

History

Campus History Collection, Western Libraries Heritage Resources.

Introduction

Whew! It's been quite a few months. The eruption of the coronavirus on the scene shut down the campus during the last week of winter quarter last year, and we have been teaching online since. As chair, it has been a real honor to see my colleagues' dedication as we adapted our courses for online teaching. Even more, it has been satisfying to see how much students want to keep learning. No doubt we all miss the campus community and the interactions in classrooms and beyond that define the college experience. Something is lost, but the commitment to deliver the best education we can under difficult circumstances has been inspiring. And, as Prof. Mart Stewart writes in this newsletter, new opportunities emerged to try out new forms of teaching.

We all hope to get back to campus. The heart of a meaningful liberal arts education is the give and take between professors and students, the push and pull that comes when we dive into readings together. That kind of engagement requires trust and a sense of community, which is harder to develop online. But we're doing all we can to keep things going. We know—we all know—that institutions like Western matter too much to our society to let them falter. By keeping up the daily work of teaching and learning, our professors and students are ensuring that Western itself keeps moving forward.

But it hasn't been easy. Students and professors have struggled to learn under less-than-ideal circumstances. So many of us face the challenges of making ends meet, caring for loved ones at home, and trying to keep it (and keep it together) in an anxious, uncertain world. Yet there is some good news, too. While nationally the number of history majors continues to decline, at Western they have continued to grow. At the end of last year, we had 226 majors and 37 minors! Not too shabby. Thanks to the hard work of Prof. Ricardo López-Pedrerros and Prof. Pedro Cameselle-Pesce and their colleagues around campus, the History Department joined forces with the Modern & Classical Languages Department to launch a new major in Latin American Studies.

The study of history is more important than ever, at the K12 and college levels. At a time when our nation and the world are facing some of the most difficult questions we have ever had to address—about democracy, racial and economic justice, environmental change, and globalization—it is imperative that Western students study how we got here. But history does not just tell us how we got here; it can also fertilize the imagination in ways that can help us work toward a better future. In short, we cannot afford to allow our society to be ignorant of the past. All of this work takes time, love, energy and... money, of course. If you would like to learn more about our work, please reach out to me. If you would



Johann Neem
Photo by Dylan Gibson

like to support our students, please consider donating to the [department](#).

Sincerely,

Johann Neem

Chair and Professor of History



Student/Alumni Spotlight

Ryan Hauck graduated from Western in 1992 with a major in History-Social Studies. He teaches comparative politics and international studies at Glacier Peak High School in Snohomish, Washington. He has held fellowships from the U.S. State Department and the Goethe-Institute. For the past seven years, Ryan has also worked with the World Affairs Council in Seattle as Director of the Global Classroom. Ryan's passion for global engagement has led to cooperative projects with communities and colleagues in Nigeria, Cambodia, South Africa, and Swaziland. He holds a Master's degree from Lehigh University.

Q: How long have you been teaching? What still inspires you?

I have been teaching for 29 years. Knowing that what I do can have an impact on students' lives that may not always be evident at the time, is one of the great rewards of teaching. When former students let me know that what we did together made a difference, it inspires me to continue on.



Ryan Hauck

Q: How did your work out Western prepare you for a life of teaching and global engagement?

One of the things I appreciated about faculty in the History Department and Woodring was their approachability and accessibility. I learned the importance of building relationships

with your students. Teaching starts with relationships. My classroom goals involve more than teaching problem solving and critical thinking. I try impress upon my students that it is important to be actively engaged citizens, locally, nationally, and globally. In so doing, I hope they also learn other values, such as empathy, so critical to the world in which we live.

Q: Tell us about our work with the World Affairs Council.

