

# 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.*

## Alumni Spotlight

We love keeping in touch with recent graduates, like Allison Fernandez. Allison graduated in 2017, earning a History degree and International Relations minor and landed a position at IBM in Southern California as a business development specialist. We reached out to Allison to find out how she is doing, and to ask her to reflect on the value of her History degree. We thoroughly enjoyed reading what she had to share; we think you will, too.



After reflecting on my Gonzaga experience, I can say without hesitation that becoming a History major was an excellent decision. The skills I learned from my major transfer seamlessly into the demands of the business world.

My job requires extensive research on companies. I use the same research methods that I used for my senior thesis to write effective proposals. My colleagues have even noticed my "eagle eye" in terms of fact-checking and revision. We History majors know how imperative it is to extract information from credible sources - my senior thesis, for example, was not complete until my extensive nine-page bibliography was added. When crafting proposals to clients, I consult sources such as Forrester, Harvard Business Review and the Gartner Magic Quadrant. I use these to build eloquently-written documents with well-formed arguments. I still use techniques I learned from my degree in my everyday work.

My fascination with the past brings a fresh perspective to IBM. I am constantly learning about modern technology's roots. For example, a mainframe that encrypts financial transactions uses a process called cryptography. The very foundation of cryptography can be found within the "Caesar Cipher," a coded system used by Julius Caesar himself. Knowledge such as this diversifies conversations with clients, strengthening business relationships.

History majors are essential to society. When people refer to a "marketable major" such as business, engineering, or computer science, they should also include History. IBM's tagline is "THINK." The analytic and cognitive skills the History Department taught me could not have done a better job to help me "think" in the business world.

For our upcoming (and eventual) graduates, we hope Allison's experience gives you a lot to look forward to. Happy Spring!

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## Phi Alpha Theta



Gonzaga's History Department will be hosting the  
**2018 Phi Alpha Theta National History  
 Honor Society Conference  
 (Pacific Northwest Region)**

April 19-21

<https://patnwconf2018.topi.com/>

Panels will take place all day Friday, April 20, and between 9:00 and 12:00 Saturday, April 21.

We are excited to have Gonzaga students **Emma Kilroy, Lauren Meany, Jack Murray, Sam Richards, Rosalie Sherry, Andrew Stewart, Adrian Ullrich, and Abigail Williams** will be participating in the conference.

**Inductees:** The spring recruitment to the Gonzaga chapter of Phi Alpha Theta introduced ten new initiates, bringing the total up to 18 for the academic year. PAT will induct the following students at the April 11 induction ceremony (4:00-5:30 in the Joann Jundt Lounge in Hemmingson): **Gage Catherman, Cole Clark, Madeline Dellinger, Dale Hunt, Alisha Isensee, Emma Kilroy, Hannah Li, Adriana Marrero, Breanna McGehee, Jack Murray, Sam Redline, Dawson Reynier, Sam Richards, Madison Schreiter, Andrew Stewart, Abigail Tarantino, Daniel Weaver, and Abigail Williams.** Congratulations to our new initiates!

Phi Alpha Theta recruits new members in the Fall and Spring semesters of each academic year. Please consider joining if you have completed 12 History credits, have at least a 3.1 History GPA, and an overall GPA of at least 3.0.

For more information about the conference or PAT membership, please contact PAT faculty advisor Dr. Eric Cunningham at [cunningham@gonzaga.edu](mailto:cunningham@gonzaga.edu).

## Internships

Watch for emails from Dr. Schlimgen about internships sent via the history majors/minors list-serv. Dr. Schlimgen will announce the call for applications for the Foley History Internship and the Woldson Internship. Foley interns work in University Archives and Special Collections processing archival material and learning about the work of an archive. Woldson interns work on developing physical and digital exhibits for the new Woldson Performing Arts Center. For more information, contact Dr. Schlimgen ([schlimgen@gonzaga.edu](mailto:schlimgen@gonzaga.edu)).

## Faculty News

As many of you know, **Dr. Steve Balzarini** and **Dr. Ted Nitz**, beloved members of the Gonzaga community, announced their retirements last year. They are remarkable colleagues and we will miss their camaraderie, outstanding teaching, and solid leadership. The process to replace Dr. Balzarini and Dr. Nitz—though they are irreplaceable—began last spring and ended recently in February. We are very excited to welcome two new professors to the department: **Dr. Julie Weiskopf** and **Dr. Caoimhin De Barra** (first name pronounced “Kwee-veen”).



