

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

The History Department has been hustling and bustling with activity and energy this semester and I anticipate that at least the bustling will continue through next semester as well. This spring, we are offering a nice handful of new courses: Introduction to Native American History; Sex and Gender in European History; Activism and Protest in American History; and History of Modern South Asia. Please see our “Spring Course Offerings” (page 9) for course descriptions and descriptions for our other exciting offerings: The Holocaust; Athens in the 5th Century; the Age of Theodore Roosevelt; Mexico; World War II; and African American History.

You may also soon notice a few new faces popping up in the department next spring and certainly next fall. The History Department is currently conducting two faculty searches, one for a professor who will teach classes in Modern Western European History and another who will teach Middle East History or Africa. In fact, you may have the opportunity to participate in the searches by sitting in on classes and research talks and providing the department with feedback. These searches are, nonetheless, very bittersweet for our department. We are excited to open our doors to new colleagues and to expand our offerings, but we are also very sad to see two admired and distinguished colleagues—leaders in our department—leave us for retirement. Dr. Steve Balzarini and Dr. Ted Nitz will retire after next semester. Dr. Nitz started teaching History at Gonzaga in 1993 and became the director of International Studies in 2000, a dual administrative/teaching position he held for sixteen years. Dr. Balzarini arrived on campus in 1978 and became one of the most popular professors in the History Department and quite possibly on campus. Alumni still stop by the department just to chat with Dr. Balzarini. Dr. Nitz will teach the Holocaust this spring and Dr. Balzarini World War II (with Dr. Cunningham), so this may be the last time you will see these two great teachers in action.

The History Department is also very excited about three new minors we proposed early this semester. Next fall, we hope to offer new minors in Asian History, Latin American History, and Race and Ethnicity in History. We are also working on creating concentrations for History majors. We have already discussed concentrations in U.S. History, Modern Western Europe, Ancient & Medieval Europe, as well as concentrations that are similar to our new minors. Our goal with these new minors and major concentrations is to offer non-History majors a minor that connects their “passion” for History and international culture with their other studies, and offer our History majors the opportunity to specialize or “concentrate” in a specific field.

Big changes. Stay tuned for more information.

Happy Holidays

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Phi Alpha Theta



Gonzaga's Chapter of Phi Alpha Theta, the international History honor society, Fall recruiting season has come to a close, bringing eight new exceptional initiates into the Society.

If you missed the fall membership drive, please consider joining in the spring. You must have completed 12 History credits, have a 3.1 GPA in your History courses and an overall GPA of 3.0. Contact faculty advisor Professor Eric Cunningham (cunningham@gonzaga.edu) for more details.

PAT tutoring has resumed for the Fall Semester, and is offered Monday through Thursday, 3:00-4:00 in the History Dept. conference room (CG 431F):

Monday: Grace Muljadi
 Tuesday: Abby Williams
 Wednesday: Connor Heffernan
 Thursday: Roberto Morales

Preparations are underway for the **2018 Phi Alpha Theta Northwest Chapter Conference**. The conference will be held here at Gonzaga between the 19th and 21st of April. Students now enrolled in History 301 and 401—or any upper division course that requires a research-driven term paper should contact Professor Cunningham if they are interested in presenting their papers at next year's conference.

Upcoming Events

Playwright Mary Kathryn Nagle (Cherokee) and actor/playwright DeLanna Studi (Cherokee) will each do an evening program on **#InsteadofRedFace**. Their work and their use of that hash-tag focuses on the importance of Native voices directly represented in all levels of storytelling. Native playwrights and actors have been using this hash tag for more than a year; it's a specific indicator of who is writing/performing Native stories.

DeLanna Studi 'Instead of Red Face'
 February 26, 6:00 p.m.
 Wolff Auditorium

Mary Kathryn Nagle 'Instead of Red Face'
 March 19, 6:00 p.m.
 Wolff Auditorium

The events are free and open to the public.

These programs are sponsored by: Gonzaga's Native American Studies Program, Departments of History and Women's and Gender Studies, DICE (Diversity, Inclusion, Cultural Engagement), the Center for American Indian Studies, Faculty Senate Speakers Series, and the College of Arts and Sciences Dean's Office.

Internships

Looking for an Internship?