I was involved for a number of years with various teaching initiatives sponsored by the WAC before being offered the position of Director of the Global Classroom seven years ago. It was such a great opportunity to step in and create programs that bring the world into the classroom. I help develop curriculum, organize speakers and virtual field trips, and work with teachers throughout the Pacific Northwest who want to help students become more globally engaged. One of the things we do is help connect students and teachers to global issues through our virtual seminars. This year, for example, we are sponsoring a

Latin American Studies Major

We are excited that the History Department has joined forces with the Modern & Classical Languages Department to offer a **new major in Latin American Studies!** The goal of the major is to offer students a comprehensive and interdisciplinary understanding of the region. The United States and the different countries of Latin America have shared a critical history since the nineteenth century. Currently, close to 60 million Latino/a/x people are part of U.S. society. Latino/a/x constitute 18 percent of the nation's

total population. The histories of Latin America are part of the histories of the United States and the histories of the United States are part of the histories of Latin America. Courses in this major help students to develop analytical, interpretive, and evaluative skills. Students will explore questions that pertain to linguistic and cultural diversity, as well as the impact of the ensuing and continued contact among indigenous people, Africans, and Europeans, slavery, displacement, and immigration. This knowledge is valued by employers, including government agencies, humanitarian aid agencies,

non-profit organizations, law offices, and institutions of higher education. The research, analytical, and evaluative skills students develop will also prepare them for graduate study in many disciplines such as History, Social Sciences, Education, Journalism, Law, International Business, Social Work, and Public Health.

program entitled “Putin: Past, Present and Future,” that will be facilitated by a journalist who has covered Russian politics for the *Financial Times*. We hope to help students and teachers become more globally competent and develop the skills and mindsets that encourage involvement with global issues, such as social justice and climate change.

Q: What is one of the coolest things that you have done in your career?

I had an opportunity to go to Nigeria in 2005 with an NGO in Seattle and collaborate with local communities and key stakeholders interested in building a library in an isolated region, poor in educational opportunities and infrastructure (no electricity or running water) but rich in oil resources. Our work attracted the attention of a Seattle film-maker who documented our experiences in a film, *Sweet Crude*, that I helped produce. It played in a number of film festivals around the world and even drew the attention of local officials in Nigeria. This experience helped me maximize the many opportunities that exist for teachers to travel and created new opportunities to be involved in other community-building projects in Africa and elsewhere.

Q: Final question. What have you learned about teaching in the COVID era?

It has reminded me of the importance of being flexible, focusing on what is essential, and leaning on colleagues who can be a great source of emotional support, intellectual stimulation, and new teaching strategies. You have to work hard to remain optimistic and positive. I have also enjoyed the opportunity to grow professionally by taking advantage of virtual conferences and seminars that have put me in contact with teachers around the world.

Teaching

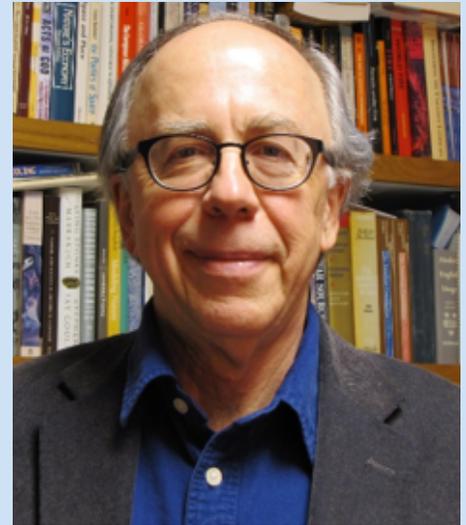
Building Community Online through Writing a Collaborative Paper

By Dr. Mart Stewart

In the midst of our wide-open efforts to reinvent our courses for online venues last spring, I created a collaborative writing exercise that might prove to be a template for collaborative work in general. The students and I, in one of my seminars for majors, began creating response papers together to the week’s readings and discussions, and then linked

each week’s collective response with earlier ones in a single quarter-long writing exercise. At the end of each week I sent writing cues to students, with individual assignments that were of three kinds: one student each week was responsible for developing the transition into the paper section for the week and another would edit other student contributions to make the whole more coherent, highlight the main analytical point of the section in the context of the larger thematic direction of the collaborative paper so far, and bring that week’s section to a close. These would bookend the other contributions for the week, which were content driven and came from the week’s readings and our discussion of them. Twice during the quarter, I asked students to go over the entire paper as we had developed it, to proof and edit it in the direction of a more coherent whole, or to develop an abstract that explained the paper so far. As students became more comfortable working with each other, they met out of class to shape a shared Google doc for that week’s collaborative effort. In the final section they not only developed an explanation of the readings of the last week of class, but also responded to some summary cues I provided them to create a conclusion to what turned out to be a twenty-five page paper about the main themes and readings of the course as a whole.

