

# GONZAGA UNIVERSITY

## HISTORY DEPARTMENT

SPRING 2014



### *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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### *Letter from the Chair*

My father-in-law was a high school history teacher in the 1960s and 1970s. He fondly remembers his time in the classroom, recalling how he taught U.S. history backward—not with his back to the students, but teaching it from the present to the more distant past. This method, still used in many classrooms today, has been successful because it enables students to understand their own lives as they relate it to events they themselves have experienced. Students are asked to connect their parents' lives to events in the shared past, and their grandparents to the events that shaped their own generation, and so on. The method works because it demonstrates the relevance of history in our lives in a personal way.

But *is* history relevant? Does history really *matter*? Your professors are experts in their fields, but their greatest ambition—their calling as teachers—is to connect your study of history to something that matters, something that you can easily recognize: *you*. You are part of this world, and the events that are happening in your lifetime *matter*. Open the newspaper or go to a news website and you will find stories about national health care, immigration reform, the gun control debate, union strife in London, continued violence between Israelis and Palestinians, and the crisis in Ukraine. You have heard the cliché: “To be ignorant of what came before you is to always remain a child.” It’s true! To fully understand these stories and events, we need historical context.

History takes us on a journey, along which each of us attains a deeper and broader understanding of the human experience. History is also relevant to your professional development, and history serves as the foundation of and prepares you for success in all the disciplines. To succeed in the discipline of Psychology, it certainly helps to become familiar with the ideas of both ancient and early modern thinkers like Socrates and Locke, as well as to understand the social, political, and economic constructs in which the social sciences have developed in recent centuries. Likewise for students majoring in Business or Political Science. Can you truly understand contemporary American and world politics without an appreciation of the ancient Greek experiments in democratic self-government, without studying England’s modern parliamentary system, or without awareness of the foundation Virginia’s House of Burgesses laid for the rise of America’s democracy? Or, if you are studying contemporary social issues in Sociology, wouldn’t you benefit from understanding the history of gender, race, ethnicity, poverty, and wealth in America? Likewise, to study the teachings of Islam, Christianity, Zen, or Judaism, we must appreciate the societies and cultures in which these religions developed. What was the context in which readers received the great writings of William Shakespeare, Leo Tolstoy, Virginia Woolf, Ernest Hemmingway, and Jack Kerouac?

Why does Gonzaga encourage its students take courses in history? Because Gonzaga’s mission is to foster “a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet,” and in your history courses you will discover and reflect upon the development of civilizations, influential ideologies, pivotal wars, groundbreaking science and technology, the influence of religion, the impact of crucial social movements, and the emergence of powerful and meaningful new forms of artistic expression. Yes, history is relevant; history matters. — **Dr. Robert Donnelly, Chair**

# PHI ALPHA THETA

Gonzaga's Xi-Gamma chapter of Phi Alpha Theta, the National History Honor Society, welcomes **thirteen new members** this spring. Please consider joining during our next membership drive early next fall. To be considered, applicants must have completed 12 credits in History courses, have a 3.1 GPA in their history courses and an overall GPA of 3.0. Contact the faculty advisor Dr. Ostendorf for more details: ostendorf@gonzaga.edu

**Tutoring** is available every Tuesday and Thursday evening in College Hall Room 402 from 6 to 8 p.m. Drop in any time for assistance with studying, reading, writing, note taking, and source evaluating. Please bring appropriate course materials along for the most effective help. Contact Yvonne Carrick at yearrick@zgmail.gonzaga.edu if you are a PAT member and would like to become a tutor .

We are currently planning two **brown bag lunches** this semester open to all history students. The first will present advice from Senior History Majors on "Everything We Wished We Had Known BEFORE We Took the Senior Thesis But Never Asked" (March 20, 12:15 to 1:00 p.m. in College Hall 425). The second will be a presentation on determining if graduate school is the right choice for you, April 24, 12:15 to 1:00 p.m. in College Hall Room 424).

Nine members of the Xi-Gamma chapter of Phi Alpha Theta will be presenting their original research at the annual regional **Phi Alpha Theta Conference** this April in Coeur d'Alene. This is a wonderful opportunity for students to share their scholarship with other historians and engage further with the discipline of history.

