

**SAN JOSÉ STATE UNIVERSITY**  
**UPPER DIVISION AND GRADUATE COURSE OFFERINGS**  
**Spring 2010**

HISTORY 100W (Section 1)	WRITING WORKSHOP MW 1500-1615 PATRICIA LOPES DON	DMH 347	#28009
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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, understand how to write good grammatical passages and develop understanding of the classic essay format. In the next six weeks, students will write essays in the standard genres of history: the book review, the historiographical essay and the advanced document-based essay. In the last four weeks the student will be introduced to simple and intermediate research technique. [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 100W (Section 2)	WRITING WORKSHOP TR 1330-1445 LIBRA HILDE	DMH 162	#28010
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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 102 (Section 1)	HISTORIOGRAPHY T 1800-2045 MARY PICKERING	DMH 162	#28008
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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 or Sexuality. Class discussions focus on the role of the historian and the politics of teaching history today.

HISTORY 102 (Section 2)	HISTORIOGRAPHY W 1500-1745 ALLISON KATSEV	DMH 167	#28015
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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 105B	AFRICA 19 <sup>TH</sup> AND 20 <sup>TH</sup> CENTURY T 1800-2045 BEN KLINE	DMH 163	#27555
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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 115	ANCIENT NEAR EAST TR 1200-1315 JONATHAN ROTH	DMH 163	#27558
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This course is an overview of the political, social, economic and cultural history of the Near East from the Neolithic period, beginning ca. 8000 B.C. down to ca. 330 B.C., when the region was conquered by Alexander the Great and entered the Hellenistic period. After reviewing the geography of the region, and discussing sources and methods, we will talk about the rise and development of civilization in Mesopotamia, Egypt, the Levant and Anatolia. As we will see, eventually these separate regions are gradually united politically, and to some extent culturally, under a series of monarchical states, culminating in the Persian Empire. Another purpose is to introduce you to the various sources of Near Eastern History, such as hieroglyphic and cuneiform writings, Biblical and classical texts. You will also be challenged to think about the “why” of Near Eastern History, and to improve your research and writing skills.

HISTORY 117	HISTORY OF ROME TR 1500-1615 JONATHAN ROTH	DMH 167	#24918
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We will discuss the history of Rome from the founding of the city in the 8th century B.C., down to the fall of the Western Empire I 476 A.D. This period covers Rome’s domination by Etruscan kings, the founding of the Republic (ca. 500 B.C.), its conquest first of Italy and then the entire Mediterranean region, the fall of the Republic and the rise of the Empire and the collapse of its western half into Germanic kingdoms. This course will cover the political, social, economic and intellectual history of this key period in human history. We will discuss the importance of the Roman military system in their conquests, and well as cultural processes such as Hellenization and Romanization. In addition, we will trace the growth of Talmudic Judaism and Christianity within the context of the Roman Empire. In addition to learning about Roman history, the course is intended to improve your research, writing and critical thinking skills.

HISTORY 119

HISTORY OF CHRISTIANITY TO REFORMATION

W 1800-2045

DMH 165

#27561

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 122

RENAISSANCE & REFORMATION

MW 1200-1315

DMH 167

#27562

PATRICIA LOPES DON

The Department of History will present the Renaissance, the Reformation, and everything else you ever wanted to know about early modern Europe this spring for the first time in several years. This is your opportunity to explore the glorious art, the music, the theater, the festival, the book, and the cut-throat politics, the deceit, the blood, the princes, as well as the ingenious science, technology, architecture, collections, moreover, the horrendous plagues, the women, the sex, the reconsiderations of body and mind, furthermore, the horrific religious struggles, the civil wars, the aristocracy, the marginal and destitute, and not to forget the encounters across the globe and the counterintuitive messages of the age of conquest that shaped the European mind. This course is suited for any history major, art history major, or English or world literature major who is interested in a thorough grounding in the social-cultural world of one of Europe's most dynamic eras. Professor Don combines readings from noted Renaissance and early modern Europe scholars with contemporary accounts of early modern men and women with specialized short readings by Boccaccio, Machiavelli, Erasmus, Shakespeare, and Cervantes. Abundant visual materials will be used to illustrate this highly decorative era.

Students taking teacher preparation classes may substitute History 122 for other European classes on the list with the permission of their advisors. This class aligns with state standards for middle school teachers and secondary teachers who want to incorporate literature into their high school history classes. Professor Don teaches the methodology class for social science education and she will emphasize materials and methods in this course.

