

SAN JOSÉ STATE UNIVERSITY
UPPER DIVISION AND GRADUATE COURSE OFFERINGS
FALL 2009

HISTORY 100W	WRITING WORKSHOP		
	TR 1330-1445	DMH 167	#48183
	LIBRA HILDE		

This GE course is designed to meet both university requirements and department expectations that students “demonstrate proficiency in advanced college level writing.” The course is specifically designed as a prerequisite to all upper division history courses in the department and should be taken in the first semester of the junior year and no later than the first thirty units of upper division course work. At the end of the first five weeks, students will have exemplary technical skills in writing. Students will write essays in the standard genres of history, and in the last four weeks will be introduced to simple and intermediate research techniques. [Note: This course has been revised this semester to emphasize writing and the prerequisites to upper division writing. Students are encouraged to take Senior Thesis for advanced research and writing.]

HISTORY 101	HISTORY HONORS		
	TR 1200-1315	TBA	*****
	MARY PICKERING		

The study of the human body is a new and exciting field of research, attracting historians, philosophers, anthropologists, psychologists, religious scholars, and sociologists. They study the ways in which the body has been imagined and experienced in the past by people in different cultures around the globe. These scholars no longer consider the body to be “natural.” They maintain that at various times and in diverse places, the body has been represented in a particular manner that reflects the prejudices, ideals, traditions, assumptions, and power struggles of the culture in question. The body is also central to a person’s individual and social identity. It is a marker of class, gender, race, ethnicity, nationality, politics, and culture. Our task is to investigate how the body was constructed in a particular time and culture and what that image tells us about that historical period and society. We will look at male and female bodies from the cradle to the grave in different cultures to ascertain on the one hand how authorities used them for political power and control and on the other hand how individuals and groups employed them to challenge official hierarchies and meanings. Our readings will be topical rather than geographical or chronological. We will touch on the following subjects: science and the body, medicine and the body, politics and the body, religion and the body, art and the body, food and the body, and war and the body. Students will write reviews of articles and books; give oral presentations on the construction of masculinity and/or femininity in paintings, posters, films, and religious and medical texts; lead discussions, and write a ten-page analytical essay. There will be no midterm or final exam.

HISTORY 102 (Section 1)	HISTORIOGRAPHY		
	W 1500-1745	DMH 167	#48187
	ALLISON KATSEV		

The subject of this history seminar is “history” itself. With readings ranging from the works of Ancient Greek poets to those of post-modern historians, we will explore the following questions: How have thinkers made sense of the past? What events have they considered important and what kinds of explanations have seemed reasonable? How have views of history changed and how do our own approaches to history reflect our times? We will also consider the broader philosophical questions: What is “history”? Is the past worth studying? What can we learn from the past?

HISTORY 102 (Section 2)	HISTORIOGRAPHY T 1800-2045 MARY PICKERING	DMH 359	#48188
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This seminar deals primarily with the nature and theory of history. It familiarizes students with the general epistemological and methodological problems that concern all historians. The first part of the course is a survey of historical writing in the past. Students read selections from European and American historians, such as Herodotus, St. Augustine, Machiavelli, Karl Marx, Marc Bloch, and Frederick Jackson Turner. The second part of the course revolves around contemporary historical writing. Students look at the rise of social history ("history from below"), the emergence of the new cultural history, African-American history, Women's History, and the History of Sexuality. Class discussions focus on the role of the historian and the politics of teaching history today.

HISTORY 105A	AFRICAN HISTORY TO 19 TH CENTURY T 1800-2045 BEN KLINE	DMH 163	#47448
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KUSH! – EGYPT! – AXUM! – GHANA! – ZIMBABWE! – and many more of the great African societies. This is a history of the heritage of Africa before European Colonialism. The people, states, cultures and civilizations of the birthplace of humanity. A history of Africa as it was developed by Africans.

HISTORY 106	HISTORY OF THE HOLY LAND TR 1200-1315 JONATHAN ROTH	DMH 164	#48414
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This course covers the history of the land successively known as Canaan, Israel and Palestine--the Holy Land of the Jews, Christians and Moslems--from the Neolithic period down to present times. In each successive era, we will look at the geography, ethnicity, religion, culture, economy and society of this land, as well as the political events that affected it. You will read primary sources dating from various time periods, including the Bible, Josephus, Arabic historians of the Crusades and modern documents on the rise of the State of Israel, and learn about how to critically use them. You will also be challenged to think about the "why" of the history of this small but significant region, and to improve your research and writing skills.