As the Woldson Performing Arts Center grows on the west side of campus, so, too, do the exhibits. Students from across the social sciences and humanities are doing internships this semester to build the physical and digital exhibits. Dr. Veta Schlimgen (History Department) and Dr. Katey Roden (Digital Humanities & English) are supervising student interns, and they are looking for new interns for Spring 2018. Interns will work with newspaper stories, digital displays, oral histories, and historic artifacts to build on-site and online exhibits. (Our exhibits will be located on the second floor of the new Woldson Center, on the left side in this architects' rendering.)



Dr. Schlimgen can tell you more about other internship opportunities. These include the Foley Internship (in the archives), docent work for the Titanic exhibit (at the MAC), building GU's oral history archive, or working on digital history projects. Email schlimgen@gonzaga.edu for details.

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



Faculty News

Returning from Sabbatical

Dr. Andrew Goldman has just returned from his sabbatical, somewhat relaxed after a year of working on various academic projects. After having survived the “Roman Myth and Mythmaking” exhibition, he spent the spring in Spokane and Philadelphia, preparing the manuscript for his upcoming book on Roman Gordion (nearly done, at last). Last February he gave an invited lecture at the University of Calgary, where he spoke about his work on the Montefortino helmets recovered from the sea bottom off the western coast of Sicily, at the location of the battle of the Aegates Islands (in 241 B.C.E.). He also finished a chapter on that material for the forthcoming volume on the archaeological survey of the undersea battle site, due out next month (Nov. 2017) in a monograph of the *Journal of Roman Archaeology*.

Last summer, he spent six weeks (again) at **Sinop, Turkey**, where he continues to work as the field director of the Sinop Kale Excavation (SKE) team. This year he took not only six undergraduates with him (including two GU students), but also had along a number of recent History and Classical Civ grads, including Brenda Mandt, Sydney Taylor, and Brian Foster-Dow. It was an exciting season, with the discovery (at last!) of the Greek colonization levels that we have been seeking for the past two years. The finds, which were discussed at Fall Family Weekend in Oct., will be presented in a three-hour colloquium held at the annual meeting of the Institute of America (AIA) in Boston on January 6, 2018.

Top Right: The Gonzaga crew at work in the trenches, as the Sinop Kale Excavation (SKE) team began work in early July at ancient Sinope, on the Black Sea coast of Turkey. From the foreground to background: **Brenda Mandt (GU '16)** and **Grace Muljadi (GU '18)**, with trench supervisors Dr. Ulrike Krottscheck (Evergreen State College) and Paolo Maranza (Univ. of Michigan). Photo by A. Goldman.



Above: GU team members and History students, **Jimmy Appfel ('20)** and **Brenda Mandt ('16)**, working the laser total station, taking readings at the Sinop Kale excavation site. Photo by T. Boccaccio.

Bottom Right: The Gonzaga Crew, on the 2017 Sinop Kale Excavation Team. From L to R: **Brenda Mandt (GU '16)**, **Sydney Taylor (GU '12)**, **Gina Freuen**, **Andrew Goldman**, **Brian Foster-Dow (GU '16)**, **Jimmy Appfel (GU '20)**, **Grace Muljadi (GU '18)**, and **Tony Boccaccio**. Photo by T. Boccaccio.



Faculty News (cont'd)

The National Endowment for the Humanities has awarded **Dr. Laurie Arnold**, assistant professor of history and director of Gonzaga University's Native American Studies program, a \$138,662 grant to host a Summer Institute for faculty development titled "The Native American West: A Case Study of the Columbia Plateau." Faculty from two- and four-year colleges and universities in the U.S. are invited to apply, and thirty will be expected. Together with faculty who will teach during the Institute and with Arnold and co-director Christopher Leise at Whitman College, faculty attendees will explore materials about Indigenous peoples and histories of the Columbia Plateau. The attendees will then create new syllabi to integrate these materials in courses about U.S. history, Native American history, environmental history, literature, among others. The Institute will be held at Whitman College in Walla Walla, Washington the last two weeks in June.



