

# History at GONZAGA UNIVERSITY

*MISSION: To engender an informed, critical, and articulate sense of the past, an appreciation for the diversity of human experience, and an awareness of the role of tradition in shaping the present.*

## Letter from the Chair

### **I am a professional historian, but I did not major in History in college.**

I first tried my hand at a Business major: but one accounting class and another in business law were enough to convince me that business just wasn't for me. After absorbing a few Psychology courses, I next considered a major in brain studies, but that ended after a change of mind. And while I did enroll in some History courses here and there, to me a History major seemed about as likely (and as useful) as a specialization in Advanced Pole Vaulting.

The fact is that I wasn't an especially good student during my first two years of college. Happiest in my reading cocoon, I loved books and learning, but my class attendance was inconsistent, my studying was unfocused, and my performance was lackluster.

After four semesters of feasting at the academic buffet, taking teeny bites of this and that, I eventually settled on Political Science, a choice that was inspired in part by my belief that this was a "practical" degree with which you could "do something." But that wasn't the only reason: studying political science would allow me to learn more deeply about international relations, which were being upended in the late 1980s in a most fascinating way. That a Republican president, bonzo for capitalism and the American Dream, had come to regard his Soviet counterpart as a "different kind" of communist, and even as a personal friend, testifies to the profound change in atmosphere during the Reagan years.

### **INSIDE THIS ISSUE:**

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Promising change and flashing a winning smile, Mikhail Gorbachev opened his struggling country to an outside world it had earlier loathed and feared. In came popular American products like Coca-Cola and Levis, McDonalds and Agatha Christie, porn videos and rock music. While piano man Billy Joel and Police-man Gordon Sumner went (Back) to the USSR, to the USA came Yakov Smirnoff, whose wide-eyed observational humor revealed a gentler side to the proverbial Russian soul. And the more the young Kevin O'Connor learned about this haunted and mysterious land, the more he thought: "What a country!"

It was just at this moment, in the spring of 1988, that I enrolled in a series of courses on European politics, the Soviet system, and international relations. I had at last found "my thing." And my thing turned out to be Russia.

## Letter from the Chair, cont'd

In no time I was hooked. I started taking courses with Professor Erik Hoffman, the Political Science department's slender, white-haired, and slow-spoken expert on all things Soviet and communist. The amiable Dr. Hoffman would often begin our class on Soviet politics by sharing the news from Moscow, by telling a Soviet political joke, or by reading Comrade Gorbachev's latest speech. Some evenings the professor would screen the exciting new films that were themselves a product of the country's famous "openness" (*glasnost*) campaign. Classes were lively and informative, and, of course, we were all convinced that a new era of American-Soviet cooperation was at hand. (If only one could major in Futurology!)

I should also add that for the first time in my college career I was earning A's. My choice of major did not come to me quickly or easily. Until I made my decision, I struggled with courses and professors and materials to which I was often indifferent. As for my future, all I could see was the vastness of empty space without even the slightest thought of a career at NASA. I was terrible at history (I earned a D in HIST 201), but somehow I was good at political science. But even then I realized that it was the "history" part of "political science" that commanded my attention, even as the distinction between the two seemed so blurry at the time. After all, history in the late 1980s was being made in real time!

When I began my undergraduate career the Cold War was still very much alive. By the time I graduated in 1989, the Berlin Wall was just about to fall and US-Soviet tensions had dissipated. Perhaps I just got lucky, for I had gone to college during a rare moment when the divisions that separated the "real world" from the academy seemed to have melted away. At last I felt like I was studying something that really mattered.

Of no less importance to my future career was an inspiring teacher who taught a subject that fascinated me. Dr. Hoffman showed me a world that I had hitherto known only through the lens of Cold War propaganda. While I had grown up believing that the USSR was little more than an "evil empire," in my classes with Dr. Hoffman I encountered human beings trying to figure out how to improve their lives and their very flawed system.

