

SAN JOSÉ STATE UNIVERSITY HISTORY DEPARTMENT

UPPER DIVISION AND GRADUATE COURSE OFFERINGS



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Spring 2012

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HISTORY 100W:	WRITING WORKSHOP		
(Section 1)	M 1500-1745	DMH 162	#28256
(Section 2)	TR 1200-1315	DMH 354	#28425
	MARY LYNN WILSON		

If you like Sex, Murder, and Mayhem, you will love History 100W. Read exciting primary sources and write about the attitudes of the cultures portrayed. Improve your writing in a supportive environment while being held to strict standard of thesis, evidence, argument, organization, format, style, and mechanics. Learn what ancient and medieval people were really like. Find out who slept with whom and who murdered whom! The Monday class will read *The Oresteia* by Aeschylus and *The Life of Charlemagne* by Einhard. The Tuesday/Thursday class will read *The History of Rome* by Livy and *The Niebelundenlied*. Adultery! Incest! Patricide! --Oh My!

HISTORY 102:	HISTORIOGRAPHY		
(Section 1)	F 0930-1215	DMH 167	#27585
	GEORGE VASQUEZ		

Historiography constitutes the capstone course for history majors at San José State University. We will study how history has been regarded and written in Europe and the United States since the beginning of the nineteenth century. Equal attention will be paid to both sides of the Atlantic. Although this examination will deal with many “isms” (liberalism, romanticism, nationalism, historicism, Marxism, modernism – just to mention a few), the focus will be on major historiographical trends, many of which originated in Europe and found their way to the New World – but not all. Above all, this course is an exploration of ideas and as such knows few limits or boundaries. This is not a lecture course. Rather, it will be taught as a colloquium in which the class as a whole reads the same assignments and comes to class prepared to discuss these assignments. From time to time there will be discussion leaders who will focus on certain readings, but – more often – there will be a free exchange of ideas and commentary in which all students are expected (indeed required) to participate.

HISTORY 105B:	AFRICA 19TH AND 20TH CENTURY		
	T 1800-2045	DMH 163	#27586
	BEN KLINE		

This class follows the development of the African people, examining the foundation of numerous African kingdoms and nations, analyzing the significance of European exploration and colonialism, and tracing the rise of the modern African states. The class studies political struggle, adventure, social development and conflict, and the history of a continent, which until recently has been sorely neglected.

HISTORY 109B:	HISTORY OF CHINA FROM 1800		
	TR 1200-1315	DMH 163	#27589
	BRUCE REYNOLDS		

At present there is much speculation about the prospects for China’s emergence as a 21st century superpower, but whatever the future holds, over the past two centuries the most populous nation on earth has sustained—and survived—military defeats, invasions, famines, natural disasters, social disintegration, revolution, and audacious experiments in social engineering. History 109B examines what one author aptly described as “China’s Turbulent Quest.”

HISTORY 110A: HISTORY OF JAPAN TO 1750
TR 1200-1315 DMH 163 #27590
BRUCE REYNOLDS

Broaden your horizons by exploring the fascinating history of ancient, medieval and early modern Japan. In History 110A you will learn about the mysteries of Amaterasu the Sun Goddess, strange keyhole-shaped tombs, the world's oldest continuously reigning court, Buddhist philosophy and sectarianism, the rise of the samurai warriors, "centralized feudalism" under the Tokugawa Shogunate and much more.

HISTORY 116: ANCIENT HISTORY --GREECE
MW 1330-1445 DMH 165 #27592
JONATHAN ROTH

This course covers the political, social and cultural history of the Greek-speaking peoples from their entry into Greece, sometime in the second millennium B.C., through their migration throughout the Mediterranean, and the Hellenization of the Near East, ending with their final absorption in the Roman Empire in 30 B.C. You will critically read primary sources in translation and learn to use them in the study of Greek culture and society. This course is also intended to improve your writing and research skills.

