

History

Campus History Collection, Western Libraries Heritage Resources.

Letter from the Chair

Welcome back! Not in recent memory have these words carried such meaning. After more than a year of Zooming, most History Department courses are back in person, and we are glad! We've always known that in-person learning is more effective for students and gratifying for both students and faculty than online, but most of us understood it intuitively. Now, as participants in the unplanned pandemic experiment of the past eighteen months, we have the kind of concrete evidence that historians love.

What's the evidence? It's mostly how happy we – both students and faculty – are to be back in the same room. The energy those first few days was delicious. Another important sign is everyone's willingness to comply with the new rules: masks in all indoor spaces and some crowded outdoor spaces as well as impressive vaccine compliance rates across campus. Anyone who feels unwell for any reason is quick to stay home and get tested. We all want to continue in person while keeping each other safe and healthy. As for the very small number of Covid cases, mechanisms are in place to assure everyone: students can return to class when cleared by Student Health Services and continue their learning under the same terms as a student who falls ill for any other reason. They work with faculty to complete the assigned work without penalty. No big deal. Flexibility remains an imperative, and I am gratified by my

colleagues who continue to adapt and demonstrate an impressive dedication to students. We had all hoped that we'd be fully in person this fall, but the delta variant means that some remote teaching continues, and winter quarter will be the same. We're optimistic that spring quarter will be fully in person.

That's not to say that the transition back has been flawless. This year the campus is filled with twice as many newbies who haven't stepped foot in any building, let alone History's home in Bond Hall. The technology isn't perfect, though some of us, including Christine Johnston, who, you may remember from last year's spotlight on digital humanities, continues to innovate with "mixed modality" teaching that allows students to Zoom while she leads a class on the fourth floor. You'll find more information about her recent projects inside.

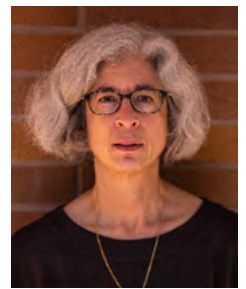
Although we're all glad to be back, we've also been assessing the pros and cons of online teaching. Some, like Christine, may keep some online components to serve students who learn better that way. Each of us is deciding what pieces belong alongside the conventional classes. I, for one, am going to keep my online "relevance" discussions that ask students to comment on the contemporary relevance of an assigned reading. They also respond to other students' posts. This 15-minute reflection helps students connect with one another, a very strong need during remote learning, and it will also facilitate cohesion when we're in the same

space.

You've probably noticed another change for the department: a new chair. The transition is a bit daunting at times, but I'm having fun (really!) learning the job and interacting with colleagues across campus. I'd like to give a heartfelt thank you to Johann Neem, the outgoing chair, for his enormous support for me as I figure out this new role. He leaves the department as strong as it's ever been, and his leadership has been invaluable. The faculty continue to produce significant scholarship in their fields, and Jared Hardesty and Dan Chard have new books out this fall.

Looking ahead, we have some exciting plans for later this year. The department is sponsoring the regional Phi Alpha Theta conference in the spring. Undergraduate and graduate students from a multi-state region will come and present their scholarship

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Susan Costanzo
Photo by Dylan Gibson



in person next spring. The conference is a high-water mark for some of our majors and MA students. By the way, at the virtual conference last spring, our own Hannah Swartos won the Harry Fritz Best Paper Prize at the Phi Alpha Theta Pacific Northwest Regional Conference. Congrats, Hannah! The award was well deserved, and the department is thrilled. You'll find more details about her work inside this newsletter. We are also beginning a search for a historian of Canada who will hold a joint appointment with Canadian American Studies. Although we have had a series of terrific temporary replacements over the past few years, we are very much looking forward to a new permanent colleague who will join us (in person!) next fall.

The department is also planning to strengthen its efforts to encourage students who may want to major in

history but are concerned about future professional options. As you'll see from the graph on page 13, our majors are creeping up. We are also delighted to see that the number of students who indicate "history interest" has increased significantly. The department is currently discussing strategies to turn those "interests" into majors while increasing the diversity of those majors so we can further enrich everyone's perspectives on history. In one effort, our alums can help us toward these goals. Our website already provides a link to the American Historical Association's webpages that show a variety of professional options for history majors. We'd like to add some local content from our own grads, much like you'll see in the interview with Olivia Hathaway who works at the Statue of Liberty. To do so, we ask your help. Please feel free to write to me at

Susan.Costanzo@wwu.edu or Dylan Gibson at Dylan.Gibson@wwu.edu. In a few sentences or a short paragraph, let us know how your history degree has helped you in your career. Please include your name, current job or profession, and year of graduation. If you add a photo, we can post it too! We'd love to hear from you. Please see page 13 for more information. You can also help us with a donation, of course, to prepare our students to meet the opportunities and challenges of their futures. Contributions would also help us offset the costs of the Phi Alpha Theta conference in the spring.