Dr. Kevin Chambers was able to travel to Cuba in October 2017 as part of an international cultural exchange program organized by the Latin American Studies Association (LASA). To facilitate new approaches to Cuban history, this exchange permitted both Cuban and American educators to share how they present the history of Cuba in their courses. The group noticed that in both Cuba and the United States, courses tended to focus on the successes

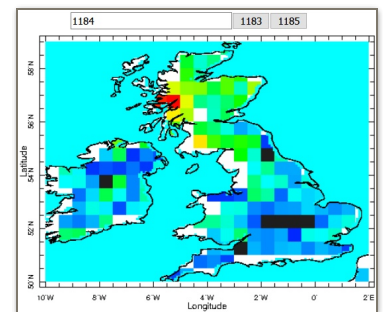
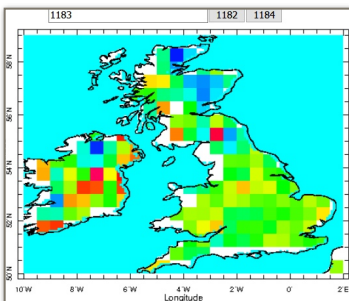


and struggles of Cuban governments and systems, especially if the revolutionary government lived up to its ideals over the past fifty-eight years. The participants concluded that our approaches might improve if we broaden our gaze to the wider variety of experiences in Cuba that go beyond the political verdict. After the conference, Dr. Chambers and Christine Chambers were able to visit and get to know Havana, Cuba for a day. Credit for these photographs goes to Christine Chambers.

Dr. RaGena DeAragon presented "Henry II and the Optics of Good Lordship: Tree Rings and the

Rotuli de Dominabus" to the Mid-America Medieval Assoc. (MAMA) meeting in Kansas City. She argued that the *Rotuli*, long thought to be evidence of King Henry II's exploitation of widows and orphaned heirs, was in fact disaster assessment following a year of extreme precipitation in northwestern Europe. The king did provide disaster relief for the estates of heirs over the course of two years. Next spring she is offering a new course, "Sex and Gender

in European History" (HIST 390, cross-listed with WGST) focusing on the burgeoning fields of gender and women's history (see Course Descriptions).



Faculty News (cont'd)

Dr. Robert Donnelly is looking forward to teaching HIST 202 this spring and summer, and HIST 390 Activism and Protest in American History in the spring with Drs. Schlimgen, Ostendorf, and Rast. Professor Donnelly is also serving his last year as History Department Chair.



Dr. Kevin O'Connor is continuing work on his book manuscript on medieval Riga, tentatively titled *Riga before Russia: The Livonian City from 1201 to 1710*. In May 2017 he paid a two-week visit to Tallinn, the beautiful capital of Estonia. He hopes to complete his manuscript very soon as he searches for a suitable publisher. Next semester, Prof. O'Connor will teach the senior thesis course, HIST 401.

Dr. Ann Ostendorf's sabbatical research is starting to pay off! She has published two articles from her research on colonial North American Gypsy/Roma. The first, "An Egyptian and noe Xtian Woman': Gypsy Identity and Race Law in Early America," recently appeared in the *Journal of Gypsy Studies*, and the second, "Contextualizing American Gypsies: Experiencing Criminality in the Colonial Chesapeake," is forthcoming in the *Maryland Historical Magazine*. Check out the JGS article here: <http://www.tplondon.com/journal/index.php/jgs/article/viewFile/821/586>



Congratulations to **Dr. Shruti Patel**, our newest department member and Post-Doctoral Teaching Fellow, for defending her dissertation titled "The Play of History: The Swaminarayan Community in Modern India." Dr. Patel is getting her first taste of teaching with two sections of World Civ. this semester, which she is thoroughly enjoying. She is looking forward to teaching an upper-division History and International Studies class next semester called The History of Modern South Asia, which explores her area of specialty. We are fortunate to have her expertise in our department for this new offering and encourage students to take some classes on South Asia while she is with us. In addition, Dr. Patel recently published an article in *The Journal of Hindu Studies*, "Beyond the Lens of Reform: Religious Culture in Modern Gujarat," that you can read here: <https://doi.org/10.1093/jhs/hix005>



The *Pacific Northwest Quarterly* recently published one of **Dr. Veta Schlimgen's** articles. Titled "Filipino Students, Racial Formation, and the Politics of Exclusion in the Interwar West," the article examines the challenge that Filipino students posed to nativism and exclusion efforts in the 1930s. It argues that Filipino students drew attention to U.S. colonization in the Philippines as part of their struggle to undermine orientalist stereotypes of them and to discredit the exclusion movement.



History Program Requirements

Students participating in the History curriculum will develop the ability to explain and interpret historical change and continuity in a variety of geographic and temporal contexts. They will analyze both primary documents and secondary sources and then demonstrate the ability to communicate effectively on historical and contemporary issues. History students will also demonstrate the ability to apply historical lessons to contemporary and future challenges and opportunities.