HISTORY 130B

MILITARY HISTORY

TR 1330-1445

CL 303

#28017

JONATHAN ROTH

This course will cover 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, economics and in modern national and regional development 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 0900-1015	DMH 163	#27564
	ROBERT 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 143	EUROPE, 1750-1900		
	MW 1030-1145	DMH 163	#27565
	ALLISON KATSEV		

In this course, we will study in depth Europe's long nineteenth century, beginning with the Enlightenment and ending with the eve of World War I. Each week we will focus on a key phenomenon or event of the period. Throughout, we will pay particular attention to the links between economy, society, culture and politics. A sample of the questions we will explore: How did industrialization change work and home life in nineteenth century Europe? Who "won" the revolutions of 1848? What are the connections between the mass politics of nationalism and imperial adventures in Africa? Was Darwin a revolutionary thinker or a man of his times? Why, at the moment when new technologies seemed on the verge of ending disease and poverty, were many Europeans wracked with anxiety about the origins of life, the certainty of death and the direction of the modern world? Why did the "progress" of the nineteenth century culminate in the catastrophe of World War I?

HISTORY 146	NATIONAL HISTORIES: PERU		
	R 1630-1915	DMH 167	#27804
	GEORGE VASQUEZ		

In this course, students will study the civilization of the Incas, the encounter with the Spaniards, colonial rule and the revolt of Tupac Amaru, the war of independence, the forming of the republic, the war of the Pacific, and the emergence of contemporary Peru. Films and documentaries will supplement lectures and discussions.

HISTORY 151B	EARLY MODERN BRITAIN		
	M 1800-2045	DMH 165	#27567
	BEN KLINE		

When we reflect upon the Tudor/Stuart period all sorts of images resonate-Bosworth Field, Henry VIII and all of his wives, the Protestant Reformation, the Marian persecution, the glories of Gloriana, the Jacobean Church, the English Civil War, and the Glorious Revolution. In this course, students will investigate the intellectual, political, social, religious, and economic issues that caused this period to be such a transitional time in English history.

HISTORY 153

HISTORY OF WOMEN IN EUROPE

TR 1330-1445

DMH 163

#27568

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 155

20<sup>TH</sup> CENTURY WORLD

MW 1200-1315

DMH 163

#27570

RAJIV KHANNA

This course offers global perspectives on a century of scientific progress that also saw the violent deaths of millions, a century that witnessed both a remarkable expansion of human freedom and monumental evil. We will emphasize the decline of traditional imperialism, the two world wars, the ideological contention that led to the Cold War, and the different trajectories of the newly decolonized nations. We will look at such varied topics as art, technology, philosophy, science, gender, the environment, warfare, economics, politics, and leisure in order to understand the special character of the last century. This course fulfills GE requirement in Area (V).

HISTORY 170

TOPICS IN AMERICAN HISTORY –

(Section 1)

RACE AND GENDER IN AMERICAN HISTORY

MW 1330-1445

DMH 163

#25565

STEVEN MILLNER

This will be a survey course that presents a comparative analysis of the impact racial as opposed to gender identity has had and persists in the United States. The changing impact those categories of being presented over time will be carefully explored through the use of primary and secondary sources such as letters, autobiographies, biographies, government documents etc. Students will have a chance to explore the lives of both prominent and "ordinary" Americans as the complexity of these matters is revealed. Thomas Jefferson, Ben Franklin, Susan B. Anthony, Rosa Parks, Fred Koramatsu, Cesar Chavez, Eleanor Roosevelt, Harvey Milk and several "non-famous" citizens will be profiled and analyzed throughout the semester. **This course fulfills Area F1 of the American Institutions requirement.**

HISTORY 170 (SECTIONS 2)	TOPICS IN AMERICAN HISTORY - RIOTS, REVOLTS, & INSURRECTIONS M 1500-1745 RUMA CHOPRA	DMH 163	#27576
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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 (SECTION 3)	GENERAL TOPIC IN AMERICAN HISTORY TR 0900-1015 STANLEY UNDERDAL	DMH 165	#27578
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History 170 is an upper division general education class for non-History majors to cover half of the American Institutions requirement for graduation from San Jose State University.

This particular class will cover several selected topics in United States history. Among them may be such topics as: "The Shock of the New," "The Revolution Before the Revolution," "The Constitution Before the Constitution," "Slavery and Rebellion," "Restoring the Union," "Adjusting to a New, New World" and "The Despair of Economic Disaster." The purpose of the course is to help students understand how the society in which we live came to be. **This course fulfills Area F1 of the American Institutions requirement.**

HISTORY 171	AMERICAN CONSTITUTIONAL & LEGAL HISTORY TR 1200-1315 LIBRA HILDE	DMH 167	#24931
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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 173	COLONIAL AMERICA MW 1030-1145 RUMA CHOPRA	DMH 165	#27584
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This course on Colonial America 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, 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		
	T 1800-2045	DMH 165	#22751
	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 178	CRASH, DEPRESSION, WAR – 1920-1950		
	TR 1030-1145	DMH 163	#27587
	GLEN GENDZEL		

This course surveys American history from the end of World War I to the beginning of the Cold War. It covers the "Roaring Twenties," Prohibition, the Great Depression, the New Deal, American isolationism, the road to Pearl Harbor, the United States in World War II, and the origins of Soviet-American rivalry after the war. We will focus on political changes such as electoral realignments, woman suffrage, the expansion of federal power, and the birth of modern liberalism. We will also survey the changing role of the United States in world affairs, as well as race and gender inequality, ethnic pluralism, culture wars, family structure, and sexual attitudes. In short, this course will explore how prosperity, depression, and war affected the daily lives of diverse Americans and the nation as a whole.