Best,

Susan Costanzo
Chair and Associate Professor of
History



Alumni Spotlight: Olivia Hathaway

Olivia Hathaway graduated from Western in 2017 with a major in History and a minor in Public History. After graduating Olivia was hired on as a National Park Ranger at Cape Hatteras National Seashore in North Carolina, to talk about the wars and the piracy the island has seen. Currently, Olivia works

at the Statue of Liberty as a historic interpretive park ranger.

Q: What sparked your interest to work for the National Park Service? How did you get started?

Olivia Hathaway: That's a great question. Well, I knew it was a job because way before any of us were born, my mom was a park ranger. But my very first spark of interest was when I was 15, and we took a family trip to the East Coast, and I got to go to Independence Hall. And the feeling that that room gave me made me want to spark that feeling in other people. And that's what interpretive park rangers do. So, I intentionally studied history and public history to go into the field of interpretive park ranger. This is my third season in the park service.

Q: So, what's a typical day like working at the Statue of Liberty?

Olivia Hathaway: Oh, that's a great question. We do get moved from

island to island. We're one park, but we're two islands. So usually, I'm at the Statue of Liberty. Sometimes they have me working on Ellis Island. But [at the] statue, I would get to work and then we get our schedules, [which are] different every single day. And then we move every hour. So, we'll be stationed either inside the monuments or in the museum or at the dock, greeting people and helping them get to the right boat, you know, to the right state, back to either New York or New Jersey. Right now, because just the pedestal is open, when we work in the monument, we're only in the pedestal part. The statue itself is not open yet, so I haven't been working in the crown yet. But when that opens, I'll also be scheduled to work in the crown.

Q: How did you feel that your time at Western helped to prepare you for where you are now?

Olivia Hathaway: As a historic interpretive park ranger, I thought that it prepared me wonderfully for where I

am now. Every park ranger must write their own program. So, if you are at a national park and you go to a Park Ranger program, that Ranger wrote that and they did all the research, they did all the reading for it, and they verified all their sources and they wrote that program, no matter how long it was. So just being able to know where to go to find research on when the Statue of Liberty was a lighthouse and knowing which sources to trust and where to find trustful information no matter what park I'm in, has been invaluable for the security as a park ranger. And knowing that I know I'm telling my visitors the truth in the history of where we are, because everybody deserves to know as much of the history of the site as we know and staying true to the historical context. So being able to research that and put it into practice in my programs and even just in conversation with people has been something that Western has given me.

Q: What would you consider to be the most exciting part of your career, thus far?

Olivia Hathaway: I love getting to work at the Statue of Liberty, but as an interpretive park ranger, I did a war program at Cape Hatteras National Seashore in North Carolina. My war program covered four wars and at the end of the program an older gentleman came up to me and told me that he lived on the island during World War II, and he climbed the lighthouse and kept a lookout for U-boats. I got to ask him if I represented his life correctly, and he said yes. So, I got to talk to a primary source, essentially, and get feedback on how I represented his experience during World War II in that place. Just getting to talk to someone who lived through something I was giving a program on was hands down [the] highlight of my career. So, I love working at the statue and it's been amazing, but you can't talk to someone who was there when it was first put up in 1886.

Q: How has COVID 19 affected the work you do and the nature of your work? How does it continue to affect it as well?

Olivia Hathaway: Thankfully, the statue is primarily an outdoor park. A huge effect is that the crown isn't open. We can't work in the crown. The pedestal only just opened in July. So right now, the biggest effect is that any interpreting I do, any telling of her story is primarily done outside. In addition, we didn't start doing programs until two months ago. That was a huge effect because we are essentially hired to do programs. And so not being able to do programs for four out of the six months since I started my job was a huge effect of COVID 19.

Thankfully, because I give my programs outside, I don't have to worry about a mask. I'm able to stay six feet apart. Inside the pedestal, you can look up into the Statue of Liberty but it's nothing like being in the crown. Actually being able to touch the copper. So, it has made a big difference in people's experience in the park. And you can't see quite as much of the symbolism on her from below as you can from above. You can't see the broken chains at her feet, which are a huge symbol on the Statue of Liberty. You also can't necessarily see the July 4th, 1776. So, it does make a big difference not being able to be up there. Someday I hope to be able to interpret from the Crown. But because I was hired in COVID and I've only ever worked during COVID at this park, I haven't gotten to do crown duty with visitors yet.

Any historic home, I mean, all the Manhattan sites, those historic buildings, none of them are open. So, I think a lot of COVID 19 is affected by not being able to give programs as you would normally do or even just give tours because of how many people will come, which is a lot of what we do. I love getting to get a lot of people into what I'm talking about. And that's not something I can do at Ellis Island or

inside a building. So that has affected how we do our job as interpretive park rangers because our job is to talk to large groups of people. We can't have the large groups of people, but it has made it a lot more personal. I can talk to a few people and really make a good connection. So, it has its pluses and minuses in that way. Unfortunately, it's getting a lot colder, and we are still only doing things outside.

Q: Do you have any reflections or advice for current history students?