In conjunction with the Career Center, Phi Alpha Theta held a **workshop** for fifteen students on how, in today's competitive the job market, to demonstrate the knowledge and skills they developed through taking history courses. We are hoping to hold a followup session preparing some material that explains to employers why they should hire a GU History student.

The society's **initiation ceremony** this spring will be held on March 28, from 4 to 6 p.m. in the Jundt Art Museum. All new members, once they have survived the initiation ceremony, will celebrate their introduction into our community of historians with their families, other Phi Alpha Theta members, and Gonzaga faculty. The Director of the Jundt Art Museum will give a guided tour of the current (and history related) exhibit "Manzanar: The Wartime Photographs of Ansel Adams" as a special bonus event.

## FACULTY NEWS

**Dr. Eric Cunningham**, the department's East Asian Specialist, and his wife Gretchen welcomed the birth of a baby son, **Frederick**, on November 22, 2013. Cunningham also welcomed the release of four publications in the last three months. The first is "Coincidentia Oppositorum to Ai (The Coincidence of Opposites and Love)," a translation of an address given by Japanese philosopher Nishida Kitarō in 1919, and several pages of commentary on the address itself. The publication appeared in the November 2013 edition of *Comparative and Continental Philosophy* (vol. 5, no. 2). The second is a chapter in a new book on Christian missions in China. The title of the book is *A Voluntary Exile: Chinese Christianity and Cultural Confluence since 1552*, edited by Dr. Anthony Clark (Lehigh Press, 2014). Cunningham's chapter is titled "A Glorious Failure: The Mission of St. Francis Xavier and Its Consequences on the China Enterprise." The third article, "Identity, Faith, and Power," appeared in the *Catholic World Report* on January 28, 2014.

## ***FACULTY NEWS (CONT'D)***

The fourth article, "Observations on Ex Corde and its Fitful Implementation" appeared in *Homiletics and Pastoral Review* on February 5, 2014. Dr. Cunningham is pleased to be offering **HIST 112: World Civilizations Since 1500** and **HIST 378: Zen, Modernity and the Counter Culture** in the Summer 2014 term.

**Dr. RáGena DeAragon**, whose research interests focus on medieval England, attended two conferences in England last summer, presenting a paper, "Doing Business with the Crown," at the International Medieval Congress at Leeds University. In it she discusses findings from research on women in 12<sup>th</sup>-century English royal records made possible in part by a grant from the Gonzaga Research Council. She also attended the Battle Conference on Anglo-Norman Studies in Cambridge. She was promoted to the rank of professor in September. Her review of *High-Ranking Women of Medieval Iceland and Yorkshire* appeared in *Medieval Prosopography*, vol. 28, last fall.

**Dr. Andrew Goldman** spent the fall teaching, traveling and learning, at Gonzaga and in the far northern hemisphere. In early October, he and his wife Amy traveled to Oslo, Norway for a week, to take part in an international conference on "Death in the Ancient World." He presented a paper based upon his work in the ancient cemeteries at Gordion (Turkey), exploring the Roman re-use of ancient burial grounds for their own dead. In addition to this trip, in January he traveled to Chicago, IL to present a paper on ancient military equipment at the 2014 annual national conference of the Archaeological Institute of America (AIA). His paper was the first he has presented on a new project, the examination of Roman helmets recovered from an underwater site off the Aegates Islands on the west coast of Sicily, where the final battle of the First Punic War took place in 241 BC. For those interested, he'll be speaking about this topic and the finds in the local AIA series at Spokane's Museum of Art and Culture (MAC) on Wednesday, April 2. In terms of publications, he authored a book review of "Rome and the Sword", a new study of the role of the sword (*gladius*) in the Roman military. The review appeared in the November 2013 issue of the *Journal of Roman Archaeology*. Aside from that, Finnegan (his Bernese Mountain dog) turned two in January, and all are welcome to come meet and play with him to celebrate, during his office hours on Wednesday mornings.