HISTORY 119 HISTORY OF CHRISTIANITY TO REFORMATION
W 1800-2045 DMH 165 #27593
JACK BERNHARDT

This course will trace the development of Christianity from its origins in Judaism and the religious thought of the ancient Near East through its 'conquest' of the Roman Empire and its spread into the Medieval West up to its crises in the Late Middle Ages (ca. 1415) and the dawning of pre-reformation thought. Using primary source materials and pertinent images (Christian iconography), we will examine: the establishment of the Christian religious texts and a Christian theology and dogma; the rise of the 'institutional' Church and its implications; the position of women in the church; and the emergence and manifestation through the centuries of various and competing modes of Christian spirituality. In addition to examinations and active participation in class discussions, students will be required to write analytical papers based on primary and secondary source-readings. **Please Note: Students taking teacher preparation classes may substitute History 119 for other European classes on the list. This class aligns with state standards for middle school teachers and secondary teachers who want to incorporate religious and social movements and their respective literatures into their middle school and high school history classes.**

HISTORY 130B: MILITARY HISTORY
R 1500-1745 CL 118 #27594
JONATHAN ROTH

This course covers the development of military force and warfare from 1870 to the present. Various aspects of military conflict will be considered including technology, organization and leadership. The role of war and armies in culture and in the development of civilization will also be considered. Another purpose of the course is to teach you about the sources for military history, and how historians use these sources. Finally, you will be challenged to think about the "why" of military history, its development, and its impact on later history. The class will also improve your reading, writing and analytical skills.

HISTORY 144: EUROPE, 1900-1945
TR 1330-1445 DMH 165 #27595
MARY PICKERING

This course will focus on the leading events of the first half of the twentieth century: World War I, the establishment of the Weimar Republic in Germany, Lenin and the Russian Revolution, Stalinism, Nazism, Mussolini and Fascism in Italy, Franco and the Spanish Civil War, the Great Depression in European World War II, the Holocaust, and Vichy France. The changing face of violence will be the main topic of discussion. To gauge the ramifications of violence in non-political realms, we will touch on intellectual, cultural, and social history, looking at such topics as modernism in art and literature, consumerism, the Americanization of Europe, the New Woman, and the history of film.

HISTORY 146: NATIONAL HISTORIES: GERMANY
(Section 1) TR 1200-1315 DMH 165 #27596
MARY PICKERING

Perhaps no other people have a history as charged with meaning as the Germans. How, we repeatedly ask ourselves, could the Germans possibly reconstruct their national identity after the catastrophe of the Holocaust? This course will seek to answer such questions. It will treat the socio-economic, cultural/intellectual, and political history of Germany from 1815 to the present. We will focus on the following topics: the failure of the Revolution of 1848, the unification of Germany under Bismarck, the role of women, the strengths and weaknesses of the German socialist party, the German aims in World War I, the culture of the Weimar Republic, the rise of Hitler, daily life during the Nazi era, the Holocaust, the problem of the two Germanies, and the fall of communism. We will examine in depth various issues of interest to current historians, such as the problem of whether German development differed from that of other countries. Are historians correct, for example, in asserting that Germany never developed a liberal tradition? Discussion of such topics will lead us to the main problem in modern German history, that of understanding the Holocaust. At the end of the course, we will consider the question of whether a reunited Germany can overcome the burden of its past.

HISTORY 146: NATIONAL HISTORIES: SPAIN
(Section 2) W 1800-2045 DMH 167 #27597
GEORGE VASQUEZ

The history of Spain from the invasion of the Moors in 711 AD to the present. Emphasis will be placed on political, economic and cultural developments. Special attention will be paid to the unique nature of Spanish medieval history, to the Spanish seaborne empire of the 16th and 17th centuries, to the Spanish Civil War, and the transition to democracy after Franco's thirty-six-year dictatorship. Although primarily a lecture course, there will be student oral presentations as well as the screening of film documentaries, particularly on cultural subjects such as the paintings of Velazquez, Goya and Picasso; the music of Manuel de Falla and Joaquin Rodrigo; and the films of Luis Buñuel and Carlos Saura.

HISTORY 153 HISTORY OF WOMEN IN EUROPE
T 1800-2045 DMH 165 #27600
MARY PICKERING

This course is designed as an introduction to the economic, social, cultural, and political history of women in Europe from the Greeks to the present. It focuses on women of diverse ethnic groups, national cultures, classes, and races, investigating both their private and public roles and their relationship to men. In terms of women's private lives, we look at such issues as love, sexuality, birth control, abortion, marriage, and family life. We also investigate how women presented themselves to the "outside" world in their choice of fashion, the design of their homes, and so forth. In terms of women's public lives, we consider the problem of their education; their position in liberal, socialist, and feminist parties; their roles in revolutions, mass movements (i.e. Nazism), and wars; their contributions to the economy (ranging from farming to factory work to domestic service); and their difficult entry into professions, especially medicine. Besides focusing on "great women" of the past, we analyze the behavior of distinct groups of women, including witches,