This collaborative quarter-long assignment had the advantage of including what James Lang in *Small Teaching: Everyday Lessons in the Science of Learning* calls “interleaved assignments” – assignments that require students to go back to content learned earlier in the quarter, and in some cases to content and interests that students brought to the course with them. Instead of encouraging students to write their paper in steps, each after the other, or asking them to complete a comprehensive final exercise at the end of the quarter, interleaved assignments ask them to develop each assignment not just in dialogue with the one that went right before it, but with other assignments and interests. Lang explains that this “teaches students to develop frameworks of knowledge in a content area, that enable them to connect and organize information in meaningful and productive ways.” Interleaved assignments retrieve course content as part of an ongoing exercise that culminates in something that is comprehensive in a real-world way. That students in this class accomplished a collaborative paper (along with conventional individual research papers) as they built community in the middle of a pandemic made this framework for knowledge an even more vital resource for them. By the way, I think we had a lot of fun, too.



Dr. Mart Stewart



Spotlight: Research- Dr. Sarah Zimmerman

My first monograph, *Militarizing Marriage: West African Soldiers' Conjugal Traditions in Modern French Empire* appeared with Ohio University Press in July 2020. *Militarizing Marriage* results from over a decade of archival and oral research conducted in six countries. This book historicizes the households of *tirailleurs sénégalais*, or French West African colonial soldiers, during their participation in the expansion, maintenance, and defense of French Empire. These military households participated in an international colonial enterprise stretching from West Africa to Southeast Asia between 1880 and 1962.

This geographical breadth and chronological depth allowed me to demonstrate that gender and women are fundamental to violent colonial expansion and everyday rule in French Empire. The French colonial military managed African colonial soldiers' sexuality and conjugal legitimacy in a wide-range of consensual and nonconsensual warfront and home front interactions with women. Marriage became a key site through which military officials, African soldiers, women, and their extended families contested gender-based violence, marital tradition and rights, as well as military-allocated social welfare.

West African, Moroccan, Madagascan, Syrian, and Vietnamese wives circulated in empire with *tirailleurs sénégalais*. Their trans-

imperial movements reveal the limitations of core-periphery models of colonial history, which tend to portray policy, people, and historical causality flowing unidirectionally from metropole to colony. The diverse racial, ethnic, and geographic origins of soldiers' wives challenged imperial racial order and challenge us to historicize colonial interraciality beyond the colonizer/colonized binary.

During my sabbatical leave last year, I also advanced two new book-length manuscripts that take place on Gorée Island—a UNESCO World Heritage site that commemorates the Atlantic slave trade in Senegal. The first, *Women Making Memory and History: Slaves, Citizens, and Custodians of World Heritage on Gorée Island*, analyzes the gendered production of memory and history on the island. The second, *Free African Families in the Colonial Atlantic World*, investigates Goréen families who claim descent from the first free Africans on the island. Collectively, these projects investigate the gendered authority of the colonial archive, as well as examine the role of gender, indigeneity, and slavery in the formation of Goréen identity in the past and the present.



"Campagne du Maroc: Tirailleurs Sénégalais et Sénégalaise," 2K 148 Michat Album Algésiras/Chaouia/Casablanca 32, © Service historique de la Défense.



"Campagne du Maroc: Famille Sénégalaise," 2K 148 Michat Album Algésiras/Chaouia/Casablanca 32, © Service historique de la Défense.