**Dr. Kevin O'Connor**, the department's specialist on Russia and eastern Europe, is working on a second edition of his book *The History of the Baltic States*, which was originally published by Greenwood Press in 2003. His review of *The Village and the Class War: Anti-Kulak Campaign in Estonia* (Central European University Press, 2013) will appear in an upcoming issue of the journal *Slavic Review*. On March 6, Dr. O'Connor gave a public presentation at Gonzaga University titled "Crisis in Crimea: A Historical Approach to Understanding the Ukrainian-Russian Relationship" and is planning to offer another version of this talk in April as part of Gonzaga's "Art and Craft of History" lecture series. Dr. O'Connor is looking forward to teaching his course **HIST 390: Europe in the Age of Fascism** at the Gonzaga-in-Florence campus during the first summer session. He is equally looking forward to sharing the podium with department chairman and post-1945 U.S. specialist Robert Donnelly, with whom he will be teaching **HIST 340: The Cold War** in the fall semester.

**Dr. Veta Schlingen** will present a paper at the **Pacific Northwest History Conference** in Vancouver, Washington in April. Her paper, "The 'Non-Citizenship' of Pacific Northwest Filipinos," will be featured in a session titled "U.S. Citizenship in the 1920s: Pacific Northwest Case Studies," which was organized by **Dr. Laurie Arnold**. In the same session Dr. Arnold will also be presenting a paper titled "Columbia Plateau Tries and United States Citizenship in the 1920s."

# *Carpe Aestatem!*

## **Seize the Summer!**

Beginning this summer, Gonzaga moves to a singular summer term, but we will continue to offer courses as “parts of term,” that is, we are still able to offer two sessions (formerly known as Summer Session 1 and Summer Session 2). But the Zagweb course listings will look different. Courses in the **first six weeks** (May 19 to June 27) of the summer term will be coded as “F” and courses in the **second six weeks** (June 30 to August 8) will be coded as “S.” The number following the code designates the section.

The History Department will be offering the following courses Summer 2014:

### May 19-June 27

**HIST 112.F1: World Civilization 1500-Present. Dr. Schlimgen, 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 fulfills 3 of the 6 required history credits in the A&S Core (in place of HIST 102).

**HIST 201.F1: 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 in the colonies, the establishment of the Constitution, westward expansion, cultural development, early reform movements, slavery, and the Civil War. HIST 201 fulfills 3 of the 6 required history credits of the A&S Core (in place of one 100-level course).

**HIST 202.F1: History of the US II. Dr. Donnelly, CG 242, 9:00am-12:00pm, MW. 3 credits.** This is a survey of events after the Civil War that 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 20<sup>th</sup> century, the course focuses on Progressive reform, the Great Depression, the World Wars, and domestic and foreign policy after 1945. HIST 202 fulfills 3 of the 6 required history credits of the A&S Core (in place of one 100-level course).

**HIST 378.F1: Zen Modernity and Counterculture. Dr. Cunningham, via internet. 3 credits.** This course is an in-depth study of the historical relationship between modern Japanese Zen Buddhism and the American counter-culture of the post-WWII period. Through readings and discussions of a number of religious, literary, and historical works, the course explores the degree to which the modern “reinvention” of an ancient Japanese religious tradition has influenced, and continues to influence western popular culture.

**HIST 390. FLO (in Florence): Europe in the Age of Fascism. Dr. O’Connor, 10:00am-11:35am, MTWR. 3 credits.** This course introduces students to the Fascist experience in Europe between 1919 and 1945. While the main focus is on Mussolini’s Italy, the course also considers the rise of authoritarian regimes during the interwar era and the varieties of “fascism” that appeared in Germany and other European countries.

June 30-August 8

**HIST 101.S1: Survey of Western Civilization I. Dr. O'Connor, 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 fulfills 3 of the 6 required history credits of the A&S Core.

**HIST 102.S1: Survey of Western Civilization II. Dr. Chambers, CG 241, 9:00am-12:00pm, TR. 3 credits.** A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes. HIST 102 fulfills 3 of the 6 required history credits of the A&S Core.

**HIST 112.S1: 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 fulfills 3 of the 6 required history credits in the A&S Core (in place of HIST 102).

