

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

Nobody said college would be easy. Taking 15, 16, or even 18 credits is challenging enough. Add to that your commitments to sports and clubs, the demands of a busy social life, and the expectations of your parents and everyone else, and you've got a perfect recipe for four years of anxiety.

But no one can (or should) try to operate at 100 percent efficiency all time. Given our modern world's unrelenting expectations of escalating productivity, it is now more important than ever to find ways to unwind and refresh oneself. Not for your professors or your future employers, but for YOU.

What I'm talking about is "quiet time." Those minutes and hours that are yours and yours alone, those unguarded moments when the clutter recedes into the background and you can actually listen to yourself think. It is when the world slows down and you can hear the happy chirping of birds, the low hum of your mini-fridge, or a gentle wind rustling through the leaves.

Screens and video games are a lot of fun, but that's not really "quiet time." After all, your phone rings, dings, and buzzes. Your screen wants, demands, and steals your attention. Scroll, click, and click again and again: nothing sucks up the minutes between our daily tasks quite like our sneaky little black mirrors.



I enjoy "quiet time" during the six or seven minutes it takes me to walk from my parking spot to my office. It is in such moments that I most fully appreciate the beauty of Gonzaga's campus and how fortunate I am to be part of this amazing and caring community. Life needs buffers. For me, that means starting and ending my day gently while confining the chaos to the middle.

Naps are quiet time. Some might argue that midday naps are the *best* quiet time. Your cat will surely agree. I ask you quite seriously: does your cat ever look stressed after waking from a nap?

Walks and hikes—that's quiet time. I also enjoy quiet time when I read a book for pleasure (since you asked, I just completed David Lynch's memoir *Room To Dream* and I am currently reading Gary Shteyngart's new novel *Lake Success*) or when I'm enjoying a cup of joe and a chocolate croissant at one of Spokane's many fine cafes.

You are not alone: *all* of us have piles of stuff heaped on our plates, things that need to get done yesterday. The demands on our lives can feel daunting, relentless, and sometimes inescapable. But if you're going to survive the pressure cooker of the college semester, eight semesters in succession, you'll need a strategy. Make "quiet time" an essential component of your strategy for success in college and in life. You'll be glad you did.

If you have a free moment, I hope you will write me at occonnork@gonzaga.edu and tell me what works for you. How and where do you find quiet in *your* life?

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Internships

An internship provides a valuable 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 academic credit. Each semester the History Department partners with the Foley Library Archives to provide one student with an on-campus internship opportunity. Be on the lookout for an email coming out soon on how to apply for this competitive internship.

Contact our internship coordinator, Dr. Ann Ostendorf (ostendorf@gonzaga.edu), for more information.



Woldson Internship is Perfect for History Students

The Woldson Performing Arts Center has provided Gonzaga students with an internship opportunity. The Woldson Center will feature rotating exhibits on the life and philanthropy of Myrtle Woldson. The History Department and the Digital Humanities Initiative have partnered to provide students with a forum to investigate, question, and write. “I think History majors and minors

are particularly well-suited for this internship because they know the historic context, they know how to analyze sources, and they are great at communicating the continuing significance of the past,” says Dr. Veta Schlimgen, the internship’s former faculty supervisor. Though she points out that the internship also seeks students from English, Philosophy, Sociology, Religious Studies, Classics, Native American Studies, Women and Gender Studies, and Fine Arts.

Be on the lookout for an announcement to apply for spring semester’s Woldson Internship.

Tutoring provided by Phi Alpha Theta

Gonzaga’s Xi-Gamma chapter of **Phi Alpha Theta**, the international History honor society, provides drop-in tutoring sessions to help students succeed in any History course, especially HIST 101, 102, 112, 201, and 202. Tutors will help students develop good strategies for note-taking, reading, studying, research, source analysis, and writing.



Fall semester tutoring sessions are held:

- Mondays and Wednesdays, 2:00-4:00 p.m. in the History Department Conference Room (College Hall 431F)

If you have questions about Phi Alpha Theta, please contact Dr. Eric Cunningham at cunningham@gonzaga.edu.