Olivia Hathaway: Yeah, I think one of the things I loved was truly being able to find those primary sources. And it just gives me a really cool feeling as if you've just found a treasure. So just embrace the process. Research and find as many sources as you can because you get so much more access to that when you're at school. I mean, I don't even have quite the access I have working for the federal government, as I did at school: they give you so many databases at school that you don't get outside of school. So just embrace that and dive down deep because this is a chance to be able to really find all that stuff that you may not be able to find if you need to find it later.

And learn to keep true to the context of our history, because it's just such a great way of looking at what we're studying [as] history students and being able to apply that anywhere you go, whether you're going to be, you know, a teacher or work in something that has nothing to do with history. Everything has history. Everything, the trees and art have history, and they're tied to someone somewhere. And so just being able to look at anything and know that you can try and find the picture of it is invaluable. So don't lose the love of finding what really happened there and who it connects to because chances are it connects to all of us, even today.

View the full interview with Olivia here.

Student Spotlight: Undergraduate Research – Hannah Swartos

By Mart Stewart

One of the Department of History's undergraduate majors, Hannah Swartos, has recently earned distinction for the research and writing she accomplished in the required capstone course for history majors, Historical Research (Hist 499). The paper she wrote for this course in Fall, 2020, "Out of the Way: Property and the Subversive Construction of Space by Enslaved People in the American South," and which she presented at the annual Phi Alpha Theta Pacific Northwest Regional Conference last spring, was awarded the Harry Fritz Best Paper Prize by Phi Alpha Theta. Her paper was submitted in a pool of about one hundred papers by graduate and undergraduate students on a full range of historical subjects. Phi Alpha Theta awards three prizes to papers that are presented at the annual conference: the Best Graduate Student Paper Prize, the Best Undergraduate Paper Prize, and the Fritz Prize for best all-around paper.

As a prize recipient, she also received the unique opportunity to present her paper in a special session at the Pacific Coast Branch of the American Historical Association annual conference in August. A revised version of Hannah's 499 paper was accepted for publication by the University of California's journal for undergraduate research, *Clio's Scroll*, and *Western's* journal for the same purpose, *Occam's Razor*. It was published in June in **volume 11 of *Occam's Razor***.

Swartos studies the subfloor pits in the cabins of enslaved people in the American South as a space of resistance within the larger carceral landscape of slavery. The paper explains how enslaved people used these pits as places to hide themselves or the food "out of the



So, I just went in that direction instead of my initial thoughts, which I think is the best kind of research topic — where it's not your plan A, but it leads you down a rabbit hole of something much more interesting.

Hannah Swartos

way," as one of the many everyday but profound acts of resistance against the impositions of enslavement.

In an [article written by Sophia Pappalu for *Western Today*](#) about Hannah's paper and prize last summer, Hannah explained how the paper developed out of a set of questions she created for her initial paper proposal for the 499 paper: "I thought that [the subfloor pits] would sometimes be used for food storage but were also, as I learned, used for other things . . . this idea of a semi-hidden space in the middle of such a supervised, intensely surveyed environment and the potentials for the use of that space was really interesting to me. So, I just went in that direction instead of my initial thoughts, which I think is the best kind of research topic — where it's not your plan A, but it leads you down a rabbit hole of something much more interesting."

Professor Mart Stewart, who taught the 499 section in which Hannah completed her paper, concurred: "She was able to make the case clearly enough at the outset that we went ahead with it, but as we continued our

conversations, the topic just grew in significance, and then she took it and ran with it."

"What was also significant about her research accomplishment was the way it shaped our capstone requirement into a research opportunity and then made the most of it," he added for this newsletter feature. "We all agree that ten weeks is barely enough time to develop a topic, do the research, and write the capstone paper, but it is also an opportunity for students to bring together everything they've learned as majors to complete a project. And create an interesting intellectual journey at the same time. "Out of the Way" is an example of how this can be done."

Hannah will continue to write with hopes of publishing both creative and research writing in the future. "I'm hoping this experience instills lasting confidence not only in the quality of my writing but also in my ability to convey its subject matter with integrity," Swartos said

Peopling the Past

By Christine Johnston

Last year we announced the launch of a new digital humanities project, Peopling the Past, and we have just wrapped a very busy first year! Since launching in September 2020, we have released 19 videos, 24 podcast episodes, and 35 blog posts! As a collaborative, multidisciplinary project, our content has covered many different aspects of ancient Mediterranean history, from **sustainable fuel use in ancient Rome** to **disability and accessibility in ancient Greece** to **craftspeople and coffin production in Egypt** to **the study of cancer in the ancient world** (paleo-oncology). In addition to presenting on the project at two conferences this year, the project team was invited to host two workshops for students and early career scholars on strategies and best practices for public history and engagement (the first was hosted by Archon, an inter-university association for archeology research in the Netherlands, and the second hosted by the Stavros Niarchos Foundation Centre for Hellenic Studies at Simon Fraser University).

The project has been very fortunate to receive a number of grants this year from the Society of Classical Studies (the Ancient World, Modern Communities Initiative), National Geographic Foundation (Covid-19 Educators' fund), Acadia University, the University of British Columbia, and the University of Winnipeg. The project also received the 2021 Public History Award from the Women's Classical Caucus, as well as an honorable mention from the Canadian Social Knowledge Institute for their 2021 Emerging Open Scholarship Award.