HISTORY 167**INTELLECTUAL HISTORY OF LATIN AMERICA****MW 1200-1315****DMH 165****#27603****GEORGE VASQUEZ**

The history of ideas in Latin America from Independence to the present through the writings of prominent and sometimes controversial thinkers. Some of the writers studied include Simón Bolívar, José Martí, José Carlos Mariátegui, Ernesto “Che” Guevara, Octavio Paz, and Mario Vargas Llosa. Emphasis will be placed on nationalism, romanticism, Indianism (*indigenismo*), positivism, Marxism, cultural anthropology, liberation theology, and neoliberalism. Students will read two classic treatments of the Brazilian 19th-century massacre in Canudos and write a critical essay on this apocalyptic event. The course will be taught through lectures and discussion of assigned readings. Students will also be required to make oral presentations on the intellectuals (*pensadores*) of their choice. Knowledge of Spanish or Portuguese is not required.

HISTORY 170**TOPICS IN AMERICAN HISTORY –****Riots and Revolts in American History****(Section 1)****MW 0900-1015****DMH 163****#27604****(Section 2)****MW 1030-1145****DMH 163****#27605****RUMA CHOPRA**

Riots and revolts dramatically illuminate the tensions and fears of the societies they disrupt. Some actions spring from conservative community impulses; others allow the politically powerless to command the attention and reaction of those who hold power. This course will explore the motives and meanings of Native American rebellions, slave insurrections and antislavery violence, Revolutionary mobs, and urban riots in American history. Using a variety of primary accounts and current historical research, the class will investigate the causes of revolt and the role of rebellion in political and social change. We will also analyze how stories of riot and rebellion are shaped and appropriated as their histories are written. **This course fulfills Area F1 of the American Institutions requirement.**

HISTORY 170:**TOPICS IN AMERICAN HISTORY -****(SECTION 3)****AMERICAN WAR, AMERICAN PEACE****MW 1500-1615****DMH 165****#27606****RICK PROPAS**

War and peace are integral in the lives of nations. Many people would argue, however, that there is a distinctly American style of war and peace. Now, when the United States has emerged as an imperial world power and is engaged in a far-flung and broadly defined War on Terrorism in Afghanistan, Iraq, and possibly Pakistan, as well as vigorous debate over those wars, it seems a good time to look at American War, American Peace.

HISTORY 170**TOPICS IN AMERICAN HISTORY -****RIOTS, REVOLTS, & INSURRECTIONS****(SECTION 4)****TR 1030-1145****DMH 165****#27607****(SECTION 5)****TR 1630-1745****DMH 163****#27608****MARGO MCBANE**

Using film, documentaries, music, primary documents and textbooks, this course explores the development of manhood and womanhood within different races throughout American history. In addition it analyzes why some races were judged by the dominant race through a gendered lens, as being more masculine or more feminine at different times in American history.

HISTORY 171 **AMERICAN CONSTITUTIONAL & LEGAL HISTORY**
M 1800-2045 **DMH 165** **#27609**
GEORGE VASQUEZ

The constitutional and legal history of the United States since colonial times taught using the case method. Emphasis will be placed on major Supreme Court decisions which have shaped the outcome of American history. Students will be expected to familiarize themselves with the decisions of key cases as well as with the general philosophy of the court over time. The course will be taught through formal lectures, classroom exercises, student presentations, and the occasional screening of documentaries – highlighting different aspects of constitutional law or portraying the life of a prominent Supreme Court justice. **This course fulfills areas F2-3 of the American Institutions requirement.**

HISTORY 172B **FOREIGN POLICY SINCE 1913**
ON-LINE **ON-LINE** **#27614**
MICHAEL CONNIFF

Students will learn about the evolution of U.S. foreign policy from 1913 to the present, focusing on the main policies pursued; wars and military episodes; international organizations; trade and tariff policies; principal foreign allies and enemies; and the officials and agencies that make and implement foreign policy. The course is structured chronologically, in 5 periods: WWI and the Great Depression; WWII; The Cold War; from the Vietnam War to the Persian Gulf War; and Post-Cold War.