HISTORY 107	HISTORY OF SOUTHEAST ASIA TR 0900-1015 BRUCE REYNOLDS	DMH 165	#47450
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One of the most dynamic regions of the world today, the crossroads region of Southeast Asia contains a variety of peoples, languages, and cultures. In this course we will focus on the history of the region, describing traditional societies, then focusing on the coming of the Europeans, the age of imperialism, and the national independence movements of the 20th century. Countries covered included: The Philippines, Vietnam, Thailand, Cambodia, Laos, Myanmar (Burma), Malaysia, Indonesia, and Brunei.

HISTORY 109A	HISTORY OF CHINA TO 1800 TR 1200-1315 BRUCE REYNOLDS	DMH 163	#47451
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China was one of the most powerful and influential societies of the traditional world. It has the longest continually recorded history, a magnificent record of arts and literature, and a remarkably enduring culture. China has produced great empires and fabulous wealth that has dominated East Asia and powerfully influenced Korea, Japan, and Vietnam. An understanding of China's past is one key to understanding a contemporary China that again has emerged as a major world power.

HISTORY 110B	HISTORY OF JAPAN FROM 1750		
	MW 0900-1015	DMH 163	#47452
	BRUCE REYNOLDS		

History 110B explores the fascinating course of Japanese history over the past two centuries. In the latter part of the 19th century Japan emerged from feudal semi-isolation into world power status. Japan created an empire, only to lose it as a consequence of its defeat in World War II. Yet this was followed by a remarkable re-emergence as an economic power over the next 25 years. How did this all happen? Find the answers in History 110B.

HISTORY 116	HISTORY OF GREECE		
	W 1800-2045	DMH 163	#47453
	JACK BERNHARDT		

This course will survey the political, social and cultural history of the Greek-speaking peoples from their entry into Greece, sometime in the second millennium BCE, through their migration throughout the Mediterranean and the Hellenization of the Near East (with luck we may address their interaction with the Romans in the last two centuries BCE). Using a reputable textbook as a historical 'road map' of the Ancient Greece World and through a critical reading and analysis of selected primary texts in translation, we shall survey in the broadest sense the history and civilization of Ancient Greece. This survey will include not only an examination of the long and complex political history of Greece, but also an inquiry into the development of Greek societal values, religion, philosophy, institutions, and literature. The material will be presented in the form of lectures and some video presentations, when available. Much, however, will be transmitted through in-class discussions of the assigned primary sources. Therefore, the discussion component of the class will be emphasized strongly and your active participation is crucial to the success of the class. Thus, you will be required to read primary sources in translation critically, to learn how to use them in the study of Greek history, culture, and society, and to improve your writing and research skills in writing essays about them.

HISTORY 130A	MILITARY HISTORY TO 1870		
	TR 1500-1615	DMH 165	#42525
	JONATHAN ROTH		

This course covers the development of military force and warfare from its origins to 1870. 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 136	HISTORY OF TERRORISM IN MODERN WORLD		
	TR 1030-1145	DMH 167	#47482
	BOB KUMAMOTO		

A historical and political analysis of modern terrorism. Topics will include a study of past and present terrorist groups, focusing on their motivations, objectives, strategies, weapons, and methods of operation. Aside from an examination of American terrorist groups, we will also analyze the current crisis in the Middle East, studying international terrorism and its challenges to American foreign policy.

HISTORY 145

EUROPE & THE WORLD FROM 1945

MW 1030-1145

DMH 165

#47483

RAJIV KHANNA

This course will examine the key developments in Europe and the world after the Second World War. A major focus of the course will be on how Europe recovered from this disastrous war and adjusted to a new world that it did not dominate. The political, social, economic, and cultural movements that we will explore include the Cold War, decolonization, Stalinization, the American challenge, consumerism, the student riots of 1968, major intellectual trends such as existentialism, the fall of Communism, the Balkan Wars, the problems of immigration, the development of the European Union, and globalization. Readings for the course include historical scholarship with literature, documents, films, and music from different periods. The format of the course will be a combination of lectures, class discussions, and other forms of direct student participation such as debates and group activities.