Dr. Hoffman was a wonderful guide to the awful Soviet system and to the chaotic world in which it had taken root. He had lived and traveled in Russia, he could speak the language, and he could rip a good yarn: I still recall (and repeat) the stories he told about life, love, and vodka in the socialist fatherland. My eyes and ears were opened. I was intellectually awake. And I was thirsty for knowledge.

While my focus on history as a career path would have to wait until graduate school, at least now I knew what ignited my passion. Figuring out what one really loves—as opposed to what others *expect* from us, or what something can *do* for us—can sometimes be the most significant hurdle standing between our present-day ourselves and our possible futures.

I shall end with a quote from the Bard: "To thine own self be true." It's not just some Shakespearian aphorism: it's a time-tested formula for happiness and success.



Dr. Kevin O'Connor

## Upcoming Events

### The Annual Art & Craft of History Lecture

Reclaiming the BlackPast: Black Women in Pacific Northwest History  
Featuring Dr. Quin’Nita Cobbins-Modica

**Wednesday, April 24**  
**at 5:30 p.m.**  
**Wolff Auditorium**

African American women have historically comprised a small number in Pacific Northwest history but made a significant impact on the cultural, political, social, and economic landscape of the region. This lecture will focus on the work of one historian and how she recovers these often untold histories of African American women and make them accessible to broader publics through digital history. We will learn about her role at Blackpast.org, the largest online African American and Global African reference center, and how she works to turn the practice of history into a collaborative, technological and educational endeavor.

## ~Graduation Lunch~

**Saturday, May 11, 2019**  
**11:30-1:00 pm**  
**Humanities Building 153**

Graduating History and Classical Civilizations majors and minors, please join your HIST and CLAS professors for lunch. *Bring your family!*

**RSVP to [goeller-bloom@gonzaga.edu](mailto:goeller-bloom@gonzaga.edu) with number attending by May 6.**

## 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 for more information:

- ~ through May 2019, Dr. Ann Ostendorf ([ostendorf@gonzaga.edu](mailto:ostendorf@gonzaga.edu))
- ~ after May 2019, Dr. Veta Schlimgen ([schlimgen@gonzaga.edu](mailto:schlimgen@gonzaga.edu))

## In the Classroom

### Making Virtual Reality a Classroom Reality: A New Classroom Project

The History Department is venturing into new territory this semester – virtual territory, to be precise. Virtual Reality (VR) platforms have become increasingly popular among gamers, and now they are coming to the classroom, courtesy of a Faculty Development Grant from the College of Arts & Sciences. This funding is allowing Prof. Andrew Goldman to incorporate reconstructions of the ancient world into his HIST 302 course, within which students examine and explore ancient cities and sanctuaries in Mesopotamia, Egypt and the Mediterranean.



A VR landscape of ancient Olympia and the Temple of Zeus, produced by Lithdomos VR.

The genesis of the project was quite accidental: Dr. Goldman was visiting with the excavation team at ancient Pessinus in Turkey during the summer of 2013 and met with Dr. Simon Young, an expert in ancient landscapes. Several years later, Dr. Young established a new company in Melbourne, Australia, called Lithdomos VR. The company began to produce highly researched, high quality virtual landscapes for touristic purposes, gathering over \$1 million of funding in their first year of operation. The key to the new technology was its ease of use and affordability: simple viewers (of cardboard!) are used, in conjunction with an app downloaded to one's cell phone. Download app, place the phone in the cardboard viewer, and Huzzah! You are in the virtual world of antiquity. Easy peasy.

So easy, in fact, that Dr. Goldman and Dr. Young decided to take the natural next step and introduce the technology and reconstructions into the classroom this spring. In early January, when Dr. Young came to Gonzaga and spoke to interested faculty members about the project, they established that Gonzaga would act as the Alpha Tester for the new VR tech, in order to explore classroom applications of these VR materials within undergraduate courses. They are particularly interested in one overarching question: Can this technology

move beyond the simple “Wow!” response it has received and offer an effective learning environment for the students? Can students learn better from a VR simulation than from a Powerpoint presentation?