B.A. in History, 33 credits

Lower Division:

- *HIST 101 Survey of Western Civilization I (3);
- *HIST 102 Survey of Western Civilization II (3) or
HIST 112 Survey of World Civilization (3);
- *HIST 201 History of U.S.A. I (3);
- *HIST 202 History of U.S.A. II (3).

Upper Division:

- HIST 301 Historical Methods (3);
- HIST 401 Research Seminar (3);

HIST electives must include one course in each of the following areas:

Non-Western or Developing Areas (3); Pre-modern Europe (3); Modern Europe (3); United States (3).

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

Minor in History, 18 credits

Lower Division:

- HIST 101 Survey of Western Civilization I (3);
- HIST 102 Survey of Western Civilization II (3) or
HIST 112 Survey of World Civilization (3);
- HIST Electives (200 level) (0-6);

Upper-division electives (6-12).

New University Core Courses

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

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

Many of our History courses are cross-listed with Religious Studies, International Studies, Classical Civilizations, Environmental Studies, Women and Gender Studies, Art, and Native American Studies. This is a good reason to pick up a History minor or double major. Be sure to note the cross-listing on the Spring 2018 Course Offerings.

Also, be sure to search Zagweb for HIST courses that fulfill the A&S Core foreign culture and social justice requirements, or carry University Core Global Studies, Social Justice, and Writing Enriched designations.

What can you do with a History degree?

A B.A. in History is an “expanding” degree, not a limiting one. Because History students know how to analyze evidence, assess it, communicate clearly, and empathize, they can do just about anything.

Historians as Communicators

Writers
Editors
Journalists
Documentarians
Producers of Multimedia Material
Archivists
Records Managers
Librarians

Historians as Teachers

Elementary Schools
Secondary Schools
TESOL in other countries
Postsecondary Education
Service in Education (e.g. Jesuit Volunteer Corps, Alliance for Catholic Education)
Historic Sites and Museums
Education Administrators
Military Officer

Historians as Researchers

Think Tanks
Data and Intelligence Analysts
Museums and Historical Organizations
Cultural Resources Managers
Historic Preservation

Historians as Advocates

Lawyers and Paralegals
Litigation Support
Politicians and Legislative Staff
Non-government Organization Leaders
Lobbyists
Civil Servants

Historians in Businesses and Associations

Businesspeople
Data Managers
Contract Historian
Market Researchers

Study Shows Employers Favor Liberal Arts Degrees

The most recent (2015) research shows that employers are not focused on individual majors. According to the Association of American Colleges and Universities:

*91% of the employers surveyed agreed that for career success, “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major.”

*96% of the employers surveyed agreed that “all college students should have experiences that teach them how to solve problems with people whose views are different from their own.”

*And 78%—over three-quarters—of the employers surveyed agreed that “all college students should gain intercultural skills and an understanding of societies and countries outside the United States.”

Spring 2018 Courses

Lower Division

HIST 101: SURVEY OF WESTERN CIVILIZATION I sec. 01-13. 3 credits. Drs. Goodrich, DeAragon, Chambers, Maher, Goldman. A survey of the origins of western civilization in the Near East; classical Greek and Roman civilizations; and developments in Europe to 1648. (Note: Dr. DeAragon's sections are cross-listed with WGST 271C.)

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

HIST 112: WORLD CIVILIZATION 1500-PRESENT sec. 01-04. 3 credits. Drs. Patel, Schlingen, Cunningham. A survey of world civilization from the 16th century to the present with an emphasis on the different civilizations of the world and their interactions.

HIST 201: HISTORY OF THE US I sec. 01-02. 3 credits. Dr. Ostendorf. This is a survey of the United States from the colonial period to the end of the Civil War. Topics include the development of the colonies, their interaction with Native Americans, the revolution of the colonies, the establishment of the Constitution, westward expansion, cultural development, early reform movements, slavery and the Civil War.

HIST 202: HISTORY OF THE US II sec 01-02. 3 credits. Drs. Rast, Donnelly. This is a survey of events after the Civil War that have shaped the present United States and its world roles. Emphasis is on the Reconstruction period, the Gilded Age, the rise of industry, and American overseas expansion. Moving into the 20th century, the course focuses on Progressive Era reform, the Great Depression, the World Wars, and domestic and foreign policy after 1945, particularly civil rights, social policies, and the Cold War.