HISTORY 146

NATIONAL HISTORIES: RUSSIA 1700-1917

MW 1200-1315

DMH 167

#44872

ALLISON KATSEV

Ever since Peter the Great forced Russia's aristocrats to shave their beards and trade their kaftans for the latest European fashions, Russians have been trying to figure out what it means to be "Russian." In this course, we will explore this question by investigating 18th and 19th c. Russia from a variety of perspectives ranging from everyday life for women, peasants, merchants and priests; to the struggles of emperors and empresses to maintain their country as a European and world power; to the elite salons where intellectuals debated their country's past and future. We will use a variety of sources including popular petitions to the tsars, religious and secular paintings, and literary classics.

HISTORY 151A

ANCIENT - MEDIEVAL BRITAIN

T 1800-2045

DMH 164

#48415

JACK BERNHARDT

First please note: Students who may have taken History 151A in Spring 2008 may repeat this course for full credit as the content has changed! This course examines British History from its late Celtic era and the Roman conquest in ca. 55 BCE through the Germanic invasions of the fifth and sixth centuries and the period of Anglo-Saxon kings (until ca. 1066). We shall examine the political, economic, social, and religious changes that resulted from the Roman conquest and occupation of Britain and the later conquest of Roman Britain by the Germanic peoples of Europe and Scandinavia and the establishment of an early medieval kingship in place of the Roman government. Using lectures, discussion, and analysis of texts and images, the course will focus on the synthesis of the dominant cultural traditions--Roman, Christian, Celtic, and Germanic--that resulted in the creation of early Britain. In addition to examinations and active participation in discussion, you will be required to read primary sources in translation critically, to learn how to use them in the study of Britain's history, culture, and society, and to improve your writing and research skills in writing analytical essays about them.

HISTORY 152

HISTORY OF THE CITY

TR 1330-1445

DMH 163

#47484

MARY PICKERING

This course takes a broad look at the city of European history with a view to answering large questions about urban life in general. Are cities sources of freedom or control? How do people create a sense of community in a metropolis? How did Europe influence the growth of cities in the countries it colonized? To gain a perspective on such questions, the course begins with a brief chronological survey of the early city, examining ancient Athens and Rome, urban decline and renewal in the late Middle Ages, the flowering of Renaissance Florence and Venice, the development of Amsterdam and London in the early modern period, and the Spanish colonialists' impact on Mexico City. The remainder of the course deals with the development of the modern city from the late eighteenth to twentieth centuries. It highlights the socio-economic changes (i.e. industrialization), political forces (i.e. absolutism and Nazism), cultural factors (i.e. the proliferation of theaters and museums), military events (World War I and II), and racial/ethnic tensions (i.e. anti-Semitism) that shaped the leading metropolitan centers, such as Paris, London, Berlin, and Vienna. We also look at the impact of Western imperialism on other areas of the globe, such as India and Algeria. Students leave the course with a better understanding of the plight of the urban environment today.

HISTORY 153

HISTORY OF WOMEN IN EUROPE

R 1800-2045

DMH 165

#44874

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, prostitutes, midwives, the leaders of salons, and late nineteenth-century shoppers, to see the ways in which women were able to overcome the limitations of their position and empower themselves. This course will help students—both male and female—understand how contemporary debates regarding "women's issues" have a deep impact on their own lives. There are no prerequisites. This course fulfills GE requirements in Area V.

HISTORY 154

GLOBAL JEWISH HISTORY

MW 0900-1015

DMH 165

#48006

BRUCE BRAMLETT

This course will explore the many facets of the phenomenon of antisemitism, sometimes called "the longest hatred." Indeed the very label "antisemitism" given to describe a tangled web of myth, imagery, popular belief, pseudo-science, and socio-political ideology, is itself a source of controversy and scholarly debate. We will survey the earliest recorded appearances of anti-Jewish rhetoric in the pre-Christian era, particularly those in the Greco-Roman period as well as its long history of classical western expression arising from within the core formulations of Christian theological reflection and ecclesiastical policies. We will also track the growth and development of parallel Islamic antisemitism. Given this grounding, the course will continue to trace the mutation of these images, ideas, and mythic constructs in the development of the peculiarly modern, secular, and pseudo-scientific racialist ideological forms that we most usually identify as "anti-Semitism" and that provide the basis for the Nazi attempt to exterminate the Jewish people in the Shoah. Finally, we will conclude with an examination of the disturbing resurgence of contemporary antisemitic mutations through their appearance in a variety of leftist political and Islamist, anti-Zionist, and anti-Israel ideologies as well as their reemergence in some forms of conservative Christian apocalyptic rhetoric.

