed the region, taking students to the threshold of the early modern period in Asia.

**HIST 381.01 Modern Latin America. Dr. Chambers, MWF 9:00-9:50 a.m. 3 credits** A general introduction to the history of the former colonies of Spain and Portugal in the Western Hemisphere. Topics include the rise of caudillos, rural developments, the emergence of liberal economic development, populism, banana republics, dictatorships, dirty wars, Marxist revolution, and contemporary predicaments.

**HIST 401 Senior Thesis/Seminar.** The History capstone course, designed as a seminar focused on discussion, historiography, research, and writing. General topics vary by instructor and term, but all will cover the following: study of a topic in greater depth than possible in the 300-level courses; opportunity to develop and demonstrate their understanding of the historical discipline in course discussion and the production of a significant research and writing project using primary and secondary sources; and up-to-date historiography of the topic. The course is intended to build on the skills and methods introduced in HIST 301.

**01 Dr. Cunningham, TR 10:50-12:05 p.m. 3 credits**

**02 Dr. O'Connor, MWF 1:10-2:00 p.m. 3 credits**

**03 Dr. Chambers, TR 10:50-12:05 p.m. 3 credits**