Gorée Harbor,
Photo by Sarah J. Zimmerman



Gorée Island, Photo by Sarah J. Zimmerman



Dr. Christine Johnston

Peopling the Past

By Dr. Christine Johnston

I am very excited to announce the creation of Peopling the Past, a new digital humanities initiative launched in Fall 2020. Peopling the Past is a collaborative project run by myself and five other archaeologists, historians, and philologists who specialize in the cultures of the ancient Mediterranean world. We met as students together in the Classical, Near Eastern, and Religious Studies Department at the University of British Columbia, and now work at institutions across Canada and the United States. The goal of this initiative is to produce and host open-access multimedia resources for teaching and learning about real people in the ancient world and the real people who study them.

Currently Peopling the Past produces a podcast, educational videos, and a blog. Through these

different formats we hope to participate in public history and the sharing of knowledge with history enthusiasts, as well as to provide



Cuneiform tablet with an incantation to the god Gula and Marduk to heal a patient attacked by a ghost, Metropolitan Museum, inv. 86.11.130 (CCO 1.0)

open-access teaching resources that could be used in the secondary and postsecondary classroom. In our

content we explore a variety of topics that focus on the lived experience in the ancient world. The first phase of material centers on the history and ancient cultures surrounding the Mediterranean Sea, however our goal is for the project to expand beyond this region to produce educational materials that explore different cultures and periods in human history.

With Peopling the Past we are looking past the narratives of “big history” to focus on the individuals and the stories that are often lost or overshadowed by grand political narratives. For example, our early content releases include interviews and posts that discuss topics like weaving and the work of women in Classical Athens, diet and cookpots in Western Asia during the Bronze Age, and disability, accessibility, and the construction of mobility ramps at healing sanctuaries in Greece. We will

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also have fun themed-posts—including a fun and frightening series coming up for Halloween!

Along with a focus on real people of the past, the project aims to put real faces to the people who study the past. In doing so we hope to challenge the narrow stereotypes of who gets to tell history, as well as whose histories we choose to tell. By producing open-access content we hope to share these stories more broadly to homes and classrooms around North America and beyond.

You can find us at peoplingthepast.com, and @PeoplingThePast on Twitter, Instagram, and Facebook.

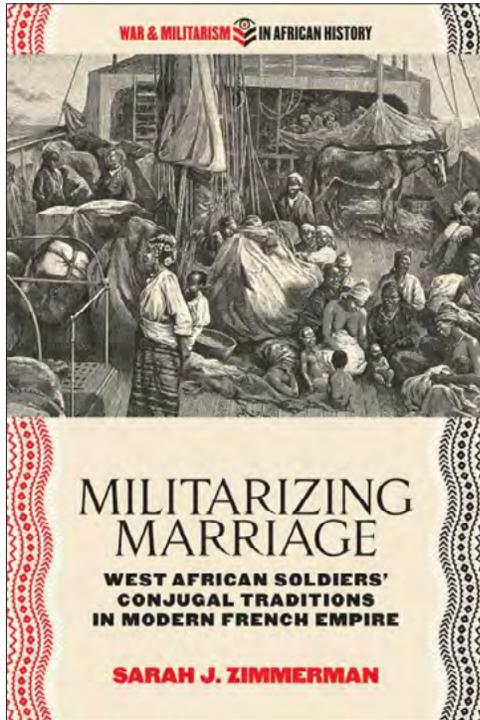


Greek lekythos with weavers, Metropolitan Museum, inv. 31.11.10 (CCO 1.0)