**HIST 202.S1: History of the US II. Dr. Donnelly, via internet. 3 credits.** This is a survey of events after the Civil War that 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 20<sup>th</sup> century, the course focuses on Progressive reform, the Great Depression, the World Wars, and domestic and foreign policy after 1945. HIST 202 fulfills 3 of the 6 required history credits of the A&S Core (in place of one 100-level course).

## **COURSE OFFERINGS — FALL 2014**

### **LOWER DIVISION**

**HIST 101: SURVEY OF WESTERN CIVILIZATION I. 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: SURVEY OF WESTERN CIVILIZATION II. 3 credits.** 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. 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 201: HISTORY OF THE UNITED STATES I. 3 credits.** 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.

**(COURSE OFFERINGS CONT'D — FALL 2014)**

**HIST 202: HISTORY OF THE UNITED STATES II. 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, 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.

**UPPER DIVISION**

**HIST 301.01 Historical Methods. Dr. Donnelly, TR 8:00-9:15 a.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 303.01 Athens in the 5<sup>th</sup> Century BC. Dr. Goldman, MWF 10:00-10:50 a.m. 3 credits.** The history of ancient Greece from the Bronze Age through the end of the fifth century BC, with special emphasis on the city of Athens and its political, social, and economic landscape during Classical Greece.  
*Prerequisite: HIST 101 Minimum Grade: D*

**HIST 313.01 The Reformation. Dr. Maher, TR 9:25-10:40 a.m. 3 credits.** The figures, ideas, and events that produced the religious upheaval and disruption of medieval Christendom in the sixteenth century.  
*Prerequisite: HIST 101 Minimum Grade: D*

**HIST 316.01 Tudor & Stuart Britain. Dr. DeAragon, TR 1:15-2:30 p.m. 3 credits.** England and the British Isles 1485-1689, focusing on major developments in politics, religion, the arts, literature, philosophy, and science. This is the England of Henry VIII, Elizabeth I, Shakespeare, Sir Isaac Newton, Oliver Cromwell, and Charles II, when that nation became a player in European and world politics. The course will also consider the relationship of the peoples of the British Isles. Textbook: *Early Modern England 1485-1714: A Narrative History*.  
*Prerequisite: HIST 101 Minimum Grade: D*

**HIST 321.01 Age of the French Revolution. Dr. Balzarini, TR 2:40-3:55 p.m. 3 credits.** The political, social, intellectual, and religious history of Europe from the eighteenth century to 1815, including the Enlightenment, the fall of the ancient regime, the French Revolution, and Napoleon.  
*Prerequisite: HIST 102 or HIST 112 Minimum Grade: D*

**HIST 340.01 The Cold War. Dr. Donnelly and Dr. O'Connor, MW 6:15-7:30 p.m. 3 credits.** The focus of this course is the ideological and geopolitical confrontation between the superpowers that shaped the second half of the twentieth century. The course analyzes the origins of the Cold War, its global manifestations in Europe and the "Third World," as well as the effects of the Cold War on American and Soviet societies and cultures.  
*Prerequisite: HIST 102 or HIST 112 or HIST 202 Minimum Grade: D*

**(COURSE OFFERINGS CONT'D — FALL 2014)**

**HIST 355.01 The American West. Dr. Carriker, MWF 1:10-2:00 p.m. 3 credits.** An investigation into frontier American institutions and activities that have helped form the modern American character.

**HIST 363.01 Women in US History. Dr. Schlimgen, MWF 12:00-12:50 p.m. 3 credits.** An examination of the roles, experiences, and activities of American women from the colonial period to the 1970's.

**HIST 375.01 Modern East Asian Civilization. Dr. Cunningham, TR 10:50 a.m.-12:05 p.m. 3 credits.** This course is a focused integrated survey of East Asian civilization since the Late Ming period of China (around 1600 A.D.). Using the standard interpretive categories of politics, economics, society, and culture, the course will explore the historical inter-relationships between the rise of the Manchu (Qing) Dynasty and the unification of Japan; the historical inter-relationships between East Asian societies and western commercial expansion, including overseas missions to China and Japan; the explosion of western imperialism in the nineteenth century, including the Opium War and Taiping Rebellion; Japanese imperialism in China and Korea; the historical inter-relationships between Chinese communism and Japanese militarism; East Asia in the Cold War, and the pop-cultural influence on East Asia on the modern west. Students who take this course for international studies credit will be required to do an extra writing assignment that integrates the material of this course with their international studies focus. It is desirable but not required that students will have taken **HIST 112** prior to registering for this course.