HISTORY 155	20 TH CENTURY WORLD		
	MW 1200-1315	DMH 163	#41760
	BRUCE REYNOLDS		

The 20th century was a time of revolutionary scientific and technological advancement and social change, but it was also a time of extreme violence and ideological contention. This course examines the history of the recently ended century from a global perspective. This course fulfills GE requirement in Area (V).

HISTORY 163	LATIN AMERICA IN THE 19 TH CENTURY		
	MW 1030-1145	DMH 167	#47485
	PATRICIA LOPES DON		

This course examines the social-cultural and economic-political conditions of Latin America as a whole as well as the individually-emerging states in the nineteenth century. From colonialism to republics to dictatorships and back to republics; from Catholic to virulently anti-Catholic and then to very conservative Catholic elites; from indigenous peoples and Spanish and Portuguese elites to mestizos and then to influxes of immigrants from all over the world; from state-operated colonial economies to free enterprise to oligarchies and then world trade entities. The Latin American experience in the nineteenth century was turbulent, often violent, and dramatically transforming of the lives of its citizens. Using recent interpretations of both the larger social and cultural turns as well as the individual agency of nineteenth-century Latin American men and women, this course explores week by week the historical evolution of the Central and South American regions of this hemisphere.

HISTORY 165	HISTORY OF BRAZIL		
	T 1800-2045	DMH 167	#47486
	MIKE CONNIFF		

This course will survey the political, economic, social, and cultural history of Brazil since before the arrival of the Portuguese in 1500. It will examine indigenous societies, colonial governance, plantation agriculture, slavery and the slave trade, independence from Portugal, the two Braganca empires, and the republic since 1889. We will learn about this history through textbook and ancillary readings, including a novel. We will also screen several Brazilian movies and documentaries. Several guest lectures are scheduled

HISTORY 170	TOPICS IN AMERICAN HISTORY -		
Section 1	RIOTS, REVOLTS, INSURRECTIONS, AND POLITICAL UPHEAVAL		
	M 1500-1745	DMH 163	#40728
	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 2	PEOPLE OF COLOR IN AMERICAN HISTORY		
	MW 1330-1445	DMH 163	#47487
	STEVEN MILLNER		

This course provides a comparative analysis of race and ethnic relations in post-colonial America. His/Herstorical in scope the class features a broad analysis of patterns of racial relations in the U.S. over time with special emphasis on developments in California. Readings and classroom materials provide students an opportunity to contemplate legislative acts, cultural patterns, economic relationships, patterns of law enforcement, and social interactions between members of four major ethnic groups: Mexican Americans, African Americans, Asian Americans and European Americans. Comprehending the relations between members of these groups should enable students to better comprehend this Nation’s present and plan for California’s future. By continually comparing the circumstances of the various groups, students should have a more developed appreciation of the conditions, cultural approaches, and aspirations of members of those various groups as we move further into this still new century. **This course fulfills Area F1 of the American Institutions requirement.**

HISTORY 170	TOPICS IN AMERICAN HISTORY –		
Section 3	AMERICAN WAR, AMERICAN PEACE		
	TR 1500-1615	DMH 163	#47488
	RICK PROPAS		

This history course for non-majors will examine “American War, American Peace.” We will look at the uniquely American style of peace and war, particularly those wars that were fought in the name of justice and democracy, including the War for Independence, the Mexican War, the Spanish-American War, World Wars I and II and the Cold War. **This course fulfills Area F1 of the American Institutions requirement.**

HISTORY 171	AMERICAN CONSTITUTIONAL & LEGAL HISTORY		
	T 1800-2045	DMH 165	#44880
	LIBRA HILDE		

This course explores the constitutional and legal history of the United States from the colonies to the present, with a focus on how American government and society have been framed by the Constitution and judicial interpretation of the founding document. We will analyze major Supreme Court rulings and the general philosophy of the court over time to examine how the Constitution has both shaped and been shaped by American history. **This course fulfills areas F2-3 of the American Institutions requirement.**

HISTORY 172B	HISTORY OF AMERICAN FOREIGN RELATIONS FROM 1913		
	TR 1330-1445	CL 303	#47489
	BOB KUMAMOTO		

During the course of the semester, we will cover such earth-shattering events as World War I, World War II, the Korean War, the Vietnam War, and the Persian Gulf War. In addition, we will analyze such issues as atomic diplomacy, the Middle East crisis, the Iran hostage affair, Pacific Rim diplomacy, and the end of the Cold War. Through discussion, readings, and primary documents, students will employ their skills as historians to determine how and why the United States responded as it did during these momentous events.