The Ancient World, Modern Communities grant from the Society of Classical Studies supported the hiring of Patrick Czichas, MA student in the History Department, as a research assistant for the project in the summer of 2021. Patrick has

assisted in the editing and captioning five *Peopling the Past* videos to-date (**Videos 15–19**) on the topics of Roman Soldiers and their Families in the Eastern Mediterranean, the Hyksos and Migration in Egypt, Tattooing in ancient Egypt, Greek Democracy and its Historiography, and Archaeobotany and Beer Production in ancient Egypt. As part of the Peopling the Past team,

Patrick has also been preparing the descriptive transcripts for existing videos (Descriptive Transcripts include both the full transcript of the spoken content, as well as descriptions of the visual content of the presentation slides). Patrick will continue to work on the project as a Research Assistant during the 2022–2023 academic year.



Peopling the Past Video 1: Disability and Accessibility in Ancient Greece with Debby Sneed



Peopling the Past Video 18: Athenian Democracy with Chandra Giroux



Peopling the Past Video 19: Beer Production in Ancient Egypt with Amr Shahat

Spotlight: Research - Ancient World in 3D

In Spring 2020, Christine Johnston and three MA students in the department—Alan Wheeler, Alexis Nunn, and Erin Escobar—began a research project on the use of 3D printed and replica objects in the teaching of introductory survey courses on the history of the ancient world. The goal of the Ancient World in 3D project is to use material objects in the classroom to create fun active learning experiences that help students engage directly in historical and archaeological work. This includes activities like the study of ancient texts and seals, collections of ancient coins, and well-known artifacts associated with cultural heritage issues such as looting and forgery. Students get the chance to examine replicas of famous pieces like the Bust of Nefertiti, as well as less well-known examples like Cycladic figurines, all of which have contested histories and center in important conversations

about the ethics of museum collections and the history of research into ancient Mediterranean cultures. The in-class research on the use of 3D printed and replica objects is ongoing following delays due to Covid, but the team had the opportunity to present their preliminary study results as a poster at the Annual Meeting of the Archaeological Institute of America, held virtually in January 2021 (you can find the poster [here](#)). Alan and Alexis also shared their experiences in participating in this project as part of a video being prepared by CHSS for supporting donors highlighting student research.



Cycladic marble head, ca. 2700–2500 BCE ([Metropolitan Museum inv. 64.246](#); 3D model by [Scan the World](#))



Athenian Tetradrachm and 3D Print ([Cleveland Museum of Art, inv. 1941.296](#); print from [model by Pinotoon](#))

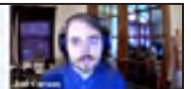
3D Model of the Bust of Nefertiti ([model by Scan the World](#))

Teaching with Wiki Education Workshop

During August 2021, Christine Johnston (department faculty member) and Joel Carson (first year MA student) participated in the 2021 Faculty-Led Professional Development Series by the Center for Instructional Innovation and Assessment. Joel and Christine presented together on the use of Wikipedia as a platform for undergraduate research projects. The presentation covered strategies for designing Wiki assignments, focusing in particular on ways that working with Wikipedia can help students develop their critical thinking skills, as well as their digital and media literacy. The talk included discussion of the substantial body of research on the reliability of Wikipedia as a source for information, as well as

Wiki Edu's Place in Student Learning

- An alternative to argumentative paper-writing
 - A different approach to research
 - More student control over goals
- Contributing to public knowledge
 - For history students, participating in public history
 - Work that persists beyond the class
- Learning about a prominent source of knowledge on the internet
 - WikiEdu training informs on editing etiquette and culture
 - A more nuanced look at Wikipedia as a source



the foundation of Wiki Edu—The Wikimedia Foundation's platform for classroom teaching. Wiki Edu's knowledge dissemination initiatives, including their work on closing Wikipedia's content and gender gaps, creates an excellent opportunity to discuss knowledge production in

media and in traditional publications in the classroom. Many students who have completed Wiki research projects commented that contributing to a public resource and participating in these Wiki initiatives enhanced their

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learning experience.

Having participated in the Wikipedia project assigned in his History of Ancient Rome class as an undergraduate student, Joel provided important insight to the student experience. Joel took the Ancient Rome class late in his senior year as an undergrad, so he came into the Wikipedia project with a fair bit of experience as a student in the History and Humanities departments. He described the ways this project differed from an undergrad's usual experience with other research-based projects. He emphasized the amount of student control and student ownership over what they produce for the project, as the multi-faceted assessment of Wikipedia articles allowed for self-determined goals towards completion. He also lent a voice to the broader student comments that contributing to the creating of public knowledge and working with such a ubiquitous online resource such as Wikipedia enhanced their learning experience. He did an excellent job presenting and fielding questions from WWU faculty across different departments!