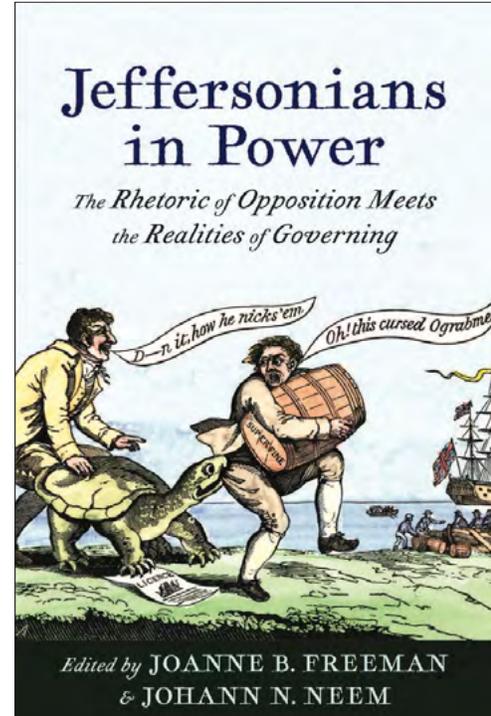


Model of a potter from Old Kingdom Egypt (ca. 2500--2260 BCE; © Oriental Institute Museum, Chicago OIM 10628)

Recent Published Works by the Faculty



Militarizing Marriage - Dr. Sarah Zimmerman



Jeffersonians in Power - Dr. Johann Neem

Department Updates

Johann Neem - Prof. Neem continues to serve as chair of the History Department. His latest book is *What's*



the Point of College?, a question he explores with his students in one of his favorite courses, HIST 131: Going to College in America. He

also co-edited the essay collection *Jeffersonians in Power: The Rhetoric of Opposition Meets the Realities of Governing*.

Charles Anderson – Prof. Anderson studies modern Arab history, with special interests in empire, anti-colonialism, political economy, and Palestine/Israel. This year he is teaching undergraduate courses on premodern and modern Middle East history, Palestine/Israel, and Iraq, and for the MA program, historical methods. Last year he was the recipient of a grant from the Harry Frank Guggenheim Foundation which allowed him to take leave to work on his first book project, a history from below of the Palestinians' attempted revolution in the 1930s known as the "Great Revolt." His article on the growth of Palestinian landlessness before the revolt, published in *Middle Eastern Studies*, won the journal's Elie and Sylvia Kedourie Prize for Outstanding Article in 2018.



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Dharitri Bhattacharjee – Dr. Bhattacharjee joined Western in Fall 2019. She teaches courses on Indian Ocean, South Asian history, Modern India, decolonization, gender, cinema, and literature. Dr. Bhattacharjee's work has appeared in peer-reviewed journals and online publications. She is currently preparing her first book on



Asian experiences of Covid-19, often marginalized as minority voices in archival collections. Stories To Tell can be accessed here: archiveswest.orbitascascade.org/ark:/80444/xv345932.

Emi Bushelle – Prof. Bushelle joined Western's faculty in 2016. Her research focuses on ethnocentrism and nativism in pre-modern Japanese history; she is currently working on an article examining the ways in which Buddhism helped to engender a Japan-centric discourse in Japan's ninth through 13th centuries.



Currently he is editing a volume on Transnational Uruguayan History, which explores interactions between local Uruguayan issues and global struggles, by

Pedro Cameselle-Pesce - Prof. Cameselle has been an Assistant Professor at Western since 2017.



emphasizing transnational actors and dialogues in Anti-fascist movements during the WWII era, student activism during the Cold War, and human rights advocacy during the transition to democracy. His other book project, *Forgotten Neighbors: The Challenge of Uruguay-United States Relations During the FDR Era, 1929-1945*, explores the political and cultural influence of Roosevelt's image in Uruguay.

Muslim politics in Bengal (India) for publication. Dr. Bhattacharjee conducted a series of interviews, Stories To Tell, over Summer 2020 to document South

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This year Prof. Cameselle is teaching several courses related to Latin America, including U.S.-Latin American Relations, Immigration and Ethnicity in the Americas, and Soccer & Latin American history.

Josh Cerretti – Prof. Cerretti teaches courses in modern U.S. history that highlight critical approaches to race, gender, and sexuality. This academic year his courses include LGBTQ+ History in the U.S., Gender and History, Feminist and Queer Methodologies, and AIDS in America. Beginning in Winter 2021, Prof. Cerretti will become the Interim Director of the Women, Gender, and Sexuality Studies Program, having previously served in that capacity during Spring 2020. Following the recent completion of a piece about HIV denialism, he is now researching controversies around public discussions of sexuality in the 1990s.