Upcoming Events

THE WILLIAM L. DAVIS, S.J. LECTURE SERIES PRESENTS

“TOWARD A SHARED NATIONAL NARRATIVE”

A LECTURE BY
TIMOTHY EGAN

- ▶ National Book Award Winner
- ▶ New York Times Op-ed Writer

Monday, April 8, 2019

Lecture 7:00 pm

Hemmingson ballroom, Gonzaga University

THIS PRESENTATION IS FREE AND OPEN TO THE PUBLIC
Visit gonzaga.edu/davislecture for more information

For more information, contact:
Robert Donnelly, History Department, 509.313.3691, donnelly@gonzaga.edu



Faculty News

“How I Used My History Degree this Summer”

Laurie Arnold, PhD

This summer, a curator for the “Art of Native America: The Charles and Valerie Diker Collection” exhibit at the Metropolitan Museum of Art invited me to write the (very short) Plateau exhibit label. The exhibit features 116 pieces of art from seven regions and it includes a broad array of Native art forms, ranging in date from the second century to the early twentieth century. Significantly, this exhibit hangs in the American Wing of the museum; it is the first time in the Wing’s 94-year history that Native art has been exhibited in this gallery.



Dr. Arnold at the opening reception

Two dozen Native scholars and artists advised on the exhibit and its curation and participated in interpreting the art and the culture regions. The private opening reception in early October featured performances and invocations in half a dozen Native languages, including a Lenape song which hadn’t been sung in 100 years. The words, songs, and art combined to Indigenize a space in one of America’s most important cultural institutions, and that transformation represents a new way forward for the museum. Max Hollein, the museum’s director, commented, “The presentation in the American Wing of these exceptional works by Indigenous artists marks a critical moment in which conventional narratives of history are being expanded to acknowledge and celebrate the contributions of cultures that have long been marginalized. The extraordinary gift of the Diker Collection has forever transformed The Met’s ability to more fully display the development of American art, enabling an important shift in thinking.”



The Met

At the reception I also met Grand Ronde elder Kathryn Harrison. She was in New York for her first meeting as a member of the Board of Trustees for the American Museum of Natural History. She is the first Native person to serve on that board and, coincidentally, at 94, she is the same age as the American Wing of the Met. Weeks later, I’m still feeling inspired by all that I witnessed that evening. The exhibit will be up for one year, but the changes initiated by the Met and the Museum of Natural History are permanent—the institutions have opened the door to breadth and inclusion, and those practices are now the new normal.

Tribal museums and archives have been Indigenizing narratives for decades, but visitors have far less access to those sites. National institutions have enormous reach and influence, and collaborations with tribes, Native scholars, and Native artists provide limitless opportunities to enhance our understanding of American pasts and contemporary Native American lives. I am a historian, and participating in this kind of interpretation is one way I’m using my training to change the world around me.

Faculty News, cont'd

We are delighted to welcome Post-Doctoral Teaching Fellow **Dr. Quin'Nita Cobbins-Modica**, who joins the history department this year. She received her Ph.D. from the University of Washington and specializes in African American Women's history in the American West. Her current research project examines black women's political activism and leadership in 20th century Seattle. Dr. Cobbins-Modica teaches the second half of the U.S. history survey from 1865 to the present and will teach a course on Black Women in the American West in the Spring.



Prof. Eric Cunningham, our East Asian specialist welcomes the publication of his third book, *The Luciferic Verses: The Daodejing and the Esoteric Roots of Chinese History* on November 1, 2018. This book, published by Academica Press (200 pages), consists of a new English translation of the *Daodejing* and six chapters of commentary based on an esoteric reading of early Daoism.

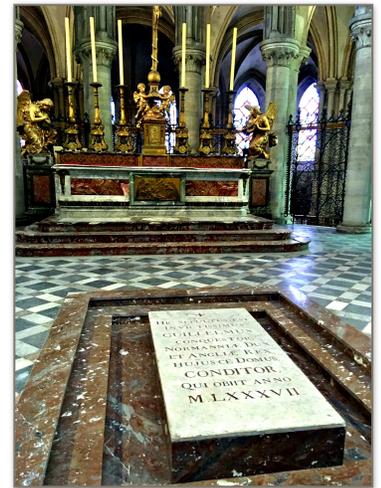


In September, Cunningham assumed duties as editor in chief for the modern Western Civilization and modern World Civilization courses on the Milestone Documents in World History online primary source database (<http://www.milestonedocuments.com/>). His duties include managing and updating several hundred primary source documents and associated material such as quizzes, overviews, and analytical essays. So far this semester, Cunningham has written and published over thirty analytical articles on topics ranging from the Viking invasions of Britain to Alexander Solzhnitsyn's critique of Soviet political culture.