HISTORY 175	INVENTING AMERICA, 1800-1860		
	TR 1200-1315	DMH 167	#47490
	LIBRA HILDE		

This course covers the history of the United States from 1800-1860, including what is often called the Jacksonian era. During this period of rapid change, the United States started on a course of development that transformed traditional colonial and post-revolutionary society. An increasingly democratic political culture emerged, industrialization changed the workplace, the emergence of a domestic market reoriented the economy, and society became commercialized. The course will also cover pivotal changes in institutions such as the family and church, and a redefinition of key American values. The lectures and readings will analyze cultural, economic, intellectual, political, and social developments.

HISTORY 177	AMERICA, 1865-1920		
	TR 1030-1145	DMH 165	#47491
	GLEN GENDZEL		

This course is about the transformation of the United States from a mostly rural small-town society into an urban industrial colossus. The process entailed catastrophic human costs, economic dislocations, political turmoil, and environmental destruction. It was marred by vicious conflicts between races, classes, regions, ethnic groups, and political parties. But these years also saw much hopeful striving by all sorts of people seeking a better America. In this course, you will meet a broad range of people: men and women, whites and non-whites, natives and immigrants, rich and poor, famous and obscure, literate and illiterate, leaders and common folk. Readings and lectures will cover work, family, and community as well as government, business, and war.

HISTORY 186	ETHNICITY & RACE IN AMERICAN HISTORY		
	TR 0900-1015	DMH 167	#40730
	STANLEY UNDERDAL		

History 186 attempts to explain the development of modern America through the eyes and experiences of members of its diverse communities. The United States is unique in its astounding variety. The American people include the descendents of Native Americans (Indians), colonial Europeans, Africans, and immigrants from virtually every country and continent. A new tide of immigrants today from Asia and Latin America rivals those of the Great Migration from southern and eastern Europe of one hundred years ago. This course seeks to understand the contributions and problems of the nation's racial and ethnic communities in this, the most diverse society in the world.

HISTORY 188	HISTORY OF WOMEN IN THE U.S.		
	TR 1200-1315	DMH 165	#47493
	PATRICIA EVRIDGE HILL		

This is a survey course covering the period from colonial times to the present. In lectures, discussions, oral presentations, films, and videotapes we will consider the lives of American 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 (formerly Advanced General Education Area S).

HISTORY 189A	CALIFORNIA HISTORY TO 1900		
	W 1500-1745	DMH 163	#40731
	GLEN GENDZEL		

Social, political, cultural, and economic history of California to 1900 including Native Americans, Spanish exploration and colonization, missions and ranchos, the Mexican era, the American conquest, the Gold Rush, vigilantes, genocide, immigration, railroads, agriculture, water, industry, labor, and politics. **Prerequisite: Upper division standing. Note: Satisfies American Institutions requirement in California government in area F3.**

HISTORY 189B	CALIFORNIA HISTORY FROM 1900		
	TR 1500-1615	DMH 167	#42528
	MARGO MCBANE		

This course will examine the history of California in the twentieth century. Emphasis will be placed on the social, political, cultural, and economic history of the Golden State. Particular attention will be paid to periods of social, political and cultural change in our state's history such as the Progressive Era, the Great Depression and the turbulent Sixties. The course will examine, in particular, how periods of social and political turbulence have re-shaped California's political institutions and reformed them. This course will also focus on the roles which immigrants, natives and working people have played in shaping of the Golden State's history at critical periods in their history of the state as a whole.