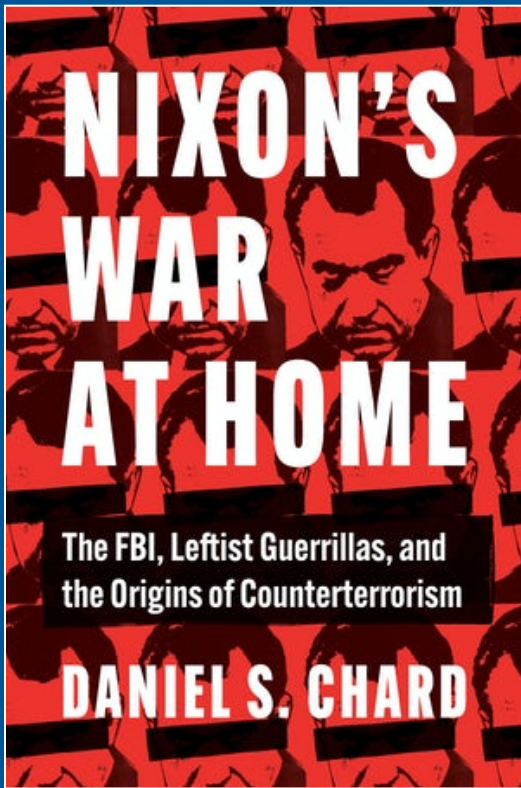
Joel and his Ancient Rome classmates, along with the students in the Ancient Greece class the following spring, collectively contributed over 46,000 words of content to their Wikipedia article and talk pages—contributions that have since been seen by over 635,000 visitors!

History Day

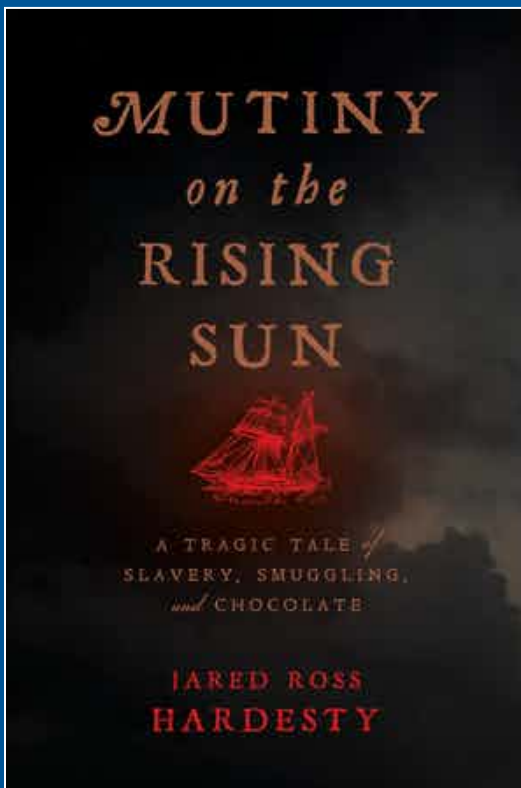
By Amanda Eurich

The History Department at Western has been involved with History Day for many years after Chris Friday agreed to help host the regional conference on Western's campus. Every year over 100 middle and high school students from around northwest Washington participate in the regional competition which is associated with the National History Day project headquartered in College Park, Maryland. Sponsors include the National Endowment for Humanities, the National Park Service, and the World Education Foundation. In the early days of the History Department's work with local History Day organizers, Professor Friday and later Amanda Eurich recruited students to serve as campus hosts. At that time, students manned the registration desks and helped students, parents and teachers find their way around campus. A few years ago, a shortage of judges (drawn mostly from the ranks of teachers, some retired and some still in service) opened up an opportunity for Western students to serve as judges. It was a perfect moment for history majors, especially teachers in training, to put all their skills to use as well as make contact with other teachers in the field. This year National History Day competitions continued in spite of the pandemic. A number of Western students worked alongside seasoned teachers, judging middle and high school history projects online. Some of them, such as Abigail King and Tanner Sprankle were veterans of the judging process. Avonlea Bowthorpe, Annaliese Gold, Mackenzie Pyle, and Hannah Swartos added their services to the Western contingent for the first time. The local organizer praised them for their efforts. As Randolph Schnabel wrote: "In this unusual pandemic year, they had to adapt to the new, entirely remote judging system as well as the new contest rule book with substantially revised judging rubric and a built-in conferencing platform. The projects they judged ran the gamut--poster presentations, dramatic performances, websites and movies, along with more conventional research papers." History Day offers a signal opportunity for Western students to participate in service learning and encourage their younger peers to develop the critical analytical skills that are so essential to civic literacy. The winners in each category go on to participate in a statewide competition which culminates in a national competition in Washington D.C.

Recent Published Works by the Faculty



Nixon's War at Home
– Dr. Daniel Chard



Mutiny on the Rising Sun
– Dr. Jared Hardesty

Department Updates

Susan Costanzo - Prof. Costanzo teaches courses in Russian history, Western Civilizations, film courses, and a methods course. As the new chair of the department, she is busy learning the responsibilities and expectations of the job. In the process, she is rediscovering the many achievements of her history colleagues. When she has a spare few minutes, she is completing a book on theater in the Soviet Union from 1957-1991 and has had articles published in the United States, Britain, France, and Russia.