He is presently at work preparing a new course on American military history that will appear in the catalog in the Spring of 2020.

Dr. RáGena DeAragon is on sabbatical for the 2018-2019 academic year, much of that time spent in England. Last spring she visited the burial sites of William the Conqueror and his wife Queen Matilda, as well as the execution site of Joan of Arc, in Normandy.

She plans to complete her book on the early de Veres, the earls of Oxford, and continue research on twelfth-century women. Her chapter, entitled "Power and Agency in Post-Conquest England: Elite Women and the Transformation of the Twelfth Century", will appear in *Medieval Elite Women and the Exercise of Power, 1100-1400*, which will be published early next year in Palgrave Macmillan's New Middle Ages series (www.palgrave.com/us/book/9783030013455). She also intends to visit ancient, medieval and renaissance sites in England, Spain, France, Italy, and Greece while abroad.



Tomb of William I, Caen, Normandy



Dr. Rob Donnelly will be on sabbatical in the spring. He will return next summer to teach HIST 202, and in the fall, he will teach HIST 202 and HIST 361, Post-WWII Presidency.



Dr. Andrew Goldman had – for once – a quiet summer in Spokane, hanging out with his family and working on his various writing projects. While he missed his annual trip to Turkey, it was lovely to stay at home after a very busy spring, which included trips around the country and lectures at various conferences, in Massachusetts, Pennsylvania, Oregon, Virginia, California, Texas and Montana. Dr. Goldman has now stepped down from his positions as Arnold Professor and chair of the Classical

Civilizations Department, and is enjoying his newfound obscurity and superfluous existence (outside of teaching and advising). For his next challenge, Dr. Goldman is at work with a colleague in Australia and his company, Lithodomos, to introduce Virtual Reality (VR) learning software into his HIST 302 class (Ancient Cities) in Spring 2019. Using reconstructions of ancient cities and sites including Rome, Pompeii, Delphi, Olympia and Athens, Dr. Goldman hopes to make Virtual Reality into a classroom reality in the near future. He is also excited about his new FYS course in Spring 2019, HIST 193 Pompeii: Fact and Fiction.

Dr. Kevin O'Connor's manuscript *The House of Hemp and Butter: A History of Old Riga*, has been accepted for publication by Northern Illinois University Press with an anticipated publication date of October 2019. As the very first general history of Riga (now the capital of Latvia) in the English-language, the monograph narrates five hundred years in the life of a European trading city from its founding in 1201 until its surrender to the Russian Empire in 1710. In other news, last summer Dr. O'Connor began a three-year term as department chair. Please be sure to bring him a form to sign; it makes him feel important.



Riga Embankment in 1572

Dr. Ann Ostendorf recently traveled to Bucharest, Romania to participate in a conference of the Gypsy Lore Society. She presented a paper titled: “Ambivalent Egyptians: Gypsies, Race and the Law in the Mid-Nineteenth Century United States.” The article from which this research was taken will hopefully be published soon with the *Journal of American Ethnic History*. Dr. Ostendorf has another article coming out this May in the journal *American Music*, titled “The Mythical Musical Boatmen: Integrating National Icons in Antebellum American Culture.” In April, she spent some time in New Orleans presenting “A Bohémien Community in Colonial Louisiana” at the Louisiana Historical Association Annual Conference, to celebrate the 300th anniversary of the founding of the city of New Orleans.



Dr. Ostendorf (back row, second from right) in Romania

History Program Requirements

Students participating in the History curriculum develop the ability to explain and interpret historical change and continuity in a variety of geographic and temporal contexts. They analyze both primary documents and secondary sources and then demonstrate the ability to communicate effectively on historical and contemporary issues. History students 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 Native American Studies, Religious Studies, International Studies, Classical Civilizations, Italian Studies, 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 2019 Course Offerings.

Also, be sure to search Zagweb for HIST courses that fulfill the A&S Core Global Studies, Writing Enriched and Social Justice requirements.

Spring 2019 Courses

Lower Division

HIST 101: SURVEY OF WESTERN CIVILIZATION I sec 01-02. 3 credits. Drs.

Goldman, Goodrich. A survey of the origins of western civilization in the Near East; classical Greek and Roman civilizations; Medieval Europe; and developments in Europe to 1648.