This course proceeds from the assumption that while lectures, readings, and discussion provide the basis for an interview of California in the twentieth century, no course can possibly provide a holistic or comprehensive treatment of all aspects of California history over a one hundred year period. And that in terms of developing both students' interest in California history and expanding their analytical skills it is referable to devote significant blocks of time to crucial episodes in California history rather than provide a comprehensive "coverage." **This course satisfies the American Institutions requirement in California government in area F3.**

HISTORY 200	GRADUATE METHODOLOGY		
	M 1800-2045	HGH 221	#48189
	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 209	ADVANCED COLLOQUIUM IN ANCIENT AND MEDIEVAL EUROPE		
	W 1800-2045	DMH 226A	#48190
	JONATHAN ROTH		

This course is intended to give the student a deeper understanding of studying the Roman army from a historical perspective. We will cover the period from Early Rome (7th century BC) to the Late Empire (5th century CE). In addition to discussing the historical texts, such as Polybius, Sallust, Livy, Josephus, Dio Cassius and Ammianus Marcellinus, we will look at other literary sources, such as the military handbooks (Vegetius), legal texts (Digest), poetry (Silius Italicus) and others, as well as non-literary or documentary sources such as epigraphy (inscriptions), papyri and wooden tablets. The course will focus both on the historical view of the ancients and on modern ways of interpreting the material. Students will use both primary and secondary material in studying a series of specific questions, designed to improve their skills in research, writing, critical thinking, the organization of relevant material and oral presentation.

HISTORY 210C	COLLOQUIUM - U.S. HISTORY SINCE 1900		
	R 1800-2045	DMH 347	#48191
	GLEN GENDZEL		

This graduate colloquium will discuss important topics in U.S. history and historiography since 1900: American imperialism, the progressive movement, World War I, the 1920s, the Great Depression, the New Deal, World War II, the Cold War, postwar America, the Civil Rights Movement, the Vietnam War and the 1960s, Watergate and the 1970s, the feminist movement, and the Reagan Revolution. Each week will feature extensive common readings, drawn almost entirely from the Plan B reading list, and group discussions led by individual students on a rotating basis. Each student will write three historiographical book reviews and take a written final exam modeled after the Plan B exam. Grading will combine class participation, book reviews, and the final exam.

HISTORY 220B

COLLOQUIUM - WORLD HISTORY 1000-1750

M 1800-2045

CL 318

#48192

PATRICIA LOPES DON

World History, during the common era period from 1000-1789, is a fascinating study of the synthesis and clash of cultures, the global ramifications of conquest, and the first weavings of globalization in human history. From a world of relatively isolated civilizations, East and West developed strong religious and economic links across Eurasia. From 1500, European nations sailed forth and disrupted the land-based empires and hegemonies of the past and introduced new biological, economic, and cultural combinations onto the world stage. By 1789, the elements of European economic, political, and social dominance became more pronounced as other cultures resisted, adapted, synthesized, and capitulated in unforeseen ways. History 220 will survey major concepts and cornerstones of world history as it has developed in recent years. Topics will include the construct of Eurasia and isolated civilizations of the world, the year 1000 in European history, the Mongol Peace, Neo-Confucianism, comparative feudalism in Japan and Europe, proselytizing religions and their legacies, the Renaissance cultural paradigm in art and science, the military revolution in Eurasia, the Columbian exchange and the Atlantic system, world trade and the Chinese economy, comparative class and gender in Asia and Europe, and the Enlightenment as a political tool. Coursework will consist of readings and discussions of these topics and two short essays from outside readings in a given topic. Grades will be based on class participation, oral presentations, and essays. For the benefit of those who intend to teach this subject in the future, some discussions will be devoted to methodologies that will support the teaching of these topics.

HISTORY 221

SEMINAR IN WORLD HISTORY: FROM AUSCHWITZ TO 9/11

T 1800-2045

HGH 221

#48193

RAJIV KHANNA

This graduate seminar will explore some of the major issues and key developments in the world from the end of the Second World War to the momentous events of September 11, 2001. We will examine topics including, but not limited to: 1) The International Cold War from the defeat of Germany in 1945 to the collapse of the Wall in 1989, its spread in to the former colonial world, and the move toward European integration; 2) Decolonization and the dismantling of European colonial empires, including issues of race, gender, refugee and minority questions, changing postcolonial relationships, and attempts by new states to define themselves in the global struggle; 3) Economic Development from Walt Rostow to Jeffrey Sachs, the postwar boom of the 1950s to the decline in the 1960s and 1970s, the environment, and oil; 4) The role of religion in the modern world, including the influence of the papacy, the Catholic Church, and militant Islam. Students will read scholarly articles and/or historical monographs that will provide the basis for class discussion each week. Assignments may include book reports, a historiographical or research essay, and oral presentations.