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Daniel Chard – Dr. Chard is a historian of the United States and the modern world with a research focus on post-World War II social movements, political violence, and counterterrorism. His forthcoming book, *Nixon's War on Terrorism: The FBI, Leftist Guerrillas, and the Origins of Counterterrorism* is scheduled for Spring 2021 publication with University of North Carolina Press, Justice, Power, and Politics series. Chard also co-edited, *Science for the People: Documents from America's Movement of Radical Scientists* (University of Massachusetts Press, 2018). This year he'll be teaching History 391: History



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of the Pacific Northwest (Fall '20 and Winter '21); History 104: American History since 1865 (Fall '20 and Spring '21); History 390: The United States and International Terrorism (Winter '21); and History 357: The United States in the Cold War. For more information, please visit his website: danielschard.com.

Susan Costanzo – Prof. Costanzo teaches courses in Russian history, Western Civilizations, film courses, and a methods course. The methods course this quarter helps students learn how historians create history from documents and other scholarship. It also prepares majors for their 499 capstone research project. She is also teaching a seminar about the Chernobyl accident and how it was documented and is being interpreted in fiction and scholarship. Western Civilizations covers the modern period and show the roots of how we live today. Other courses for this year include the History of Imperial Russia and a film course on Russian World War II films. She is completing a book on theater in the Soviet Union from 1957-1999 and has had articles published in the United States, Britain, France, and Russia.

Peter Diehl – Prof. Diehl teaches medieval European history, offering the following courses this year: History 112: Western Civilization; 476-1713 CE (Fall and Winter); History 315: Europe 300-1050 (Fall); History 318: Medieval England (Winter); History 499: Medieval Religious Dissent (Spring) and History 515: Seminar in Medieval History (Spring).



Prof. Diehl's research interests include medieval heresy, Carolingian historiography, and the history of plague. He is translating a group of ninth-century annals and adding historical and philological commentary and editing the medieval volume of Cultural History of Historiography (Bloomsbury Academic). Service includes the College of Humanities & Social Sciences Professional Leave Committee and the departmental Scheduling Committee. He hopes to resume teaching in person before retirement.

Amanda Eurich – Prof. Eurich continues to work on her book on the sixteenth-century judge, Jean de Coras, famous among modern historians for presiding over the case of identity theft featured in the movie and musical, *Martin Guerre*. The latter was



the brainchild of the same team, Schoenberg and Boubil, that brought us *Les Mis*. She also spent part of the summer learning how to adapt her role-playing classes to the new realities of remote learning. Spring quarter 2021, she will be featuring her own *Reacting to the Past* role-playing game in History 421: Gender in Early Modern Europe. In June 2021, she hopes to take up the writing fellowship at the Meeter Center in Grand Rapids, Michigan, that was postponed this summer for obvious reasons. Her article on Protestant women in sixteenth-century France was selected as the model essay for the volume on France in Routledge's online *Encyclopedia of the Renaissance* (forthcoming). She also co-authored an essay on games in the early modern classroom that was just published in the new "electronic" *Sixteenth Century Journal*.

Chris Friday - During academic year 2020-2021, Prof. Friday will con-



tinue teaching American Indian History courses, including the broad survey, Tribal Sovereignty and Washington History class, an upper division topics course, and a graduate seminar. Prof. Friday will also be teaching Introduction to Public History in the spring. Prof. Friday's research into regional tribal histories continues as he is focusing on tribal treaty rights, tribal relations with the federal and state governments, and tribal histories generally.

Steven Garfinkle – Prof. Garfinkle has taught ancient history at WWU since 2001. His research focuses on economic history, state formation, and violence in some of our earliest available historical records from the ancient Near East.



Currently, he is finishing a book project on the origins of commerce. Prof. Garfinkle's recent and forthcoming publications include a chapter on "Violence and State Power in Early Mesopotamia" in the *Cambridge World History of Violence* and a chapter on the "The Kingdom of Ur" in the *Oxford Handbook to the Ancient Near East*. This year, he looks forward to teaching a range of courses at all levels introducing students to the ancient past: HIST 121 and HIST 310 in the Fall, HIST 111 and HIST 311 in the Winter, and HIST 412 and HIST 499 in the Spring.