HIST 102: SURVEY OF WESTERN CIVILIZATION II sec 01-04. 3 credits. Drs.

Chambers, De Barra. A survey of European history from the seventeenth century to the present that emphasizes on ideas, politics, and social changes.

HIST 112: WORLD CIVILIZATION 1500-PRESENT sec 01-04. 3 credits. Drs.

Cunningham, Weiskopf. A survey of world civilization from the sixteenth century to the present with an emphasis on the different civilizations of the world and their interactions.

HIST 193: FYS – POMPEI – FACT AND FICTION sec 01. 3 credits. Dr. Goldman.

TR 9:25 - 10:40. This course is focused on the ancient Roman city of Pompeii and its immediate neighbors, using archaeological and textual evidence to explore the city's origins, its material culture and its pivotal role in helping us to reconstruct life under the Roman Empire. The course will also examine the rediscovery of the city over 250 years ago and the subsequent impact that it has had on our own culture — in books, films and other media — as well as our perception of the past.

HIST 201: HISTORY OF THE U.S. I sec 01. 3 credits. Dr. Ostendorf. MWF 9:00-9:50.

This is a survey of the United States from the colonial period to the end of the Civil War. Topics include the development of the colonies, their interaction with Native Americans, the revolution of the colonies, the establishment of the Constitution, westward expansion, cultural development, early reform movements, slavery and the Civil War.

HIST 202: HISTORY OF THE U.S. II sec 01-02. 3 credits. Drs. Cobbins-Modica, Rast.

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 twentieth 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 2019 Courses (cont'd)

Upper Division

HIST 301: HISTORICAL METHODS sec 01. 3 credits. Dr. Ostendorf, 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. It is highly recommended that this course be taken in the sophomore year in preparation for upper-division coursework.

HIST 302: ANCIENT CITY sec 01. 3 credits. Dr. Goldman, TR 12:25-1:40. This course is a survey of the development of the city in the ancient world. Students will explore urban forms and processes as they are shaped by - and as they shape - their social, cultural, economic and physical contexts. The course will focus on representative urban centers of the ancient Near East, Egypt, and the Mediterranean world, tracing the evolution of ancient urbanism from the Near East to the classical worlds of Greece and Rome. Pre-requisite: HIST 101 Minimum Grade: D or WGST 271C Minimum Grade: D. Cross-list equivalent: VART 403.

HIST 329: HITLER'S GERMANY sec 01. 3 credits. Dr. O'Connor, MWF 10:00-10:50. German history from 1918 to 1945. The causes, characteristics, and consequences of Nazi rule. Pre-requisite: HIST 102 Minimum Grade: D or HIST 122 Minimum Grade: D. Cross-list equivalent: INST 397.

HIST 376: TOKUGAWA JAPAN sec 01. 3 credits. Dr. Cunningham, MWF 8:00-8:50. This course is an in-depth study of Japan's "early modern" period, covering the years of the Tokugawa Shogunate (1603-1868). In addition to analyzing the political, economic, social, and cultural developments of Japan's centralized feudal period, the course takes a look at the theory of modernity and examines Japan's historical development in the context of modernization.

HIST 382: REVOLUTIONS IN MODERN LATIN AMERICA sec 01. 3 credits. Dr. Chambers, MWF 3:10-4:00. This course examines the origins, emergence, process, and consequences of major Latin American social and political revolutions in the twentieth century. It will investigate a variety of types of revolutions including different urban and rural movements, as well as groups that sought radical change from high politics to the grass roots level. Cross-list equivalent: INST 369.

HIST 390: BLACK WOMEN IN THE AMERICAN WEST sec 01. 3 credits. Dr. Cobbins-Modica, TR 12:25-1:40. This course examines the diverse experiences of black women in the American West from the late nineteenth century to the 1970s. We will consider the role race, gender, class, and region play in shaping the lives of women in prominent cities such as San Francisco, Seattle, Denver, Houston, Spokane, and Los Angeles. In addition, emphasis will be placed on their social activism and community-building efforts that largely contributed to the development of urban black communities throughout the U.S. West.