While the jury is still out on whether or how effective this new technology is in the classroom, GU history and classical civilizations students are getting a unique opportunity to sample cutting edge technology as part of their coursework. In February, they participated in a cross-continental webinar – between Barcelona, Melbourne and Spokane – with Dr. Young and his team of VR designers, in order to learn more about how these landscapes are constructed. And perhaps most exciting for the participants: at the end of the semester student teams will present their own researched ancient landscapes to a jury panel, and the winning team



Students in HIST 302 speak with Dr. Young during a webinar on VR reconstructions on February 21. (photo by A. Goldman)

## Phi Alpha Theta



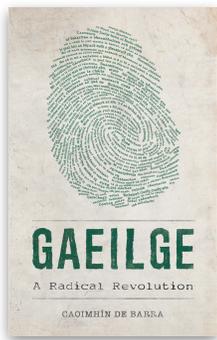
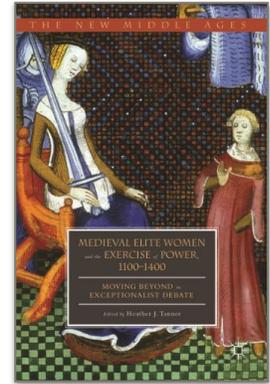
The Gonzaga Xi Gamma Chapter of the Phi Alpha Theta History Honors Society is pleased to announce the induction of the following new members for the 2018-19 academic year:

Faisal Aldakhail, Mary C. Babcock, John C. Bergerson, Sarah Lynn Hall, Dale Hunt, Julian E. Moreno, Logan Andrew Dale Rank, Julia A. Regalbuto, Jessica A. Stranger, Allison Streicher, Alexis N. West

## Faculty News

**Dr. RáGena DeAragon** is on sabbatical in England, working on her book project about a medieval aristocratic family and attending talks and exhibits. Her favorite so far was a British Library exhibit of Anglo-Saxon manuscripts, including the oldest complete Bible in Latin, the Codex Amiatinus, weighing over 75 pounds. Her chapter in Medieval Elite Women and the Exercise of Power, 1100-1400 is now in print and available on Google Books.

This fall she will be offering a course of social and cultural history, Sex and Gender in European History, tracing the development of ideas about male and female and exploring contributions of women to western civilizations.



**Dr. Caoimhín De Barra's** second book *Gaeilge: A Radical Revolution* was published in March 2019 by the Currach Press. By examining both the history of the Irish Gaelic language and contemporary attitudes towards it, the book offers suggestions for how to improve the position of the language within Irish society.

**Dr. Robert Donnelly** will teach HIST 202—online and on campus—this summer in the first session. This fall, he will teach HIST 193: The 1960s and HIST 202.



**Dr. Andrew Goldman** has been working **virtually** non-stop lately – in virtual reality, that is. Beginning in the Fall 2018 semester, he established a connection with Lithodomos VR, an Australian company based in Melbourne which specializes in VR landscape reconstructions of ancient cities and sites. He has begun to include VR reconstructions in his HIST 302 (Ancient Cities) course; more about that elsewhere in this newsletter. Needless to say, it is keeping Dr. Goldman on his toes.



He has also introduced a new Freshman Year Seminar (FYS) course into the History Department curriculum this semester, HIST 193: Pompeii, Fact and Fiction. He and 19 first-year students are exploring the society and remains of ancient Pompeii, learning both fact and fiction about the ancient Roman world as well as examining how we view Pompeii today in our books, films, movies and music. Other than that, it is business as usual: lectures at Ohio State University and Kent State University last fall, preparing for a research study season at Sinop for the summer of 2020, and publishing material from that site as well as ancient Gordion. For those interested, Finnegan and Pistol are fine and send their best wishes.