Dylan Gibson – Dylan Gibson joined the department in May of 2019 as a temp before moving into the full-time position of the History Department Office Assistant. Since taking over the position Dylan has revamped the

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department newsletter and aided in making the History department as digitally accessible as possible. In his free time Dylan enjoys photography

and playing video games. Dylan is a 2017 WWU alumni with a major in Biocultural Anthropology.

Jared Hardesty - Jared Ross Hardesty is Associate Professor of History at Western Washington



University and a scholar of Colonial America, the Atlantic world, and the histories of labor and slavery. He is on leave this academic year

and will be finishing his third book, *Mutiny on the Rising Sun: A Tale of Smuggling, Slavery, and Chocolate in Early America*.

Rebecca Hutchins - Rebecca (Becky) Hutchins joined the History department as administrative services manager in August of this year. While working remotely, she has yet to meet many of the department's faculty and staff but is assured that they all exist, at



least digitally. She is an avid gardener, cooks to stay sane, and rows to stay fit. Professionally, Becky has held a variety of positions including that of field archaeologist in the American Southwest, emergency dispatcher at McMurdo Station, Antarctica, and museum curator before finding her new home on Western's campus.

Christine Johnston - Dr. Johnston is an archaeologist and historian of

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Ancient Greece, Rome, Egypt, and Western Asia. Her primary fields of research are political economy, exchange systems, and cross-cultural

interaction between the different regions of the Mediterranean during the Bronze Age. In particular, she focuses on the ways in which commerce and trade facilitated cultural exchanges, and with modelling the specific mechanics of such transmissions. Dr. Johnston also specializes in the study of pottery, which is the primary data she uses for modeling trade networks. Currently she is conducting a fieldwork project in Cyprus, but she has also worked and studied in Turkey, Greece, Israel, and Canada. Outside of teaching and research, she is active in public education, particularly in bringing awareness to issues of looting, antiquities trafficking, and the destruction of cultural heritage. Dr. Johnston is a co-founder and video editor at Peopling the Past, a Digital Humanities open-access education project providing resources for teaching and learning about the lived experience of real people in the ancient world.

A. Ricardo López-Pedrerros - A. Ricardo López-Pedrerros is an immigrant. He is the author of *Makers of Democracy: A Transnational History of the Middle Classes in Colombia* (Duke 2019) and co-editor of *The Making of the Middle Class: Toward a*



Transnational History (Duke 2012). His research now focuses on the histories of democracy and domination in the Americas. He teaches a variety of courses on the histories of Latin America. He is currently the President

of the United Faculty of Western Washington.

Hakeem Naim - Dr. Hakeem Naim is a Lecturer in the Department of History at UC Berkeley and a Visiting



Assistant Professor at Western Washington University. He received his Ph.D. in Modern Middle East history from the University

of California, Davis in 2019. In his research, Dr. Naim focuses on late 19th century Islamic nationalism, colonialism, post-colonial theories, and comparative intellectual history of the Ottoman Empire, Afghanistan, and Central Asia. He has a command of various languages, including Persian (Dari), Turkish (Modern and Ottoman Turkish), Arabic, Pashto, Uzbek, German, and English. Before moving to Berkeley, he was a Visiting Assistant Professor at Western Washington University.

Peter Pihos - Prof. Pihos came to Western in the fall of 2018. His courses at Western focus on African American



History; post-World War II U.S. history; legal history; crime and punishment; and urban history. Dr. Pihos' research broadly examines race and

the politics of policing in American cities from the 1950s to the 1980s, with a special interest in the efforts of black reformers and radicals to challenge racist and brutal police practices. Most recently, he has been working on essays addressing the role of local institutions in the war on drugs; changing newspaper coverage of police brutality; and continuities and differences between civil rights-era

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activism around policing and today's #BlackLivesMatter movement.