HISTORY 276

SEMINAR IN EARLY AMERICAN HISTORY

W 1800-2045

DMH 149A

48197

RUMA CHOPRA

This course is a graduate research seminar in early American history. Students who enroll in this class should have a good knowledge of the history of early America. The main purpose of this seminar is for students to engage in intensive research and write a scholarly paper based largely on primary source evidence. Your paper should make an original contribution to the field of early American history on any subject falling between the early European colonization of America and about 1820.

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, 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*. He has done extensive research on Emperor Henry II of Germany and his era (1002-1024), resulting in three published articles. Currently he is researching topics in relation to numerous aspects of the twelfth century and thirteenth centuries—such as canon law, imperial government in theory and practice, and *ars dictaminis*—and twentieth-century medieval historiography, to which he has devoted one recent article, and is completing two others. In Fall 2008, in the context of a scholarly conference on “Comparative Kingship”, he will present a paper at Cambridge University on *Itinerant Kingship in Medieval Europe*.

Bruce R. Bramlett is the Program Coordinator of the “Extremes of Hate: Holocaust Studies/Genocide Education Program and for Interfaith Relations at **Silicon Valley Faces** (formerly the **Silicon Valley Conference for Community and Justice**) in San Jose. 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.

Ruma Chopra finished her undergraduate work at Carnegie Mellon University and her graduate work at the University of California, Davis. Dr. Chopra’s research and teaching interests focus on the relationship between New World conquests; the development of diverse slave systems; the interactions between white, black, and red across the Atlantic world; the competing loyalties in the War for American Independence; and the cultural and political construction of an American identity.

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 book, "Bonfires of Culture: Franciscans, Indigenous Leaders, and Inquisition in Early Mexico, 1524-1540," is scheduled for publication by the University of Oklahoma Press in fall 2009. The leading journal in Latin American history in the United States, *The Hispanic American Historical Review*, will publish her article, "The Trial and Inquisition of Don Carlos of Texcoco in Early Mexico," in August 2008. Other articles in colonial Latin American history have appeared in *The Journal of World History*, *The Colonial Latin American Review*, *The Bulletin of World History*, and *Relaciones* (Mexico). Professor Don also researches in the field of history education. She has fifteen years experience teaching in public schools. She successfully wrote the "Teaching American History Grant" for the history department and advises the 25 teachers in the project. Professor Don has published on the subject of teaching world history in *The History Teacher* and is currently researching a book, which she will entitle, "The New History Education." Professor Don teaches courses in Colonial Latin American History, Renaissance and Reformation History, the Fundamentals of History, and manages the Teaching American History grant.

Glen Gendzel has a B.A. from UC Berkeley and a Ph.D. from the University of Wisconsin at Madison. He taught previously at the University of Georgia, Tulane University, and Indiana University-Purdue University. His specialty is U.S. history and his interests include California, the American West, the progressive movement, social memory, politics, culture, and business. His articles have appeared in *Southern California Quarterly*, *Western Historical Quarterly*, *Business History Review*, the *Journal of Interdisciplinary History*, *Reviews in American History*, and the *Blackwell Companion to Twentieth Century America*.

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 early Republic, slavery, the Civil War, Reconstruction, and women's history. She also has a strong background in 19th and 20th century Native American history.

Patricia Evridge 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 "Californian's Changing Majority: Historic & Contemporary Dynamics" which she co-edited, was published in Fall 2003.

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.

Rajiv Khanna, a native of Bombay, India, earned his B.A. from Newman University in Wichita, Kansas, and is finishing his Ph.D. from The Ohio State University. He specializes in 19th and 20th century European International history and Modern South Asian history. His research focuses on the "peculiar partnership" between the greatest former imperial power, Great Britain, and its non-aligned former colony, India. Rajiv Khanna is also fascinated by the international consequences of forced population migration in a broad, comparative perspective. His teaching interests include modern British, European, World, and South Asian history, as well as empire and decolonization, the 20th century world, diplomatic history, and the Cold War from a global perspective.

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*.