## Faculty News, cont'd

**Dr. Ann Ostendorf** has been awarded a Fulbright Scholar grant to teach at the University of Tokyo and Japan Women's University next academic year. The Fulbright Program, which aims to increase mutual understanding between the people of the United States and the people of other countries, is the flagship international educational exchange program sponsored by the U.S. government. Fulbright alumni have become heads of state, judges, ambassadors, cabinet ministers, CEOs, and university presidents, as well as leading journalists, artists, scientists, and teachers. Dr. Ostendorf is incredibly excited to participate in this prestigious program and looks forward to sharing her cultural and historical insights with Gonzaga's History students when she returns.



University of Tokyo



*Music in the Early American Republic*

In addition, her article "Contextualizing American Gypsies: Experiencing Criminality in the Colonial Chesapeake" has just been published in the *Maryland Historical Magazine's* Fall/Winter issue. And, her piece on "Music in the Early American Republic," is the featured article from the Organization of American Historians' February issue of *The American Historian*. It can be accessed here: <https://tah.oah.org/february-2019/music-in-the-early-american-republic/>

**Dr. Ray Rast** has begun a three-year term as a member of the Spokane Historic Landmarks Commission. Nominated by the mayor and approved by the city council, Dr. Rast joins ten other residents of Spokane and Spokane County on a commission tasked with preserving and protecting Spokane's historical, architectural, and archaeological resources. The commission's responsibilities include reviewing properties nominated to the Spokane Register of Historic Places and the National Register of Historic Places and reviewing plans for physical changes to those properties.



Dr. Rast also recently completed an "Interpretive Plan" for Our Lady of Guadalupe Mission Chapel in San Jose, California. Given this building's association with Cesar Chavez and Mexican American civil rights, labor rights, and social justice activism during the 1950s and 1960s, Dr. Rast nominated the building for National Historic Landmark status. After Secretary of the Interior Sally Jewell approved the designation in January 2017, stakeholders commissioned the "Interpretive Plan" to guide their efforts to create walking tours, historical exhibits, k-12 lesson plans, and other means of helping visitors understand the building's historical significance. If you are interested in learning more about careers in historic preservation, feel free to talk to Dr. Rast and look for his course on "Public History" in Spring 2020.



**Dr. Julie Weiskopf** gave Seattle University's Al Mann Lecture in February. The title was "'My Heart Pushed me that I should also Know': Oral Histories of Tanzania's National Adult Literacy Campaign."

# History Program Requirements

## Degree Guide for the College of Arts and Sciences: 2018-2019

### B.A. HISTORY

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#### COLLEGE of ARTS & SCIENCES Language Requirement

All students who major in the College of Arts & Sciences are required to demonstrate competence in a second language. For complete details: <https://www.gonzaga.edu/college-of-arts-sciences/about/information-for-students/language-requirement-information>

Credits Sem/Yr


#### UNIVERSITY CORE REQUIREMENTS:

##### ► FUNDAMENTAL CORE COURSES

###### Year 1: Understanding & Creating

	Credits Sem/Yr
<i>Writing</i> ENGL 101 Writing (fulfills 3 credits Writing Enriched)*	3
<i>Reasoning</i> PHIL 101 Reasoning	3
<i>First Year Seminar</i> 193	3
<i>Communication &amp; Speech</i> COMM 100 Communication & Speech	3
<i>Math</i> MATH (must be above Math 100)	3
<i>Scientific Inquiry (2cr + 1cr lab)</i> BIOL or CHEM or PHYS 104/104L (taken year 1 or 2)	3

###### Year 2: Being & Becoming

	Credits Sem/Yr
<i>Christianity &amp; Catholic Traditions</i> RELI (see approved list)**	3
<i>Philosophy of Human Nature</i> PHIL 201 Philosophy of Human Nature	3

###### Year 3: Caring & Doing

	Credits Sem/Yr
<i>World/Comparative Religion</i> RELI (see approved list)** (fulfills 3cr Global Studies)*	3
<i>Ethics</i> PHIL 301 Ethics or RELI 330 Principles-Christian Morality	3