### Dr. Julie Weiskopf

(Ph.D., University of Minnesota) is a specialist in Tanzanian social history and her research and teaching interests focus on public health, the environment, and governance in colonial and postcolonial Africa. Dr. Weiskopf is currently in Tanzania on a Fulbright U.S. Scholar Grant teaching and researching mass campaigns by Radio Tanzania that were meant to provide social services, such as supporting adult literacy across the country and enhancing the political education of Tanzanian citizenry. Her most recent publications include “Living in ‘Cold Storage’: An Interior History of Tanzania’s Sleeping Sickness Concentrations, 1933-1946” (*International Journal of African Historical Studies*) and “Socialism on Safari: Wildlife and Nation-Building in Postcolonial Tanzania, 1961-1977” (*Journal of African History*). At Gonzaga, Dr. Weiskopf will teach various topics in African History, including HIST 392 “Colonial Africa” this fall and “Health and Healing in Africa” next spring.



**Dr. Caoimhin De Barra** (Ph.D., University of Delaware) will teach Irish History as well as Western European History, including England, France, nationalism, and imperialism. Dr. De Barra is a specialist in Irish social history and his current project studies the relationship between Irish identity and the Irish language, and as both relate to nationalism. Dr. De Barra’s book, *The Coming of the Celts, A.D. 1860: Celtic Nationalism in Ireland and Wales* (University of Notre Dame Press) will be out this spring. This fall, he will teach HIST 393, “From Eire to Ireland: Irish History, 1600-2000” and he will teach “The Disunited Kingdom” in the spring of next year.



Please stop by the History Department suite this fall to welcome Drs. Weiskopf and De Barra.

## Faculty News (cont'd)

**Dr. RáGena DeAragon** delivered a lecture on “Carpark King and Tower Princes: Richard III and Historical Mysteries Revisited”, the first of two lectures in the Art and Craft of History series this year. She will be on sabbatical for the academic year 2018-19, and plans to travel in Europe as well as finishing a number of scholarly projects. She is currently revising a chapter, “Elite Women and the Transformation of Twelfth-Century England”, to be published in *Medieval Elite Women and the Exercise of Power, 1100-1400* this fall.



**Dr. Rob Donnelly** will conclude his final term as chair this spring. He looks forward to teaching more and getting back to his research. Dr. Donnelly will teach HIST 202 online and on campus this summer. In the fall, he will teach HIST 202 and his First-Year Seminar, “The 1960s.” This summer, Dr. Donnelly will complete the revisions on a journal article and will begin a new research project on U.S. presidential history, tentatively titled, “Their First 100 Days: From FDR to Trump.”

When not teaching and advising, **Dr. Andy Goldman** had a busy semester of conferences and travel in the fall and early winter. At GU, he oversaw a conference on Oct. 21, entitled “Archaeology and the Humanities”, which brought thirteen archaeologists, art historians and ancient historians to campus to speak about their research and its relationship to the study of the humanities. A wonderful crowd of students, faculty and Spokane community members joined us for this all-day event. Dr. Goldman also gave lectures on his archaeological research in Turkey for the Archaeological Institute of America (AIA) in Spokane and at the University of Illinois - Champagne-Urbana. In early January, narrowly dodging the Atlantic Cyclone Bomb, he spoke at the 119th AIA national convention in Boston, where he and five of his teammates from the Sinop Kale Excavations (SKE) presented the preliminary finds of the 2015-17 excavations. The results of the 2015-16 seasons saw publication last fall, as “Sinop Kalesi Archaeological Excavations, 2015-16 Field Seasons”, with O. Doonan, H. Vural, A. Bauer, J. Rempel, E. S. Sherratt, U. Krotscheck, P. Maranzana and E. Sökmen, in S. Steadman and G. McMahon (eds.), *The Archaeology of Anatolia: Recent Discoveries (2015-16)*. Vol. 2 (Cambridge Scholars Publishing, 2017), pp. 176-96. Finally, he caught the Acele train from Boston to Philadelphia (a fun ride!) and spent five days at the University of Pennsylvania Museum, where he is now a three-year Consulting Scholar, as he works to complete his work on the Roman military site at Gordion.



## Faculty News (cont'd)

**Dr. Ann Ostendorf** traveled to Washington D.C. this winter to serve as a grant reviewer for the National Endowment for the Humanities. While there she learned about all the exciting and creative ways the humanities are being infused into colleges and universities across the nation. She will be heading to New Orleans this April to present her paper, "A Bohémien Community in Colonial Louisiana," at the Louisiana Historical Association's Annual Conference. This year's conference theme is Hidden Histories of Louisiana in honor of the three-hundred year anniversary of the founding of New Orleans. Dr. Ostendorf just recently gave a talk in Spokane on "Why Black History Month" for the Washington Department of State Health Services. She is also excited to be participating in the Cataldo Project in May. This Gonzaga initiative provides support for faculty hoping to incorporate themes of sustainability and environmentalism into their classes.



A big congratulations to **Dr. Shruti Patel!** Dr. Patel, who has been a member of our department this year as a Post-Doctoral Teaching Fellow, just accepted a tenure track position at Salisbury University in Maryland. We wish Dr. Patel all the best in her new professional home and thank her for all the insights and expertise she has contributed to our department.