HISTORY 173 **COLONIAL AMERICA**
MW 1200-1315 **DMH 167** **#27615**
RUMA CHOPRA

This course examines what emerged out of contact among Natives, Europeans, and Africans in North America. Course themes include interactions between people of different racial and cultural groups, the emergence of chattel slavery, changes in family and community life, the refinement of early America, and the connections between American communities and the Atlantic world. Discussions and assignments will ask what the experience of becoming “American” meant to settlers, slaves, and natives in North America.

HISTORY 176: **CIVIL WAR AMERICA**
TR 1330-1445 **DMH 163** **#27617**
LIBRA HILDE

The Civil War has been described as the greatest crisis in our country’s history and the event that most “decisively changed the course of national development.” The war resolved some of the lingering questions left by the Revolution and created new revolutions, some of which remain unfinished. For example, the war and Emancipation destroyed slavery, turning human property into free men and women, and fundamentally altered the social system of the South. In this course, we will take a topical approach, examining the political, social, economic, military, and ideological dimensions of the war to assess its transformative impact on individuals, groups, institutions the role of government, and the nation as a whole.

HISTORY 186 **ETHNICITY AND RACE**
M 1800-2045 **DMH 167** **#27621**
RUMA CHOPRA

This class explores the emergence of the United States as a mongrel nation with a focus on the early era, from 1600 to 1800. We will study the process of racialization as institutionalized in social structures, as practiced in day to day

micro-interactions and finally, as promoted in representations (symbols, language, images). We will also explore the implications of framing the American experience in ethnic instead of racial terms.

HISTORY 187: U.S. SOCIAL HISTORY
TR 1030-1145 DMH 163 #27626
PATRICIA EVRIDGE HILL

From the University catalog—Aspects of social history under various topics such as urbanization, class stratification, labor, sports, family and community life and others. **May be repeated for credit for different topics.** 3 units. For this section—In this *Social History of American Cities*, we will explore urbanization in the United States from the “bottom up” perspective of social historians. Using race/ethnicity, class, and gender as categories of analysis, we will examine the city building efforts of workers, immigrants, neighborhood activists, and historically disfranchised groups as well as those of commercial-civic and social elites. Borrowing methodologies from sociology, anthropology, political science, and economics, social historians focus on the history of every day life. Lectures, a wide variety of course readings, class discussions, films, and music will provide specific historical contexts in which we can analyze relationships between groups that competed for urban resources. The class is especially appropriate for History majors and minors, students studying Urban and Regional Planning or Political Science, and all those interested in America’s cities. **Note: If you have taken Hist 187 recently with Dr. Millner or Dr. Rouse, you can receive 3 units of additional credit in U.S. History by completing Dr. Hill’s class.**

HISTORY 188: HISTORY OF WOMEN IN THE U.S.
W 1800-2045 DMH 163 #27627
PATRICIA EVRIDGE HILL

This is a survey course focusing on American women from colonial times to the present. Through lectures, discussions, films, and music, we will consider the lives of women in historical perspective, concerning ourselves with the impact of women on social, economic, and political institutions in the United States. In addition, we will examine lifestyle choices and opportunities available to various groups of American women and obstacles encountered by women and girls. **The class satisfies SJSU Studies Area S.**

HISTORY 189A: CALIFORNIA HISTORY TO 1900
TR 1030-1145 DMH 149B #28423
GLEN GENDZEL

Many people see California as the great exception among American states—totally bizarre, unique, and unfamiliar. More perceptive observers recognize that “California is America, only more so.” Our state may appear bizarre at first glance, but upon closer inspection its history is full of familiar American themes such as migration and immigration, cultural diversity, economic development, social conflict, political reform, and environmental destruction. This course surveys California history up to 1900 including Native American civilizations, the Spanish and Mexican eras, the American conquest and the Gold Rush, Chinese immigration and the railroad, politics and class conflict. **Prerequisite: Upper division standing. Note: Satisfies American Institutions requirement in California government in area F3.**

HISTORY 197: INTRODUCTION TO PUBLIC HISTORY
TR 1500-1615 CL 318 #28257
MARGO MCBANE

History 197 is an overview of the various fields of history activity and careers outside of teaching which historians engage in that are collectively referred to as “public history.” These fields of history activity and careers occur in the areas of research (such as oral history or municipal archives research), historic preservation (such as cultural resources management-landmark nominations, or management of records and resources-library/archive work), interpretation/education (such as history museums, history travel maps, heritage tourism, or assorted media

documentaries), public policy, and funding (such as proposal writing). Through guest speakers, readings, writings, and field trips, students will acquire an overall understanding of public history activities and the requisite skills needed to undertake each of these careers. Students will become acquainted with the field by selecting a local history topic, and developing that topic using the different fields of public history. The semester will culminate with each student developing an online power point slideshow of their topic that may be posted on the History Department's Public History webpage.