###### Year 4: Imagining the Possible

	Credits Sem/Yr
<i>Core Integration Seminar</i> 492	3

**NOTE: some courses have pre-requisites, check the catalog carefully!**

##### ► BROADENING COURSES - see approved list\*\*

	Credits Sem/Yr
Social & Behavioral Science	3
Literature	3
History	3
Fine Arts & Design	3

##### ► REQUIRED COURSE DESIGNATIONS - see approved list\*\*

	Credits Sem/Yr
*Writing Enriched	9 total
Social Justice	3 total
*Global Studies	6 total

\*\*for list of approved RELI, Broadening & Designated courses, see: <https://my.gonzaga.edu/academics/undergraduate-programs/general-degree-requirements-procedures/university-core>

#### B.A. HISTORY: 33 CREDITS

##### LOWER DIVISION 12 Credits

Course	Course Title	Credits	Grade
HIST 101	Survey of Western Civilization I	3	
HIST 201	History of USA I	3	
HIST 202	History of USA II	3	

##### Select one of the following two courses:

Course	Course Title	Credits	Grade
HIST 102	Survey of Western Civilization II	3	
HIST 112	World Civilization 1500-Present	3	

##### UPPER DIVISION 21 Credits

Course	Course Title	Credits	Grade
HIST 301	Historical Methods	3	

##### Select one of the following two courses:

Course	Course Title	Credits	Grade
HIST 401	Research Seminar	3	
HIST 499	Honors Thesis	0	

(HIST 499 - for Honors level students & with department approval)

##### HIST Elective Courses: 15 Credits

Select at least one course in each of the following 4 areas:

(see Page 2 on the reverse side for area course listings).

NOTE: HIST 497 may be taken as elective credits, but does not fulfill any of the 4 area requirements for majors.

(A maximum of six credits from HIST 210-299 may be used to satisfy the elective courses requirement).

##### 1. Non-Western or Developing Areas: Credits Grade

HIST		

##### 2. Pre-Modern Europe: Credits Grade

HIST		

##### 3. Modern European: Credits Grade

HIST		

##### 4. U.S. History: Credits Grade

HIST		

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 Fall 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.

## NEW: Latin American & Asian History Minors

The Department of History is pleased to announce its new interdisciplinary minors in **Asian history** and **Latin American history**. Each of the new minors requires eighteen (18) credits: students will complete six (6) credits at the 100-level in addition to twelve (12) elective credits.

To complete the **Latin American history minor**, students must take HIST 101 and *either* HIST 102 *or* HIST 112 for a total of six (6) credits at the 100-level. The twelve (12) elective credits will be drawn from select courses in the HIST catalog (HIST 380, HIST 381, HIST 382, HIST 383, HIST 384, and a new course in Latino History). The elective credits may include a maximum of three (3) elective credits from the following courses: SOCI 322, POLS 352, SPAN 307, SPAN 410, SPAN 416.

To complete the **Asian history minor**, students must take HIST 112 and *either* HIST 274 *or* HIST 275. The twelve (12) elective credits will be drawn from select courses in the HIST catalog (HIST 370, HIST 374, HIST 375, HIST 376, HIST 378, and a new course called The Pacific World). The elective credits may include a maximum of three (3) elective credits from the following courses: SOCI 326, RELI 353.