Spring 2019 Courses (cont'd)

Upper Division, cont'd

HIST 392: LATINA/O HISTORY sec 01. 3 credits. Dr. Rast, TR 3:15-4:30. The number of people of Mexican, Caribbean, Central American, and South American descent living in the U.S. is approaching 60 million, and their economic, social, cultural, and political influence continues to grow. This course will introduce students to the history of this population, from the 19th-century wars that brought northern Mexico, Cuba, and Puerto Rico under U.S. control, through the waves of immigration that brought new generations of Latinas/os to the U.S., through multiple generations of hardship, cultural transformation, and political mobilization, and finally to the issues and challenges of the 21st century. Major themes include military conquest and resistance, immigration, discrimination and segregation, labor and migration, community formation, gender and sexuality, religion, civil rights activism, the farmworker movement, cultural nationalism, the evolution of diverse Latinx identities, and the overarching context of U.S. relations with Latin America (including the forces of unity and division along the southern border).

HIST 393: HEALTH AND HEALING IN AFRICA sec 01. 3 credits. Dr. Weiskopf, TR 10:50-12:05. Disease is one of the enduring stereotypes connected to Africa – before the 1980s, it mainly consisted of classic ‘tropical’ diseases like malaria, sleeping sickness, and yellow fever. In more recent times, malnutrition, HIV/AIDS, and ebola have taken center stage. This class is not a chronicling of a continent ravaged by disease, but an exploration of the ways in which health and healing have shaped Africa’s history. This class interrogates how African understandings of health and practices of healing transformed from the precolonial through the post-independence periods. In particular, we will study the interrelationship between health and politics in African thought, the integration of western biomedicine into African systems of healing, and the changing disease landscape of capitalism, colonialism, and globalization.

HIST 394: DISUNITED KINGDOM sec 01. 3 credits. Dr. De Barra, TR 1:50-3:05. Britain. England. The British Isles. The United Kingdom. All the same thing, right? No, definitely not! In this course, we will explore how Britain and Britishness are modern inventions. We will adopt a “four nations” approach to understanding the history of what Norman Davies refers to as “The Isles.” Although our focus will be primarily on the development of Britain since 1707, we will begin our analysis by studying the ancient and medieval connections between the nations we know today as England, Ireland, Scotland and Wales. A number of key topics will be explored through the readings, including the steps to political union, the role of economic change, religion and education, poverty and social welfare, the rise of political radicalism, and the changing face of national identity. We will conclude our course by discussing the United Kingdom in the twenty-first century, and examine whether the demand for Scottish independence and Brexit mean that we will see a “Disunited Kingdom” in our life time.

Spring 2019 Courses (cont'd)

Upper Division, cont'd

HIST 394: NATIVE AMERICAN ACTIVISM sec 02. 3 credits. Dr. Arnold, T 6:00-8:30pm.

All activism is political, but in this course, we will consider activism through two different lenses: political, designed to effect policy changes; and cultural, designed to reinforce traditional cultures and practices of the communities we will study. In addition, we will identify gender balances in activist movements throughout the twentieth and twenty-first centuries. While women largely take the lead in cultural activism, and while men more commonly engage in political activism, women and men have emerged as leaders across numerous and varied activist movements.

HIST 401: SENIOR RESEARCH SEMINAR/THESIS. Sec 01. 3 credits. Dr. Goodrich, MWF 8:00-8:50. 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.

Summer 2019 Courses

Tuition is discounted in the summer nearly 25%! It's the perfect time to jump ahead in your coursework or catch up. Seize the summer!

Summer 1 (May 20-June 28)

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

HIST 202, History of the U.S. II, Dr. Donnelly, TR 9:00-12:00

HIST 383, History of Mexico, Dr. Chambers, via internet. This course is a survey of Mexican history from the Aztec wars to the present. Cross-list equivalent: INST 377.

Summer 2 (July 1- August 9)

HIST 102, Survey of Western Civilization II, Dr. Chambers, TR 9:00-12:00

History Department Faculty

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

arnoldl@gonzaga.edu

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

chambersk@gonzaga.edu

Quin’Nita Cobbins-Modica, Ph.D., University of Washington, 2018. Specialty: African-American Women’s history and the American West. cobbins-modica@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; Renaissance; early modern Europe; women in western civilizations; Britain. dearagon@gonzaga.edu

Caoimhín De Barra, Ph.D., University of Delaware, 2014. Specialty: Irish, British and French history; nationalism; imperialism. debarra@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@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.

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

Julie Weiskopf, Ph.D., University of Minnesota, 2011. Specialty: African history. weiskopf@gonzaga.edu

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