Charles Anderson - Prof. Anderson studies modern Arab history, with special interests in empire, anti-colonialism, political economy, and Palestine/Israel. He teaches undergraduate courses on premodern and modern Middle East history, Palestine/Israel,



and Iraq, and for the MA program, historical methods. In 2019, he was the recipient of a Harry Frank Guggenheim Foundation grant 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.

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 Muslim politics in Bengal (India) for publication. Dr Bhattacharjee

conducted a series of interviews, *Stories To Tell*, over Summer 2020 to document South Asian experiences of Covid-19, often marginalized as minority voices in archival collections. *Stories To Tell* can be accessed here: archiveswest.orbiscascade.org/ark:/80444/xv345932.

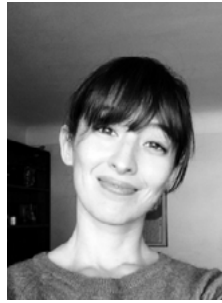
Jennifer Levin-Bonder - Jennifer Levin-Bonder is new to Western Washington teaching Canada-U.S.



relations, multiculturalism, and the Canadian history survey. She was previously in the other Washington on Fulbright exchange with the Center for

Canadian Studies at the Johns Hopkins School of Advanced International Studies. Her doctoral research at the University of Toronto explores Canada's experiments around foreign investment and trade diversification. She became fascinated by policy after working at Global Affairs Canada and has continued to bring together academics, politicians, and practitioners as a Fellow with The Bill Graham Centre for Contemporary International History at the Munk School of Global Affairs. Her most recent book chapters forthcoming with UBC Press look at Herb Gray and the founding of the Foreign Investment Review Agency, and foreign policy under Prime Minister Stephen Harper.

Emi Bushelle - Prof. Bushelle joined Western's faculty in 2016. Her research focuses on the intellectual history of early modern Japan, with a focus



on the poetic and philological movement known as National Learning (*kokugaku*). This academic year, her courses

include Premodern Japanese History, Early Modern Japan, Yōkai: Monsters and the Monstrous in Japanese History, and Introduction to East Asian Civilizations. She is currently working on a monograph exploring the genesis of National Learning in the medieval Japanese Buddhist tradition.

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



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

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. Prof. Cameselle teaches 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 - Josh Cerretti is an Associate Professor of History and the Interim Director of Women, Gender, and Sexuality Studies. He also serves on the bargaining team and executive board for the United Faculty of Western Washington. In the Fall of 2020, Josh created a virtual version of



his Bellingham History from Below tour in collaboration with the League of Women Voters, Whatcom Museum, Ralph Munro Institute, and the video

production company Talking to Crows. The hour-long video tour of downtown Bellingham has been viewed by over 1,000 people online and airs regularly on the public television station BTv.

<https://vimeo.com/478750052>
<https://btv.cob.org/CablecastPublicSite/show/835?channel=1>

Daniel Chard - Prof. 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 new book, *Nixon's War at Home: The FBI, Leftist Guerrillas, and*

the Origins of Counterterrorism, was published in September 2021 with University of North Carolina Press (Justice, Power, and Politics series), and over the next year he will be speaking about his book at several online and in-person events. During the summer of 2021, Prof. Chard began collaborating with Prof. Anna Booker of Whatcom Community College to research the history of the 1960s-70s Lummi Aquaculture Project. This has evolved into a community based participatory research project in collaboration with Northwest Indian College and the Lummi Nation with indigenous research methods and Lummi Nation oversight. This year Prof. Chard is teaching HIST 104, America since 1865 (Fall '21 and Winter '22); HIST 391, Pacific Northwest History (Fall '21 and

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Spring '22); HIST 390: US & International Terrorism (Winter '22); and HIST 357, US in the Cold War (Spring '22). For more information, please visit daniel-schard.com.

Peter Diehl - Prof. Diehl teaches medieval European history, offering the following courses this year: History



112 (Fall and Winter); History 320 (Fall); History 316 (Winter); History 499 (Spring) and History 414 (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). He is delighted to be teaching in person this fall.

Amanda Eurich - Prof. Eurich credits her success with online learning last year to the help of friends, colleagues



at the Center for Instructional Innovation on campus, and a very understanding spouse. She particularly enjoyed teaching a role-play-

ing module on the Black Death in her Western Civilization classes and expects this year will bring new opportunities to explore the consequences of the 14th-century pandemic on labor shortages, supply and distribution problems, and social unrest. In June, she drove 2500 miles across country to take up a fellowship at the Meeter Center in Grand Rapids, Michigan, where she researched and wrote the penultimate chapter for a book project. Thanks to Zoom, she was able to give two invited lectures this past year

at Claremont-McKenna College and Calvin University. This August she began a three-year term on the Bainton Prize Committee of the Sixteenth Century Studies Conference, a position prompted perhaps by the fact that the book *John Calvin in Context* to which she contributed an essay won the Baton Prize for reference in 2019-20.