### Asian History Minor

Required courses (6 credits)

Course	Course title	Credits
HIST 112	World Civilization 1500-Present	3
HIST 402	Minor Summation Project	0

Choose 1 of the following:

HIST 274	China Past and Present	3
HIST 275	Japan Past and Present	3

Elective courses (12 credits)

Course	Course title	Credits
HIST 370	Foundations of East Asian Civ.	3
HIST 374	Maoist China	3
HIST 375	Modern East Asian Civilization	3
HIST 376	Tokugawa Japan	3
HIST 378	Zen, Modernity, and Counter-culture	3
HIST 390	The Pacific World	3

Elective credits may include a maximum of 3 credits from the following courses:

Course	Course title	Credits
SOCI 326	East Asian Society	3
RELI 353	Buddhism	3

### Latin American History Minor

Required courses (6 credits)

Course	Course title	Credits
HIST 101	Western Civilization 1	3
HIST 402	Minor Summation Project	0

Choose 1 of the following:

HIST 102	Western Civilization 2	3
HIST 112	World Civilization 1500-Present	3

Elective courses (12 credits)

Course	Course title	Credits
HIST 380	Colonial Latin America	3
HIST 381	Modern Latin America	3
HIST 382	Revolutions in Latin America	3
HIST 383	Mexico	3
HIST 384	Women in Colonial Latin America	3
HIST 390	Latino History	3

Elective credits may include a maximum of 3 credits from the following courses:

Course	Course title	Credits
SOCI 322	Latin American Society	3
POLS 352	Latin American Politics	3
SPAN 307	Survey of Latin American Literature	3
SPAN 410	Intro to Latin Amer. Civ & Cultures	3
SPAN 416	Latin American Cinema	3

## 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

## Fall 2019 Courses

### LOWER DIVISION

**HIST 101: SURVEY OF WESTERN CIVILIZATION I sec 01-02. 3 credits. Drs. \*DeAragon, De Barra, Goldman, Goodrich.** A survey of the origins of western civilization in the Near East; classical Greek and Roman civilizations; and developments in Europe to 1648. **Core: History; \*Writing Enriched**

**HIST 102: SURVEY OF WESTERN CIVILIZATION II sec 01-04. 3 credits. Dr. O'Connor, MWF 11:00-11:50.** A survey of European history from the seventeenth century to the present with emphasis on ideas, politics, and social changes. **Core: History**

**HIST 112: WORLD CIVILIZATION 1500-PRESENT sec 01-04. 3 credits. Drs. Cunningham, \*Schlimgen, Weiskopf.** A survey of world civilization from the 16th century to the present with an emphasis on the different civilizations of the world and their interactions. **Core: History; Global Studies; \*Writing Enriched**

**HIST 193: FYS – POMPEI – FACT AND FICTION sec 01. 3 credits. Dr. Goldman. MWF 1:10-2:00.** 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. **Core: FYS**

**HIST 193: FYS – THE 1960s. 3 credits. Dr. Donnelly. TR 9:25-10:40.** This section of the First-Year seminar will discuss the political ideologies, social movements, and cultural revolutions that emerged in America after World War II – as reactions to the Cold War, social injustice, and changes in ideals – that have influenced our contemporary politics, society, and culture. By examining just the 1960s in America, we will be able to better understand some of the political, social, and cultural issues that are most important to us today. While we will follow a historical narrative, “The 1960s” will use basic modes of inquiry and expression from a variety of disciplines, including music, literature, political science, and sociology. **Core: FYS**

## Fall 2019 Courses (cont'd)

**LOWER DIVISION, cont'd**

**HIST 201: HISTORY OF THE U.S. I sec 01-02. 3 credits. Dr. Chambers. MWF 9:00-9:50 & 10:00-10:50.** 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. **Core: History**

**HIST 202: HISTORY OF THE U.S. II sec 01-04. 3 credits. Drs. Cobbins-Modica, \*Donnelly, 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 20th century, the course focuses on Progressive Era reform, the Great Depression, the World Wars, and domestic and foreign policy after 1945, particularly civil rights, social policies, and the Cold War. **Core: History; \*Writing Enriched**

**UPPER DIVISION**

**HIST 301: HISTORICAL METHODS sec 01. 3 credits. Dr. O'Connor, MWF 2:10-3:00.** 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 331: WORLD WAR II sec 01. 3 credits. Dr. Cunningham, MWF 8:00-8:50.** The causes, conduct and consequences of the Second World War. **HIST: Modern Europe; Non-West/Dev Area**