HISTORY 200: GRADUATE METHODOLOGY
M 1800-2045 CL 318 #28258
ALLISON KATSEV

This course introduces graduate students to the work of the historian, in grad school and beyond. Using the theme of nationalism as a framework for the class, we will explore and analyze current trends in historical research and theory: interdisciplinary approaches to researching and teaching history (through film and literature); the state of the profession; and the nuts and bolts of writing research papers. Students will spend the last month of the course researching and writing a 15-page paper on a topic of their choice, related to the theme of nationalism.

HISTORY 210C: U.S. HISTORY SINCE 1900
R 1800-2045 CL 243 #28259
GLEN GENDZEL

Intensive readings, discussions, and reports on American history. This course will survey some of the most important historical and historiographical issues of the United States in the twentieth century: the Gilded Age and Progressive Era, World War I, the Twenties, the Great Depression and New Deal, World War II, the Cold War, postwar society and culture, the Vietnam War, and the Seventies. It is designed to prepare graduate students for the "Plan B" master's exam in U.S. history, Part 2 (Post-1865). Most of the required textbooks for this course are also on the required reading list for the "Plan B" MA exam (Post-1865).

HISTORY 230: SEMINAR IN ANCIENT & MEDIEVAL HISTORY:
ASPECTS OF ANCIENT AND MEDIEVAL CHRISTIANITY
T 1800-2045 BBC 002 #28260
JACK BERNHARDT

This seminar will address aspects of the rise and spread of Western Christianity from the early Roman Empire into the High Middle Ages. First, we shall read and discuss numerous classic or seminal works of secondary scholarship ranging from the beginnings of Christianity, its interactions with Roman paganism, the creation of its ideas of sexual renunciation and attitudes toward the body, the ideal of the monastic life, and the crises between the Christian Church and the secular world, to the development characteristic high medieval ideas of Christian spirituality. I have designed the seminar and the topics so that both students in Ancient history as well as those in Medieval should be able to find topics for their seminar papers in areas of their primary interest. Moreover, students in Early Modern or Modern European History may find this course provides good background to religious issues in their field. In addition to a final seminar research paper, students will be expected to write academic reviews of books, give short oral reports on assigned or selected topics, and participate in active discussion of the secondary literature. Toward the end of November or beginning of December 2011, I will have a fairly complete list of readings for those who may want to get a head start during the Christmas-January semester break. As this is the only graduate level seminar offered this academic year in Ancient-Medieval History, it is highly recommended that graduate students with a major concentration in Ancient-Medieval History should take this opportunity to take a first or second seminar.

HISTORY 241: SEMINAR IN TWENTIETH CENTURY EUROPE #28261
R 1800-2045 CL 318
MARY PICKERING

This course will focus on the leading events of the twentieth century: World War I, the establishment of the Weimar Republic in Germany, the Russian Revolution, World War II, the rise of Vichy France, the Cold War, decolonization, and the fall of Communism. Students will investigate issues that have intrigued historians in recent years: consumerism and the Americanization of Europe; problems of class, gender, and ethnicity; popular culture, colonialism, war, memory, and immigration. In addition, students will gain experience in discussing visual culture (especially propaganda posters and films) and intellectual history. Students will have the opportunity to write several short essays and a ten-to-fifteen-page research paper on a topic of their choice. There is no midterm exam or final exam. THIS COURSE IS OPEN TO UNDERGRADUATES WITH THE PERMISSION OF THE INSTRUCTOR

HISTORY 276: SEMINAR IN EARLY AMERICAN HISTORY #28262
T 1800-2045 CL 318
LIBRA HILDE

In the opening lines of *Black Reconstruction in America, 1860-1880*, W. E. B. Du Bois described, "How black men, coming to America in the sixteenth, seventeenth, eighteenth and nineteenth centuries, became a central thread in the history of the United States, at once a challenge to its democracy and always an important part of its economic history and social development." This course will elaborate on these themes, examining the pivotal role slavery played and continues to play in the history of this nation and American conceptions and realities of liberty and democracy. The course will begin with a discussion of the roots of the African slave trade and then follow the evolution of indentured labor in the North American British colonies through the plantation-based chattel slavery of the antebellum American South and beyond. Readings and discussions will focus on slavery in its different regional and staple-crop forms and as an economic, social, political, and intellectual institution. In addition, while this course focuses primarily on the United States, we will consider and compare slave systems throughout time and space (Ancient slavery, Russian serfdom), including modern forms of bondage.