HIST 211 INTRODUCTION TO NATIVE AMERICAN HISTORY sec 01. 3 credits. Dr. Arnold. MW 4:10-5:25 pm. Hundreds of Indigenous groups made their home in North America for centuries before European colonial expansion reached these shores. Native communities might describe this occupancy as 'since time immemorial.' This class will begin with an exploration of those earlier eras and will acknowledge that each Native community was/is distinct from other communities. Thus, while we can observe commonalities in Native experiences and histories, we will also conclude that there is no 'single' Native perspective. To develop this conclusion, we will assess processes of change over time across what we now know as the United States. This course will consider social and cultural approaches to preserving and passing down Native American histories as well as U.S. history interpretations of Native Americans' societies, cultures, economies, and spiritualities. "Texts" in this course will include history books, literature, images, and film, and we will create and respond to research questions using primary and secondary sources. Cross-listed with NTAS 211.

Spring 2017 Courses (cont'd)

Upper Division

HIST 301: HISTORICAL METHODS sec 01. 3 credits. Dr. Cunningham, MWF 1:10-2:00. An in-depth introduction to the discipline of History. While subject matter varies by professor and semester, all sections will have in common the following topics: the history and philosophies of History; varieties of historical evidence (oral, archaeological, documentary); mechanics of historical writing; introduction to various interpretive frameworks and theories, with an emphasis on contemporary methods and issues. Students will complete library research and writing projects, demonstrate understanding of historical prose, citation, analysis and interpretation. Each 301 course is based on specific areas of study and therefore may be counted as a course that fulfills one of the four content areas required for the History major. It is highly recommended that this course be taken in the sophomore year in preparation for upper-division coursework.

HIST 303: ATHENS IN THE 5TH CENTURY BC sec 01. 3 credits. Dr. Goldman, TR 8:00-9:15. 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.

HIST 330: THE HOLOCAUST sec 01. 3 credits. Dr. Nitz, TR 1:50-3:05. A history of the Nazi genocide of the Jews in World War II, including its origins and historical context, the methods used by the Nazis to identify and exterminate victims, a study of the perpetrators, the reaction of the international community, and post-war historiography, interpretation and commemoration. Cross-listed with RELI 492B.

HIST 331: WORLD WAR II sec. 01. 3 credits. Co-taught by Drs. Balzarini and Cunningham, TR 9:25-10:40. The causes, conduct and consequences of the Second World War.

HIST 356: THE AGE OF THEODORE ROOSEVELT sec. 01. 3 credits. Dr. Rast, TR 1:50-3:05. The United States from 1877 to 1914. Emphasis is on big business, agricultural crisis, labor strife, political reform, and the emergence of America as a world power. The period is studied through the career of Theodore Roosevelt.

HIST 358: AFRICAN AMERICAN HISTORY sec. 01. 3 credits. Dr. Schlimgen, MWF 2:10-3:00. A study of the experiences of African Americans from the 1600s to the present, which will include the development of slavery, the Civil War and Reconstruction, African-Americans on the frontier, and the African American experience in the 20th century. Cross-listed with SOSJ 326.

HIST 383: MEXICO sec. 01. 3 credits. Dr. Chambers, MWF 3:10-4:00. A survey of Mexican history from the Aztec wars to the present.

HIST 390: SEX AND GENDER IN EUROPE sec. 01. 3 credits. Dr. DeAragon, TR 12:25-1:40. A survey of gender history in western societies to circa 1600 C.E., particularly the Judeo-Christian, Greco-Roman, and Germanic traditions that formed the foundations of European civilization in the medieval and early modern periods. Gender history explores changing definitions of masculinity, femininity and sexuality, and ways the sexes relate and co-operate. Women and men have sometimes worked within the social expectations of gender norms, sometimes rebelled against or ignored them. We will go beyond the women long known to history (e.g., Cleopatra, Joan of Arc, Queen Elizabeth I) to sample the rich discoveries of women's history in the past 40 years.