**Dr. Ray Rast** has been invited to deliver a keynote address at a regional conference of historical preservationists in Rhode Island in April. The gathering is jointly sponsored by the Rhode Island Historical Preservation & Heritage Commission and Latinos in Heritage Conservation, an advocacy organization that Dr. Rast helped found in 2014. Titled "Learning From Latinos in Heritage Conservation: The Long View, the Grassroots, and the Majority-Minority Future (That's Already Here)," Dr. Rast's talk will explore more than thirty years of Latina/o historical preservation work at the local, regional, and national levels, with a focus on twenty-first century efforts such as the National Park Service's American Latino Heritage Initiative and President Obama's creation of the Cesar E. Chavez National Monument.



**Dr. Veta Schlimgen** hopes to take a sabbatical during the next academic year. She will wrap up revisions to a book manuscript that investigates the history of colonial subjecthood for Filipinos and Filipino Americans. She'll also use this time to start research on a new project that examines U.S. decolonization efforts following World War II. You will also see Dr. Schlimgen around campus. She will continue to supervise Woldson interns who are building exhibits for the Woldson Performing Arts Center, slated to open in Spring 2018.

## Upcoming Events

### **HISTORY MATTERS has arrived!**

**HISTORY MATTERS** is a community-building exercise that brings together Gonzaga students and their professors on select Fridays at noon for light snacks, casual conversation, and a meaningful exchange of ideas. (The Department will announce the date and location in advance.)

On March 9, 2018, Dr. Kevin O'Connor launched the inaugural program with his presentation on the controversial "The Bronze Soldier of Tallinn" (in Estonia), while Dr. Eric Cunningham followed on March 23 with a discussion titled "Dawson, Butterfield, and the Christian Worldview." The April 13th **HISTORY MATTERS** features a presentation by Dr. Veta Schlingen on the Black Panthers.

**HISTORY MATTERS** aims to unite our community through a shared passion for history, ideas, and lunch. **HISTORY MATTERS** is free and open to everyone, so bring a friend and show them why *history matters* at Gonzaga University.

Questions? Ideas? Send them to Kevin O'Connor by email at [oconnork@gonzaga.edu](mailto:oconnork@gonzaga.edu)

## **The Annual Art & Craft of History Lecture**

### *Practices of the Past in Colonial-era India*

*April 19th, 7:00 p.m. in Jundt 110*

#### **Presented by Dr. Shruti Patel**

How does a society remember itself? The Art & Craft of History lecture will explore this question from the perspective of India during the nineteenth century. By turning to the case of a popular Hindu formation in western India, the Svaminarayans, the lecture will investigate creative forms of self-commemoration and self-preservation practiced by non-elites in the context of British colonialism. In doing so, the talk will bring to light the diverse relationships societies have with the past, and the power unleashed by these perceptions in strengthening modern identities.

## *\* Graduation Lunch \**

**Graduation Weekend, Saturday, May 12th**

**11:30-1:00 p.m., Hemmingson 314**

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

RSVP to [goeller-bloom@gonzaga.edu](mailto:goeller-bloom@gonzaga.edu) with the number in your party by Friday, May 4th.

## 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. Historians analyze both primary documents and secondary sources and 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, 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 2018 Course Offerings.

Also, be sure to search Zagweb for HIST courses that fulfill the A&S Core foreign culture and social justice requirements.

## 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

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.”

## 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

## Fall 2018 Courses

### Lower Division

**HIST 101: SURVEY OF WESTERN CIVILIZATION I sec 01-08. 3 credits. Drs. Chambers, Goldman, Goodrich, O'Connor.** A survey of the origins of Western civilization in the Near East; classical Greek and Roman civilizations; and developments in Europe to 1648.

**HIST 102: SURVEY OF WESTERN CIVILIZATION II sec 01-02. 3 credits. Dr. De Barra.** 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. Cunningham, 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.

**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 1960’s” will use basic modes of inquiry and expression from a variety of disciplines, including music, literature, political science, and sociology.

**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.

## Fall 2018 Courses (cont'd)

### Lower Division (cont'd)

**HIST 202: HISTORY OF THE U.S. II sec 01-03. 3 credits. Drs. 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.

**HIST 211 INTRODUCTION TO NATIVE AMERICAN HISTORY sec 01. 3 credits. Dr. Arnold. MW 4:30-5:45 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-list equivalent: NTAS 211.

### Upper Division

**HIST 301: HISTORICAL METHODS sec 01. 3 credits. Dr. Chambers. MW 3:10-4:25.** 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 304: ALEXANDER THE GREAT AND HELLENISTIC WORLD sec 01. 3 credits. Dr. Goldman. MWF 1:10-2:00.** The political, social, and cultural history of Greece and the Hellenistic World from 399 to 30 BC, from the death of Socrates to the death of Cleopatra. The course will focus particularly on the rise of Macedon as a Mediterranean power, the achievements of Alexander the Great, and the transformation of the eastern Mediterranean under the monarchies of the Hellenistic period.