FACULTY

John (Jack) Bernhardt earned his BA degree at Wake Forest University and his Ph.D. at UCLA in 1986, specializing in Medieval History. He has training in Roman History, Medieval Latin, Latin Paleography, and Medieval Diplomatics, the transmission of classical texts, and the Constitutional and Legal History of the Middle Ages. He specializes in Early and High Medieval Europe, especially the German Empire, and the history of the Medieval Church. In addition, he has begun to examine more closely topics in Anglo-Saxon and Medieval Britain. In 1993 he published a book with Cambridge University Press entitled *Itinerant Kingship and Royal Monasteries in Early Medieval Germany*. Currently he is researching topics in relation to King/Emperor Henry II of Germany and his era (1002-1024), about which he has written three articles, and numerous aspects of the twelfth and thirteenth centuries, especially the twentieth-century historiography of those eras, to which he is devoting his present research.

Bruce R. Bramlett is Associate Director of the Helen and Joe Farkas Center for Holocaust Education at Mercy High School and a freelance educator in History, Jewish Studies and issues of hate violence and genocide studies. He provides educational programming and heads a Holocaust Survivors' Speakers Bureau for schools and institutions throughout the Bay Area. As an ordained Episcopal priest, he has spent most of his career as a teacher and pastor with a passion for work in the Jewish-Christian encounter and interfaith relations. He did his graduate work at the Graduate Theological Union in Berkeley in Post-Holocaust Christian Thought, Jewish-Christian Relations and Holocaust Studies. He has studied in Jerusalem at Yad Vashem and was a Fellow at the Shalom Hartman Institute. He has lectured and taught around the Bay area at such institutions as St. Mary's College, U.S.F., the Church Divinity School of the Pacific, Dominican University, Lehrhaus Judaica and a large number of synagogues, churches and high schools. He is also an adjunct lecturer at Sonoma State University teaching a course in the History of Antisemitism.

Ray Buyco earned his bachelor's degree from the University of California at Santa Cruz in 2007. Passionate about both history and politics, he chose the former because the history department's undergraduate advisor aptly made the case

that studying history would allow him to explore both. Ray went on to earn a master's degree in history from San Jose State University in 2010. His interests include the historiography of the French Revolution, the Russian Revolution, Fascism and the Cold War and has written on Rosa Luxemburg and the socialist women's movement, George Orwell and the Left Book Club, Robespierre and Rousseau, Jose Ortega y Gasset, Émile Zola, Hannah Arendt, Virginia Woolf and André Gide, among others.

In addition to being an historian, Ray works as a professional guitarist, vocalist and bandleader in two local cover bands, and as a freelance guitarist in a variety of different groups in the area. He is a member of the executive board of directors of the American Federation of Musicians, Local 153.

Ruma Chopra focuses on the cultural development of colonial North America, pre-contact to 1815. She approaches the early American era as a period of cultural encounters, social and religious upheavals, voluntary and involuntary migrations, racial and sexual violence, territorial expansion, and commercial prosperity. Her teaching examines the imperfect development of identity, race, region, and patriotism in what becomes the United States, and the fragile republic that survives a second war in 1812.

Her first book, *Unnatural Rebellion: Loyalists in New York City during the Revolution*, focuses on the Americans who chose the British side during the War of American Independence. Her forthcoming book titled, "Choosing Sides: Loyalisms in the Revolutionary Era," invites students to reconsider the American colonists not as exceptional liberty-seeking people but as loyal subjects within a flourishing empire.

Robert Cirivilleri studied philosophy and theology at the University of San Francisco, and Graphic Design at the San Francisco Academy of Art before transferring to San José State University to complete his BS in Political Science with a minor in Graphic Arts in 1985. After working for several years in the airline industry and traveling widely, he returned to San José State to complete his Master's Degree in Medieval History. He is currently a lecturer in History at San José State.