HISTORY 179	COLD WAR AMERICA AND BEYOND, 1950 – PRESENT		
	TR 1330-1445	DMH 167	#24934
	BOB KUMAMOTO		

A survey of American history from 1950 through 2000. Focus on political, social, and international development. Political issues will include Presidential politics and the ongoing political competition between liberals and conservatives, culminating in the Republican victories of the 1990's. Social issues will include the civil rights movement, modern feminism, popular culture, and the current emphasis on multiculturalism. International issues will include the Cold War, international terrorism, and wars in Asia and the Middle East.

HISTORY 180H	SENIOR HONORS THESIS SEMINAR		
	TR 1200-1315	HGH 221	*****
	MARY PICKERING		

This course is restricted to students who have completed HIST 101 with the instructor's approval to write an honors thesis.

HISTORY 181	THE SIXTIES		
	TR 1030-1145	DMH 165	#27604
	ROBERT KUMAMOTO		

A thorough and exhaustive examination of the most tumultuous decade of the 20<sup>th</sup> century. Topics include JFK's "New Frontier," the Cold War, the Civil Rights Movement, modern feminism, the Vietnam War, the counter-culture/anti-war movement, LBJ's "Great Society," and the celebration of ethnicity/multiculturalism.

HISTORY 187	U.S. SOCIAL HISTORY		
	MW 1030-1145	DMH 167	#27606
	STEVEN MILLNER		

This is a course that will cover aspects of the formation of African American culture during and after the slave era. Using lectures, discussions and media material the dynamics that produced uniquely American art forms such as jazz, the blues, the Motown sound, tap dance, soul food and Black "styles" in sport will be analyzed and explored. Lawrence Levine's book *Black Culture and Consciousness* will provide one basis for exploration as well as several classic novels from the Harlem Renaissance era.

HISTORY 188	HISTORY OF WOMEN IN THE U.S.		
	TR 1200-1315	DMH 165	#20681
	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		
	TR 1500-1615	DMH 163	#22757
	MARGO MCBANE		

Early California history is the study of a series of conquests: Spanish and Mexican conquest of the Native America, American conquest of Mexico and the California, the railroads' conquest of the land and people, and the conquest of everyone by gold and the lust for it. At the same time, diverse social, political, intellectual, religious, and economic components came together and all of this created California. This course begins with the anthropological origins of California and follows its history through the Spanish, Mexican, and American periods, to 1900. You will learn how unique features of our state are rooted in its complex past. **Prerequisite: Upper division standing. Note: Satisfies American Institutions requirement in California government in area F3.**

HISTORY 189B	CALIFORNIA HISTORY FROM 1900		
	W 1500-1745	DMH 163	#20682
	GLEN GENDZEL		

Social, political, cultural, and economic history of California since 1900 including progressivism, urbanization, migration, immigration, labor conflict, water projects, depression, war, population growth, economic development, politics, environmentalism, tax revolts, race riots, high tech, and diversity. **Prerequisite: Upper division standing.**  
**Note: Satisfies American Institutions requirement in California government in area F3.**

HISTORY 197	INTRODUCTION TO PUBLIC HISTORY		
	W 1530-1815	BBC 002	#28000
	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 210A (Section 1)	U.S. HISTORY PRE-1780		
	M 1800-2045	HGH 221	#28003
	RUMA CHOPRA		

This colloquium will explore some of the major historical and historiographical problems of early American history from the earliest contact between Europeans and native peoples through the American Revolution. Through discussion of recent path-breaking works and classic texts, we will examine topics including: the interactions between Europeans and Native Americans, change and variety in emerging slave cultures, shifting political and religious currents of the seventeenth and eighteenth centuries, and the economic, cultural and intellectual upheavals of the Revolutionary era. Throughout, we will evaluate whether recent syntheses have succeeded in crafting a new narrative for this diverse field. While students should leave the course with a firm understanding of major historical events of the period, class emphasis will be on historians’ (often-conflicting) interpretations. Writing assignments are designed to create a collective bibliography of important works that will provide the groundwork for future projects in the field; the heart of the course will be our ongoing conversation about early America.