Chris Friday - During academic year 2021-2022, Prof. Friday will continue teaching American Indian History



courses, including the broad survey, Tribal Sovereignty and Washington History class, and an upper division topics course. 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 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 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 department newsletter

and aided in making the History department as digitally accessible as possible. Throughout the pandemic Dylan worked with both faculty and students in order to make the change from in-person to virtual (and now to a hybrid model), as seamless as possible. 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. This academic year, he will be teaching

courses on colonial America, Atlantic piracy, and the Salem Witch Hunt. Dr. Hardesty is also celebrating the release of his third book, *Mutiny on the Rising Sun: A Tragic Tale of Slavery, Smuggling, and Chocolate*.

Michael Hughes - Prof. Hughes joined the department last year. He teaches courses in early American history and in the Honors College. His article "Within the Grasp of Company Law: Land, Legitimacy, and the Racialization of the Métis, 1815-1821" was published in *Ethnohistory*.

Rebecca Hutchins - Rebecca (Becky) joined the department as administrative services manager in August 2020. After a long period of working remotely, she has been enjoying spending



face-to-face time with students, faculty and other staff this academic year and exploring all that Western's campus has to offer. She holds a dual

Master's degree in Anthropology and Museum Studies from the University of Colorado and previously worked as a field archaeologist, museum curator, adjunct faculty member, and non-profit administrator.

Christine Johnston - Dr. Johnston is an archaeologist and historian of 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. Dr. Johnston also specializes in the study of pottery, which is the primary data she uses for modeling trade networks. Currently she is conducting fieldwork on Cyprus. 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.

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



He is an historian of modern Mexico, indigenous Mexico, and religion. His research examines the intersections between Liberation Theology (progressive Catholicism), indigeneity, and social movements during Cold War in Mexico.



A. Ricardo López-Pedrerros - A. Ricardo López-Pedrerros is an immigrant. During academic year 21-22, Professor López-Pedrerros is a Leverhulme Visiting Professor at the Institute of the Americas, University College London. He is currently writing a history of domination in Colombia. 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). He teaches a variety of courses on the histories of Latin America.

Johann Neem - After completing his term as chair of the History Department, Prof. Neem is excited to return to teaching and writing. In January, he was appointed co-editor of the *Journal of the Early Republic*, one of the leading scholarly journals in his field. His most recent books are *What's the Point of College?* and the edited essay collection *Jeffersonians in Power: The Rhetoric of Opposition Meets the Realities of Governing*.

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 activism around policing and today's #BlackLivesMatter movement.

Hunter Price - Professor Price teaches early American history at WWU. During 2021-22, he is excited



to be back on campus to teach courses on the American Revolution, the Civil War and Reconstruction, and North American borderlands and frontiers. He has an excellent group of students studying Works Progress Administration ex-slave interviews in History 499. In addition to teaching, he is finishing a book on the history of social capital, settlerism, and Methodism in the late 18th and early 19th centuries. This year, Prof. Price has the privilege to serve as faculty advisor to WWU's chapter of Phi Alpha Theta, which will host the PNW regional conference in April 2022.

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

continues to next page



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. She has 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 – Professor Stewart is teaching his Environmental History of the Global South course this fall, along



with a U.S. history GUR course. He will teach an environmental history seminar for graduate students in the spring as well as a social sciences colloquium in the

Honors Program. Professor Stewart continues his work as the co-editor of the **Flows, Migrations, Exchanges** book series at the University of North Carolina Press, which published a new volume this last summer and plans two more in 2022. A M.Sc. program, Climate Change Studies, that Professor Stewart helped develop while on a Fulbright Senior Specialist appointment at the Royal University of Phnom Penh in 2016 enrolled its fifth cohort this fall. This program prepares students for careers in NGOs or government agencies in Cambodia who are confronting the increasing challenges of climate change. A revised version of an essay he published in *Environment and History* in 2005, “If John Muir Had Been an Agrarian: Environmental History West and South,” has been re-published for the second time, this time in Louis Warren, ed., *American Environmental*

History (Wiley & Sons, 2021). A new essay, “This Compost! - India and the History of Global Organic Farming,” will be published in Susan Deborah Selvaraj and Rayson Alex, eds., *Anthropocene Ecologies of Food: Implications and Perspectives from the Global South* by Routledge in 2022. He continues research and writing on the environmental history of agriculture and climate change in the U.S. and in Southeast Asia. His garden crops at home have been gracious in their abundance this last year, and his cold frame winter garden is off to a good start.

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. In August he finished the fourth article--“The American’s Japanese Americans: An American Tale from the South Pacific” -- in his *Americal Journal* series. This series 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.

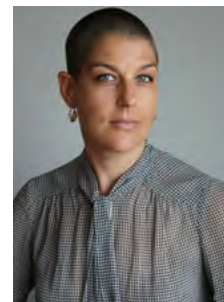
Sarah Ellen Zarrow – Prof. Zarrow’s scholarship focuses on Jewish life in Eastern Europe. She is most interested in



the history of nationalism(s) and non-nationalism, and on the ways that culture is transmitted and shaped—especially in museums and schools. She is currently

working on two projects: one, a book Jewish Museum practices in Polish lands between the 1890s and World War II; and secondly, a study of vocational education for Jewish girls in interwar Poland. Prof. Zarrow received her doctorate from New York University and completed a postdoctoral fellowship in Bucharest, Romania.