Spring 2017 Courses (cont'd)

Upper Division (cont'd)

HIST 390: HISTORY OF MODERN SOUTH ASIA sec. 02. 3 credits. Dr. Patel, TR

10:50-12:05. This survey class will trace the history of modern South Asia, from the 1500s to the present day, and focus on the major historical developments that transformed the politics, society, culture, and economy of the region. We will compare the historical development of international trading networks during the Mughal empire with the later effects of European colonial rule in the nineteenth century, and then later developments in the era after India and Pakistan became independent. Throughout the term we will focus on how changes in economic and political policies impacted the lives of every-day people, while we also explore the ways in which notions of religion, gender, caste, nationhood, and identity evolved.

HIST 390: ACTIVISM & PROTEST IN AMERICAN HISTORY sec. 04. 3 credits. Drs. Donnelly, Ostendorf, Rast, Schlimgen, TR 9:25-10:40.

The history of the United States is a history of political activism. Protest and Activism in American History is a uniquely organized team-taught course in which professors Donnelly, Ostendorf, Rast and Schlimgen will each teach a different chapter/topic of protest and activism from the American past in their area of expertise. These chapters will grapple with the different ways Americans have launched protests and used activism from the creation of the nation to the present. Topics will include: the American Revolution, early American legal and cultural traditions of protest, labor rights movements, Catholic activism, anti-war protests, African American and Latina/o civil rights movements, feminist activism, environmentalism, indigenous activism, and more.

HIST 401: SENIOR THESIS/SEMINAR sec. 01. 3 credits. Dr. O'Connor, MW 6:00-7:15pm.

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 2018 Courses

Tuition is discounted in the summer nearly 30%! It's the perfect time to jump ahead in your coursework or catch up. Seize the summer!

Summer 1 (May 21-June 29)

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, MW 9:00-12:00

HIST 202, HISTORY OF THE U.S. II, Dr. Donnelly, via internet

HIST 390, AZTECS, MAYAS AND INCAS, Dr. Chambers, via internet. This course explores the histories of the three largest civilizations in the Americas prior to European contact. Students will learn about both the larger structures and imperial systems at work in the civilizations, and also the daily lives of their inhabitants. The course will approach these civilizations by analyzing their political, economic, social, and gender structures.

Summer 2 (July 2-August 10)

HIST 101, SURVEY OF WESTERN CIVILIZATION I, Dr. O'Connor, via internet

HIST 102, SURVEY OF WESTERN CIVILIZATION II, Dr. Chambers, MW 9:00-12:00



History Department Faculty

Laurie Arnold, Ph.D., Arizona State University, 2005. Specialty: Native American History.
arnoldl@gonzaga.edu

Stephen Balzarini, Ph.D., Washington State University, 1979. Specialty: Modern Britain; Modern Europe; military. balzarini@gonzaga.edu

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

Eric Cunningham, Ph.D., University of Oregon, 2004. Specialty: Japan; China; Zen Buddhism; modern intellectual. cunningham@gonzaga.edu

RaGena DeAragon, Ph.D., UC Santa Barbara, 1982. Specialty: Medieval and Renaissance; women; Britain.
dearagon@gonzaga.edu

Robert Donnelly, Ph.D., Marquette University, 2004. Specialty: Post-1945 US; urban history.
donnelly@gonzaga.edu

Elizabeth Downey, Emerita. Ph.D., University of Denver, 1971. Specialty: 1865-1945 US; Theodore Roosevelt; women; environment. Dr. Downey is retired, but she is frequently on campus and available to meet with students. downey@calvin.gonzaga.edu

Andrew Goldman, Ph.D., University of North Carolina, Chapel Hill, 2000. Specialty: Ancient Greek and Roman history; archaeology. goldman@gonzaga.edu

Richard Goodrich, Ph.D., University of St. Andrews (Scotland), 2003. Specialty: Greece; Rome; Church History. goodrich@gonzaga.edu.

Michael Maher, S.J., Ph.D., University of Minnesota, 1997. Specialty: Early Modern Europe.
maher@gonzaga.edu

Theodore Nitz, Ph.D., Washington State University, 1999. Specialty: Modern Germany; Modern Europe; Islamic Civilization. nitz@gonzaga.edu

Kevin O'Connor, Ph.D., Ohio University, 2000. Specialty: Russia; Soviet Union; Eastern Europe; Modern Europe. connork@gonzaga.edu

Ann Ostendorf, Ph.D., Marquette University, 2009. Specialty: Colonial and early US; race; ethnicity; nationalism; culture. ostendorf@gonzaga.edu

Shruti Patel, Ph. D., University of Washington, 2017. Specialty: South Asia, Modern India, religions in South Asia. patel@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