HISTORY 210B  
(Section 2)

U.S. HISTORY 1780-1900  
R 1800-2045  
PATRICIA EVRIDGE HILL

CL 318

#28005

Students will read and discuss recent examples of path-breaking, myth-shattering, and prize-winning works on nineteenth-century American history and explore major historiographical debates. Class sessions will emphasize discussions and analyses of the American Revolution, the agrarian republic, slavery, the antebellum industrial revolution, gender in the early republic, the causes of the Civil War, Reconstruction, industrialization, the West, dissent in the Gilded Age, urbanization, and immigration. At the end of the course, we will link turn-of-the-century American society, politics, culture, and capitalism to reform and social change associated with Progressivism and the twentieth century. Students should expect whole-group discussions, targeted discussions, primary source analyses, instructor presentations, and music throughout this exploration of the nineteenth century.

HISTORY 211

ADVANCED COLLOQUIUM IN MODERN EUROPEAN HISTORY  
R 1800-2045  
MARY PICKERING

HGH 221

#28378

The French Revolution is one of the most exciting events in history and has arguably attracted the attention of more historians than any other past occurrence. In this course, we will dip into the compelling historiography of this event, reading the classic works of Alexis de Tocqueville and the Marxist historians (i.e. Georges Lefebvre) as well as the very innovative work of such brilliant contemporary historians as Keith Baker, Francois Furet, Lynn Hunt, Mona Ozouf, and Robert Darnton. We will cover the socio-economic, cultural/intellectual, and political causes leading to the explosion of 1789 and explore the reasons the Revolution "skidded out of control" during the Terror, which resulted in the death of 40,000 people. We will also examine the culture of the French Revolution: the festivals, religion, language, art, songs, popular literature, and educational system. Moreover, we will investigate the impact of the Revolution, looking at how it inspired people in "Third World" countries, such as Haiti, to demand their rights. The course will end with a consideration of Napoleon, evaluating his claim to have realized the goals of the French Revolution. Students will be required to write several book reviews and two short historiographical essays. There is no midterm exam, final exam, or large seminar paper. THIS COURSE IS OPEN TO UNDERGRADUATES WITH THE PERMISSION OF THE INSTRUCTOR.

HISTORY 220A

WORLD HISTORY – PRE 1000  
W 1800-2045  
JONATHAN ROTH

CL 318

#28002

This graduate course is intended to improve the historical knowledge and skills of teachers enrolling in the MA with a Concentration in History Education. There will therefore be a focus on how to teach world history as well as understanding it. This course will focus on Central Asia as a means of understanding the development of civilization along the "core" of Eurasia, in Europe, North Africa, the Near East, South Asia and East Asia. We will also use developments in sub-Saharan Africa and the Americas as comparisons. Students will be expected to do in class presentations based on research in both primary and secondary sources.



## FACULTY

John (Jack) Bernhardt Professor 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 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.

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.

Vicki Harrison is Coordinator of Jewish Studies at San Jose State University, and she currently teaches one course each term in the Jewish Studies Program. Before coming to SJSU, she chaired the English department at Kehillah Jewish High School, where she taught for four years. Prior to that, 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 19<sup>th</sup> century America, particularly the Jacksonian period, slavery, the Civil War, Reconstruction, and women's history. She also has a strong background in 19<sup>th</sup> and 20<sup>th</sup> 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.

Donny Inbar, who received his Ph.D. from the Graduate Theological union in Berkeley, is the Associate Director for Arts and Culture at the Israel Center in San Francisco, a veteran editor, translator and theater director.

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 19<sup>th</sup> and 20<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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 undertaking several current community history projects including local Mexican agricultural history, and the history of Santa Cruz surfing. 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 and third volumes were published by Cambridge in 2009.

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.

George L. Vasquez is Professor of Latin American and Spanish History and former chair of the Department of History at San Jose State University. A Peruvian by birth, he has directed three National Endowment for the Humanities' summer seminars at SJSU on Latin American Nationalism and has twice been a senior Fulbright Scholar to Peru. Last summer he led a group of 25 students on a faculty-led, study abroad program to Cuzco, Peru. His areas of research are historiography and Peruvian intellectual history. Professor Vasquez holds degrees from Harvard College, The Johns Hopkins University, and Columbia University.

Mary Lynn Wilson earned a double B.A. in History and English Literature at the University of California, Santa Cruz. She earned her M.A. in Medieval European History at UCLA and her Ph.D. in Indo-European Studies at UCLA. Indo-European Studies is an interdisciplinary program in Historical Linguistics, Archaeology, and Folklore. Her specialty is pre-Christian Germanic language, religion, and culture. She has studied 13 different languages and trained in reconstruction of proto language and culture. Dr. Wilson is a lecturer in the History and Marketing Departments at San Jose State University.