**HIST 366: AMERICAN CULTURE AND IDEAS sec 01. 3 credits. Dr. Ostendorf. MWF 1:10-2:00.** This course will examine American history through an exploration of its culture. Throughout this course we will work towards defining what culture is, how it shapes expectations and assumption, how it motivates human actions and interactions, and how it is bound by time and place. Each student's ability to critically read cultural sources from an appropriately historical frame of reference will be tested in a variety of assignments, including weekly readings, writing assignments, and active class participation. Cross-list equivalent: VART 406.

## Fall 2018 Courses (cont'd)

### Upper Division (cont'd)

**HIST 370: FOUNDATION OF EAST ASIAN CIVILIZATION sec 01. 3 credits. Dr. Cunningham. MWF 8:00-8:50.** This course seeks to give students an understanding of the history and culture of pre-modern China, Japan, Korea, and Vietnam. After exploring the historical roots of Confucianism, Daoism and Buddhism in China, students will examine the ways in which these foundational philosophies helped form social, cultural, and political institutions in China and its neighbors. Students will also focus attention on the historical emergence of the Chinese imperial system, and its greatest pre-modern exemplars, the Qin, Han and T'ang dynasties. Not limiting the focus to China alone, students will also explore how the concept of China as the "middle kingdom" influenced the language, religion and political developments in Japan and Korea, leading to an authentic "macro-culture" in East Asia. The course will finish with a discussion of samurai culture and an analysis of how the Mongol conquests of Central and East Asia transformed the region, taking students to the threshold of the early modern period in Asia. It is desired but not required that students take HIST 112 prior to HIST 370. Cross-list equivalent: INST 370.

**HIST 391: TOPICS IN HISTORY: PAGANS & CHRISTIANS sec 01. 3 credits. Dr. Goodrich. MWF 10:00-10:50.** Although Christianity emerged from an eastern, Jewish context, its spread around the Mediterranean was facilitated by the existence of the Roman Empire. In many ways, Christianity is a Roman Religion. *Pagans and Christians* will explore the religious revolution which saw the Romans abandon their traditional pantheon and adopt the new Christian faith.

**HIST 392: TOPICS IN HISTORY: COLONIAL AFRICA sec 01. 3 credits. Dr. Weiskopf. TR 10:50-12:05.** This course examines the colonial period through the lived realities of Africans themselves. Colonialism was undoubtedly a period of profound transformation resulting from the influence of outsiders, but how did Africans understand this period as it was unfolding? How did their competing priorities for their own social, political, and work lives shape the processes of colonialism? In particular, we will consider the way in which African and European systems of culture, community, gender, politics, and economics were brought into dynamic tension during these decades. Cross-list equivalent: INST 303.

**HIST 393: TOPICS IN HISTORY: EIRE TO IRELAND: IRISH HISTORY sec 01. 3 credits. Dr. De Barra. TR 1:50-3:05.** Explore the major events that have shaped Ireland since the seventeenth century. Class topics include - the plantations, the Great Famine, the Irish Revolution, and the Troubles. Cross-list equivalent: INST 302.

**HIST 401: SENIOR RESEARCH SEMINAR/THESIS. Sec 01-02. 3 credits. Drs. Goodrich, Rast.** 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.

## History Department Faculty

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

[arnoldl@gonzaga.edu](mailto:arnoldl@gonzaga.edu)

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

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

[chambersk@gonzaga.edu](mailto:chambersk@gonzaga.edu)

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

**RaGena DeAragon**, Ph.D., UC Santa Barbara, 1982. Specialty: Medieval and Renaissance; women; Britain.

[dearagon@gonzaga.edu](mailto:dearagon@gonzaga.edu)

**Robert Donnelly**, Ph.D., Marquette University, 2004. Specialty: Post-1945 US; urban history.

[donnelly@gonzaga.edu](mailto: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](mailto: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](mailto:goldman@gonzaga.edu)

**Richard Goodrich**, Ph.D., University of St. Andrews (Scotland), 2003. Specialty: Roman History; Late Antiquity; and Church History through the Reformation. [goodrich@gonzaga.edu](mailto:goodrich@gonzaga.edu).

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

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

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

**Shruti Patel**, Ph.D., University of Washington, 2017. Specialty: South Asia, Modern India, religions in South Asia. [patel@gonzaga.edu](mailto:patel@gonzaga.edu)

**Ray Rast**, Ph.D., University of Washington, 2006. Specialty: Public History; American culture; the West; Latino History. [rast@gonzaga.edu](mailto: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](mailto:schlimgen@gonzaga.edu)

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