Hunter Price – Prof. Price contributes to the department's field in early American history. He teaches the Civil War era, American religious history, and frontier and borderlands histories of North America. This year Prof. Price looks forward to offering a new course on American religions in WWU's Honors Program as well as continuing his research seminar in antebellum African American history. Prof. Price is completing a book on Methodists and their social networks in the early American West. This research describes how the new nation's largest religious group participated in the settlement of the Ohio and Mississippi River Valleys after the American Revolution.



Jennifer Seltz – Prof. Seltz's research historicizes connections between medical and environmental knowledge and experience, mostly in the 19th and 20th-century North American West. She has published articles and book chapters on topics ranging from epidemic and endemic disease around the 19th-century Salish Sea to the cultural history of natural childbirth. Prof. Seltz is currently finishing her first book, *Sickly State: Health, Identity, and Expansion in Nineteenth-Century America*, and was on leave Fall and Winter quarters 2019-2020 to begin a new project on the environmental and cultural history of mid-20th-century American pregnancy and birth. Prof. Seltz teaches classes on the American West, the Pacific Northwest, and the modern



United States; on energy history; and on the history of health and medicine.

Mart Stewart – Prof. Stewart is teaching courses this year on the history of the U.S. South (Winter), as well as the usual GUR courses and a capstone course for majors. In the Spring, he will teach a seminar, *The History of the Future*, and a social sciences colloquium in the Honors Program. His essay, "Marking the Boundaries of Contagion: Vietnam and Covid-19," will be published in October in *Environmental History*. This summer he was awarded the Inaugural James C. Giesen Teaching Excellence Award in Agricultural and Rural History by the Agricultural History Society.



Roger Thompson – Roger Thompson has been teaching Chinese and East Asian history at Western since 2003.



His research and publications focus on the period between the Opium War and the Communist Revolution. Recent articles have included ones on the building of China's telegraph network (2015) and China's protection of energy resources like coal (2011) during the Qing dynasty. His translation of Mao Zedong's Report from Xunwu (1990) and his *China's Local Councils* (1995) are still in print. His most recent publication—"Before the Americal: Task Force 6814 and Saving America's Asian Empire, 1940-1942" (2020)—was inspired in part by his Pacific War seminar. This seminar, and his Ancient China survey, have been fixtures in the Department's Summer Quarter offerings since 2014. Prof. Thompson's recent travels to China include a conference (2015) when he presented

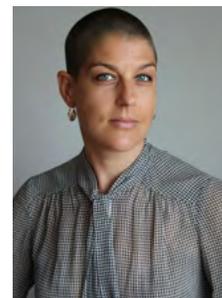
his latest Boxer Uprising research, and a Smith College trip. Prof. Thompson gave talks to the alumnae, walked on the Great Wall of China again, and even visited Tibet. Prof. Thompson, and Western's students, were seen in China in 2015 on China Central Television's broadcast of its Bellingham interview of Prof. Thompson about his Mao translation, a Mao text of special interest to China's President Xi Jinping.

Sarah Zarrow – Prof. Zarrow's scholarship focuses on Jewish life in Eastern Europe. She is most interested in the history of nationalism(s) and non-nationalism, and on the ways that culture is transmitted and shaped—especially museums and schools.



She is currently working on a book on Jewish museum practices in Polish lands between the 1890s and World War II. Prof. Zarrow received her doctorate from New York University, and completed a postdoctoral fellowship in Bucharest, Romania. She moved to teach at Western three years ago.

Sarah Zimmerman – Dr. Sarah J. Zimmerman's research focuses on the experiences of women and the operation of gender in West Africa, French Empire, and the Atlantic World. Her first monograph, *Militarizing Marriage: West African Soldiers' Conjugal*



Traditions in Modern French Empire (Ohio UP, 2020), historicizes militarization, marriage, and colonialism by focusing on tirailleurs sénégalais households in West Africa and across French Empire. Her new research attends to the gendered production

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of history and memory on Gorée Island—a UNESCO World Heritage site in Senegal. She has published articles in the *International Journal of African Historical Studies* and *Les Temps Modernes*.



Photo by Dylan Gibson



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