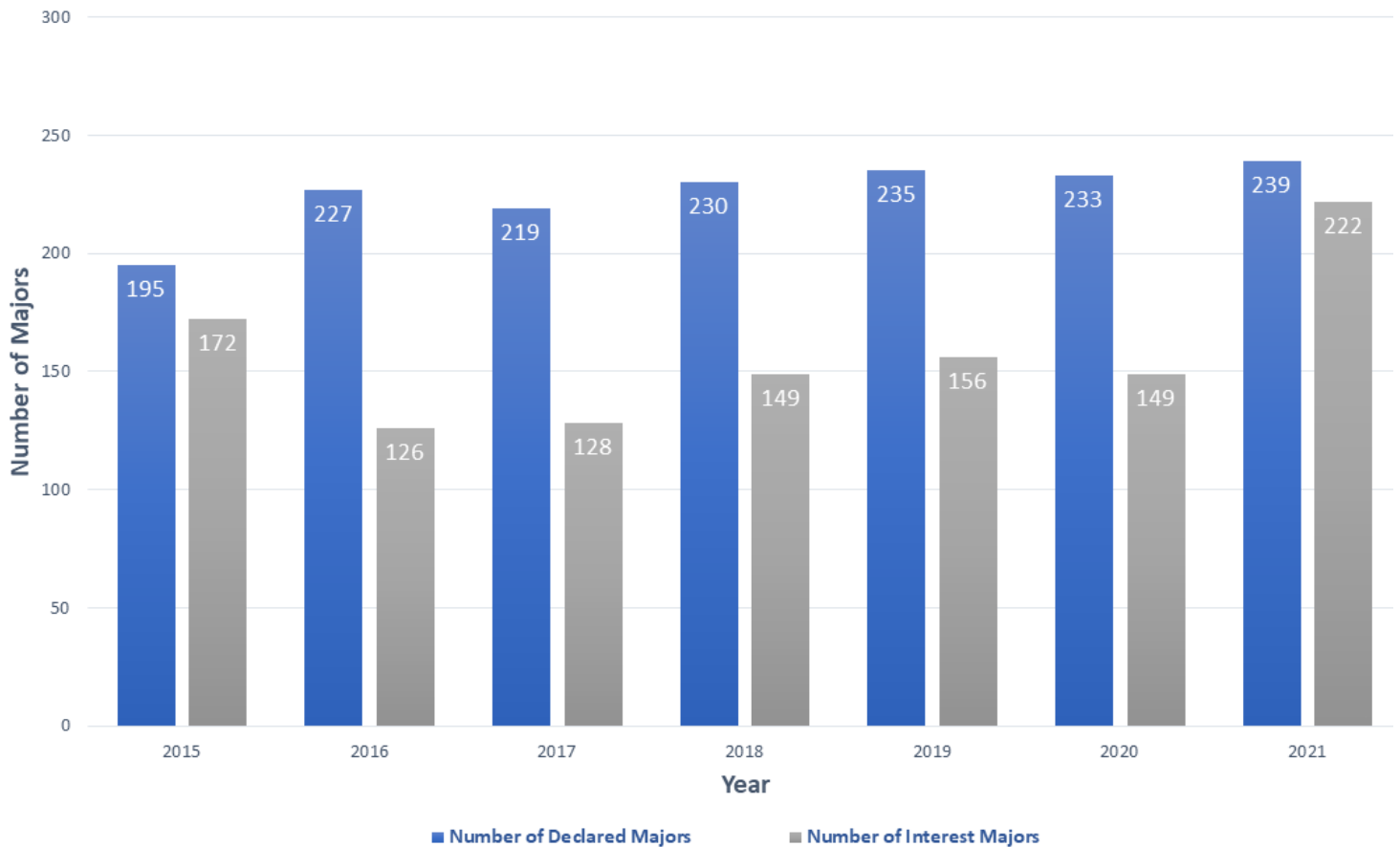
Sarah Zimmerman – Dr. Sarah J. Zimmerman’s research focuses on the experiences of women and the operation of gender



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 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*.

Yearly Active Majors Each Fall Quarter



Share Your Story

As stated earlier, the department is planning to strengthen its efforts to encourage students who may want to major in history but are concerned about future professional options. Please help us! You can write to the Chair Dr. Susan Costanzo at Susan.Costanzo@wwu.edu or Dylan Gibson at Dylan.Gibson@wwu.edu. In a few sentences or a short paragraph, let us know how your history degree has helped you in your career. Please include your name, current job or profession, and year of graduation. If you add a photo, we can post it too! We'd love to hear from you.



Photo by Dylan Gibson

Yes, I/We wish to support the History Department!

Our mission is to create and nurture a community of scholars who value historical thinking. We prepare students for thoughtful participation in public affairs and a wide range of careers by fostering an appreciation of the diversity of human cultures and experiences, the development of research and analytical skills, and the ability to communicate effectively, especially in writing. Your support will provide much needed support for scholarships, speakers, travel and research opportunities.

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