**HIST 380.01 Colonial Latin America. Dr. Chambers, MWF 11:00-11:50 a.m. 3 credits.** A survey of colonial Latin American history that examines the contacts and patterns of conflict and accommodation among Europeans, Native Americans, and Africans that shaped the region's history.

**HIST 390.01 Medieval/Renaissance Italy. Fr. Via, MWF 9:00-9:50 a.m. 3 credits.** This course will open with the conflict between Gregory VII and Henry IV over ecclesiastical reforms and German political and religious involvement in Italy culminating in the victory of the Italian Communes over Frederick Barbarossa and the emergence of the imperial papacy. The course will continue with the discussion of the rise of commerce and industry in the Italian cities, communal government, and the emergence of a money economy. This will also bring us to a discussion of capitalism in Italian commerce, industry, and banking, setting the stage for the Italian Renaissance. The course will climax with an analysis of the literary and artistic Renaissance and will conclude with a study of the decline of political feudalism and the rise of the centralized state.

**HIST 401.01 Senior Thesis/Seminar. Dr. Goodrich, MWF 9:00-9:50 a.m. 3 credits.**

**HIST 401.02 Senior Thesis/Seminar. Dr. Ostendorf, TR 9:25-10:40 a.m. 3 credits.** 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. *Prerequisite: HIST 301 Minimum Grade: C.*



## History Exhibit on “Internment and Service”

History majors **Claire Meskers** and **Angie Piccolo** worked with **Professor Veta Schlingen** to design and install an exhibit on the experiences of Japanese Americans in the Inland Empire during World War II. The exhibit recently went up in the **Cowles Rare Book Room**, on the third floor of Foley Library. It is available to visit during the library’s regular hours, now until May 31. The exhibit explores the experiences of intern-



ment among Japanese Americans and Japanese immigrants in Washington State. It follows evacuation and incarceration. The exhibit also tells the story of Japanese Americans who lived in Spokane, outside of the evacuation zone. They grappled with wartime hostilities and, like internees, they also demonstrated their patriotism in a variety of ways.

Many people contributed to this great exhibit including Foley Archivist Stephanie Plowman, Professors Betsy Downey and Ann Ostendorf, Janice Ueda, archivists at WSU, Whitworth, UW, and the MAC, and the Shiosaki families of Spokane. This exhibit represents a wonderful collaboration between the History Department, Foley Library, and the Spokane community.

**FACEBOOK!** *The Gonzaga History Department has a Facebook page! “Like” us so that you can learn about our internship opportunities and happenings in the department. Faculty members also post trivia and links to interesting stories related to historical events. Also check out the **bulletin board** outside the history department where grad school, internship, and work –related opportunities are posted.*



### Upcoming Arnold Lecture: *The Geronimo Myth*

On Monday, March 31, 2014, the **Arnold Humanities Lecture** and the **Native American Studies Program** of Gonzaga University will present “The Geronimo Myth,” an illustrated presentation by Paul Andrew Hutton. The program will take place at 7:00 p.m. in the Wolff Auditorium in the Jepson School of Business, located at the end of N. Astor Street behind St. Aloysius Church. This presentation is free and open to the public

**Paul Andrew Hutton** is Distinguished Professor of History at the University of New Mexico. He has published widely in both scholarly and popular magazines and is a five-time winner of the Spur Award from the Western Writers of America and a six-time winner of recognition from the National Cowboy and Western Heritage Museum. The scriptwriter for many national parks’ films as well as a dozen television documentaries, he has appeared in over 200 network television programs. Dr. Hutton was historical consultant for the film, *Cowboys and Aliens*. As a public historian he has guest curated museum exhibits on the Alamo, the George Custer legend, Davy Crockett, and Billy the Kid. He recently completed *Lord of Apacheria*, a biography of Geronimo.