**HIST 360: Pacific Northwest History sec 01. 3 credits. Dr. Cobbins-Modica, TR 12:25-1:40.** The social, economic, political, and cultural development of the Pacific Northwest from the late eighteenth century to the present. The primary geographical focus is on Washington, Oregon, and Idaho. The course focuses on three overarching themes: the region's social and cultural diversity, competition over the region's natural resources, and the development of regional identity. **HIST: U.S.**

**HIST 367: Citizenship in the U.S. sec 01. 3 credits. Dr. Schlingen, MW 3:10-4:25.** 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 democratize 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. Cross-list equivalent: SOSJ 341. **Core: Social Justice; HIST: U.S.**

## Fall 2019 Courses, cont'd

**UPPER DIVISION, cont'd**

**HIST 380: Colonial Latin America sec 01, 3 credits. Dr. Chambers, MWF 1:10-2:00.** A survey of colonial Latin America that examines the contact, conflict, and accommodation among Europeans, Native Americans, and Africans that shaped colonial Latin America. Cross-list equivalents: INST 397, NTAS 397. **HIST: Non-West/Dev Area**

**HIST 391: Later Roman Empire sec 01, 3 credits. Dr. Goodrich, MWF 9:00-9:50.** This course will examine the Later Roman Empire (AD 180-363). This was a tumultuous time in the history of the Empire, which saw the State flirt with dissolution (the military and civil upheavals of the third century crisis), alternate models of rule (the Tetrarchy), and finally, consolidation under a single ruler (Constantine). It was also a period of profound religious change: Christians, who were a persecuted minority at the beginning of this period, received imperial support and began to supplant other systems of belief. Through a close reading of primary sources we will focus our attention on the political, religious, and social changes that characterized this interesting and exciting period. **HIST: Pre-Modern Europe**

**HIST 391: Sex and Gender in European History sec 02, 3 credits. Dr. DeAragon, TR 12:25-1:40.** How have western societies ancient to early modern understood the categories of male and female? How have concepts of identity changed and intersected with power, privilege and status? What have women, individually and collectively, contributed to civilization? This survey will consider these questions, examining such topics as family, work, law, the sciences, literature, and sexuality, to *circa* 1600, when the foundations of modern western ideas about sex and gender were in place. Cross-list equivalent: WGST 380. **HIST: Pre-Modern Europe**

**HIST 392: Northern Ireland in the 20th Century sec 01, 3 credits. Dr. De Barra, TR 1:50-3:05.** Northern Ireland was created in May 1921, and from the beginning, its politics was dominated by sectarianism and religious conflict. In order to maintain Protestant hegemony, the civil rights of the minority Catholic population were eroded, both overtly and covertly. Tensions came to a head in the 1960s, but this course will demonstrate how the seeds of violence were sown much earlier. Key events of the conflict such as Bloody Sunday, internment, the murder of Lord Mountbatten, the hunger strikes, the Enniskillen and Omagh bombings, and the steps to the peace process will be examined. We will attempt to understand the troubled history of Northern Ireland from the perspective of the two communities that live within it, as well as that of the British and Irish governments. **HIST: Modern Europe**

**HIST 393: African Environmental History sec 01, 3 credits. Dr. Weiskopf, MW 3:10-4:25.** This course explores the long-term history of Africans' dynamic interactions with their environments by interrogating how African environmental realities and Africans' conceptions of the environment shaped broader political, social and economic histories. Beginning in the precolonial period, we will trace how climatic variation, political and economic changes in the colonial period, and post-independence priorities transformed Africans' relationships with their environments. Cross-list equivalents: ENVS 397, INST 303. **HIST: Non-West/Dev Area**

**HIST 401: Senior Thesis/Seminar sec 01-02, 3 credits. Drs. \*Rast, Goodrich.** 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. **Core: \*Writing Enriched**

## History Department Faculty

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