Robert Kumamoto received his Ph.D. in United States History from UCLA in 1984. He specializes in diplomatic history and 20th century America. His additional interest in the history of global terrorism led to the publication in 1999 of *International Terrorism and American Foreign Relations, 1945-197* (Northeastern University Press). Dr. Kumamoto has also published articles on Asian history, Japanese American history, and social science teaching methodologies. He is currently working on a manuscript which analyzes the evolution of terrorist movements in the United States, beginning with the colonial era.

Margo McBane received her BA in Community Studies from UCSC, MA in Education from Stanford University, MA in U.S. History from UC Davis and her History Ph.D. from UCLA. Her dissertation focused on the citrus industry of Southern California and the roles that race, ethnicity, gender, class, and generation played in shaping the industry, the employers, the workers, and the cultural landscape of the region. She has a specialty in California history, women/gender history, labor history, comparative race/ethnicity history, history of the West, agricultural history, oral history and public history. She is an active public historian. She has produced public radio documentaries, developed museum exhibits, and served as the LA Program Officer for the California Council in the Humanities. She previously directed the Oral History Institute and served as assistant professor of History at the University of Texas at El Paso.

Steven Millner after being a student at San Jose State University earned a Ph.D. at UC Berkeley where his studies focused on Southern Studies and the modern Civil Rights Movement. He has previously taught at the University of Mississippi after being a Congressional aide to former Rep. Walter Faunteroy of the District of Columbia. He is the Senior Editor of the textbook, *California's Changing Majority: Historic and Contemporary Dynamics*. His study of the Montgomery Bus Boycott is included in Pulitzer Prize winner David Garrow's series on Martin L. King Jr. and Civil Rights Movement.

Eric Narveson received his B.A. and M.A. from San José State University, as well as a Ryan single subject credential from SJSU. His specialization is in Modern Military History, as well as the history of San José State University. Mr. Narveson is the Associate Director of the Burdick Military History Project here in the department. He's also a tenured professor at Evergreen Valley College, teaching U.S. and European History. Presently, Mr. Narveson is the chair of curriculum development for the entire campus at Evergreen Valley College. He is a member of the Society of California Archivists, serving as the college archivist for Evergreen Valley College.

Mary Pickering is a modern European historian specializing in cultural/intellectual history, social history, and women's history. She received her B.A., M.A., and Ph.D. from Harvard University and holds an advanced graduate degree (D.E.A.) from the Institut d'Etudes Politiques ("Sciences PO") in Paris. She has written articles for the *Journal of the History of Ideas*, *French Historical Studies*, *The Journal of Women's History*, and *Historical Reflections*. The first volume of her book, *Auguste Comte: An Intellectual Biography* was published by Cambridge University Press in 1993. The second volume will be published by Cambridge in 2008. She is currently editing a volume on the history of Western thought for Cambridge University Press.

Frederic Propas has a Ph.D. in history from UCLA, where he studied the History of American Foreign Policy and wrote a dissertation of Soviet-American Relations. He has taught American history at the college and university level for the past twenty years; was one of three authors of a bicentennial history of Cincinnati and has published a handful of articles on various subjects in modern American history and culture.

E. Bruce Reynolds, Professor and former Chair of the History Department, received his Ph.D. from the University of Hawaii at Manoa in 1988. He is author of *Thailand's Secret War: OSS, SOE and the Free Thai Underground during World War II* (2005) and *Thailand and Japan's Southern Advance 1940-1945* (1994). He is the editor of *Japan in the Fascist Era* (2004). He teaches East Asian, Southeast Asian, and Modern World History.

Jonathan Roth is a native of Santa Clara County and a graduate of UC, Berkeley. He earned his Ph.D. from Columbia University in 1991. He previously taught at Tulane University and New York University. A specialist in Roman military history, first-century Judaism and Christianity, and race and ethnicity in the ancient world, he published *The Logistics of the Roman Army at War* in 1998. He is presently writing a textbook on Roman Warfare for Cambridge University Press.

Stanley J. Underdal, a native of Montana, received his B.A. degree in history from the University of Montana, a Master's Degree from Indiana University, and both the M.Phil and Ph.D. degrees from Columbia University. He is a retired Air Force officer who taught for many years at the United States Air Force Academy where he was the Deputy Department Head for United States History. He came to San José State University from the position of Assistant Dean for Graduate Programs at the Defense Intelligence College in Washington, D.C. Professor Underdal is a specialist in Native American history, the history of the West, and U.S. diplomatic history.