Michael Conniff directs the Global Studies program at San José State University, helping to prepare students to succeed as citizens and professionals in the world at large. The program also fosters faculty and staff development and exchanges with foreign universities. Conniff earned degrees at UC, Berkeley and Stanford and has published a number of books on modern history, most recently *A History of Modern Latin America* (2005, with Lawrence Clayton), *Africans in the Americas* (2002, with T.J. Davis), and *Panama and the United States* (2001). He has lived overseas for a dozen years, has held several post-doc appointments (including three Fulbright tours), and served in the U.S. Peace Corps. He lectures often in Portuguese and Spanish. Before joining SJSU, he taught history at the University of New Mexico and created Latin American studies programs at Auburn University and the University of South Florida.

Patricia Lopes Don received her Ph.D. from UC Davis in 2000. Her dissertation is entitled "The Politics of Spectacle: Royal Festivals in the Spanish Habsburg Court, 1528-1649." Dr. Don has fifteen years of experience teaching in public schools. She teaches Renaissance Europe, Colonial Mexico, world history and advises the "Teaching American History" Grant Program. She has published articles in the *Journal of World History* and the *Colonial Latin American Review* and has a pending article with the *Hispanic American Historical Review*. She has a book manuscript with the University of Oklahoma Press entitled "Bonfires of Culture: Franciscans, Indigenous Leaders and Inquisition in Early Mexico, 1524-1540."

Glen Gendzel received a B.A. from UC Berkeley and a Ph.D. from the University of Wisconsin at Madison. He has taught previously at the University of Georgia, Tulane University, and Indiana University-Purdue University. He has published numerous articles, book chapters, encyclopedia entries, and reviews. His specialty is U.S. history and his interests include California, the American West, the progressive movement, social memory, politics, culture, and business.

Laura Guardino has received both her masters and teaching credential from San Jose State. She has worked on two federal Teaching American History Grants for the Bay Area. She specializes in online instruction and areas of interest include American women's history and immigration. She has 8 years of experience in teaching middle and high school in Morgan Hill. Laura is the current Social Studies coordinator for Santa Clara County Office of Education and also teaches at Evergreen and Gavilan Community Colleges.

Vicki Harrison is Coordinator of Jewish Studies at San Jose State University, an interdisciplinary program housed in the History Department and crossing five other departments and two colleges (<http://www.sjsu.edu/depts/jwss/index.html>) Concurrently, she teaches English classes at Notre Dame High School in San Jose. Prior to coming to SJSU, Vicki was tenured as an Associate Professor of English at UC Santa Barbara, where she taught and directed doctoral theses in the areas of American, women's and Jewish literatures.

Libra Hilde did her undergraduate work at UC Berkeley and her graduate work at Harvard. After completing her Ph.D. in 2003, she spent two years teaching at Stanford University. Dr. Hilde's research and teaching interests focus on 19th century America, particularly the Jacksonian period, slavery, the Civil War, Reconstruction, and women's history. She also has a strong background in 19th and 20th century Native American history.

Patricia Evrige Hill completed undergraduate work in History and Spanish at Southern Methodist University and received the M.A. and Ph.D. from the University of Texas, Dallas. The University of Texas Press published her book, *Dallas: The Making of a Modern City*, in 1996. Dr. Hill's current research combines late nineteenth- and twentieth-century U.S. women's history, social history, and the history of medicine.

Iris Jerke received her M.A. from San José State University in U.S. History, concentrating in African American Studies. Her book "California's Changing Majority: Historic & Contemporary Dynamics" which she co-edited, was published in Fall 2003. In 2008, her Master Thesis "From Black and White to Mixed: California and its Public School System, 1850-1875" was published. She works currently on the reconstruction of the history of the Black community in Santa Clara County.

Allison Katsev received a Ph.D. from Stanford University, where she also taught for many years. She is a specialist in Russian intellectual and cultural history. Her teaching interests include Russian and modern Europe, as well as thematic and interdisciplinary approaches to investigating the past.

Benjamin Kline is a graduate of the San José State's history M.A. program and he earned his doctorate at University College, Cork, Ireland. Dr. Kline specializes in World and African History. He is the author of *Northern Ireland: A Prolonged Conflict* in the book *Prolong War: Post-Nuclear Challenge* and (in 1977) *First Along the River: A brief history of the U.S. environmental movement*.

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