SAN JOSÉ STATE UNIVERSITY

UPPER DIVISION AND GRADUATE COURSE OFFERINGS

Fall 2016

*All courses are 4 units, except Hist 100W, Hist 153, Hist 155, & Hist 188
In History 100W, you will write three papers. The first will be based on the *The Distaff Gospel*. This is a compilation of women’s wisdom from 15th-century France. You will need to develop a paper exploring the culture and society of 15th-century France based on this reading. The second paper will be based on Cabeza de Vaca’s journal of his trip through La Playa from 1540-1545. You will need to develop a paper on the clash of Spanish and Amerindian cultures in the 16th century or Spanish culture and society in 16th-century South America. The third paper will be on a topic of your choice as long as it has a historical thesis based on primary and secondary sources. We are going to have fun working hard, writing, and learning about new cultures!

Historiography constitutes the capstone course for history majors at San José State University. Another way of phrasing this is that you cannot graduate and receive a BA in history without taking and passing it. You may ask yourselves why all this fuss? What is the importance of historiography and why must one spend an entire semester studying it? The answer is very simple. One hopes to instill in our history majors a sense of what historians have been attempting to accomplish ever since the time of Herodotus and the Persian Wars. It was Herodotus, after all, who first admonished his readers in the fifth century B.C.: “Remember that men are dependent on circumstances, and not circumstances on men,” thus debunking the great man theory of history (so popular in more recent times). It was also Herodotus who wrote in his *History of the Persian Wars*, “For myself, my duty is to report all that is said; but I am not obliged to believe it all alike. . . .”

In the next fifteen weeks we will study how history has been regarded and written in Europe and the United States since the beginning of the nineteenth century. Equal attention will be paid to both sides of the Atlantic. Although this examination will deal with many “isms” (liberalism, romanticism, nationalism, historicism, Marxism, modernism – just to mention a few), the focus will be on major historiographical trends, many of which originated in Europe and found their way to the New World – but not all. Above all, this course is an exploration of ideas and as such knows few limits or boundaries. I hope you will enjoy this odyssey of exploration into man’s past and its relevance to the present, for as Bernard Bailyn of Harvard University wrote in 1982, “the essence and drama of history lie precisely in the active and continuous relationship between the underlying conditions that set the boundaries of human existence and the everyday problems with which people consciously struggle.”
And now a brief word on the methodology to be used in teaching this course. This is not a lecture course. Rather, it will be taught as a colloquium in which the class as a whole reads the same assignments and comes to class prepared to discuss these assignments, having completed the corresponding section of their workbook. From time to time there will be discussion leaders who will focus on certain readings, but -- more often -- there will be a free exchange of ideas and commentary in which all students are expected (indeed required) to participate.

Finally, it is hoped that students will gain a new and more profound awareness of what history is and how it has been written over the ages.

HISTORY 109A  HISTORY OF CHINA: TO 1800
(Section 1)  TR 1330-1445  ENG 303  #48568
XIAOJIA HOU

This 4-unit course is intended as a broad introduction to major themes, issues, personalities and events of “pre-modern China.” It covers an enormous sweep of time - from Neolithic era to 1800, and is highly selective, with choices determined in part by Chinese notions of historical significance, in part by the efforts to revoke those notions. China’s interactions with the world and environmental history will be emphasized.

HISTORY 112  ANCIENT WEST TO 500 BCE
(Section 1)  MW 1030-1145  ENG 327  #48551
JONATHAN ROTH

This course will cover the political, social and cultural history of the Ancient West (Europe, the Middle East and North Africa, from ca. 15,000 BCE to 500 BCE. You will critically read primary sources in translation and learn to use them in the study of ancient culture and society. This course is also intended to improve your writing and research skills. Another purpose of the course is to teach you about the sources for ancient history, and how historians use these sources. Finally, you will be challenged to think about the "why" of ancient history, its development, and its impact on later history. The class will also improve your reading, writing and analytical skills.

HISTORY 113A  ECON. HIST. OF U.S.
(Section 1)  TR 1500-1615  SH 313  #49003
JEFFREY HUMMEL

This course covers the historical evolution of the United States economy, from before European settlement to the present day, within a global context. It will survey the broad contours of economic events during this span of five hundred years, noting the interaction of economics
with social, legal, and political institutions and its impact on culture and society. Students will also learn how to integrate economic theory with historical particulars.

Course cross-listed with History Department; taught by Economics instructor.

HISTORY 122  
RENAISSANCE AND REFORMATION  
(Section 1)  
TR 0900-1015  
SH 313  
#48536  
KATHERINE OLSON

This class examines the fascinating and tumultuous period in Europe roughly from the fourteenth through the sixteenth centuries. A period of transition between the later middle ages and the early modern period, it included the growth of Renaissance ideas, culture, ideals, and politics as well as the Protestant Reformation and Catholic Counter-Reformation and their profound impact on Western Christendom: developments which had an impact from Iceland and Ireland in the west to Europe’s eastern frontiers and beyond. We will also consider related topics, such as Renaissance humanism, the use of the vernacular, Renaissance ideas in the princely court, print, visual, and oral culture and the diffusion of new ideas, the Pre-Reformation church, Lutheranism, Calvinism, Anabaptism, and Catholic responses and renewal. We will also focus on other important aspects of this period including: trade, travel, exploration, politics, warfare, religion, society and economy, literature, science, art and architecture, manuscript culture and the history of the book, monasticism, tolerance and intolerance, gender, and daily life.

We will explore comparative late medieval and Reformation experiences across Europe, but will also focus on a variety of case studies, including Britain and Ireland, Germany, France, Spain, Italy, and Scandinavia. Along with relevant secondary literature, students will examine a range of primary sources to gain a sense of important historical perspectives and debates about this period, and will explore what contemporaries thought about the world in which they lived and the events and problems that they experienced, from the varied perspectives of kings, bishops, and nobles to saints, peasants, and adventurers.

HISTORY 124  
EARLY MODERN EUROPE  
(Section 1)  
TR 1200-1315  
ENG 303  
#48565  
KATHERINE OLSON

What is “early modern”? When did the medieval world end and the modern world begin? This continuation of HIST 122 surveys some of the more important developments in the crucial period known by historians as “early modern” (roughly between the sixteenth and the later eighteenth centuries). Sandwiched between the medieval and modern periods, it was a turbulent era of great social, religious, political, and economic upheavals, wars, and changes, including the growth of new intellectual, political, and cultural movements, important religious
developments and wars, the growth of trade and mercantilism, the Age of Discovery, the rise of nation states, the Enlightenment, and political revolutions.

What was it like to live through this period for kings, popes, priests, soldiers, women, slaves, families, and peasants? This seeks to answer these questions and examines a number of important developments and events during the early modern period, providing students with a solid foundation in early modern history. Politics, art, culture, religion, popular culture, science, technology, and philosophy will be explored along with a variety of key themes including the rise of global empires; cross-cultural encounters, travel, and mobility; society, women, gender, and social order; economies, and the slave trade. In addition to relevant secondary literature, this course uses key primary texts to gain a sense of important historical perspectives and debates about this period, and will explore what contemporaries thought about the world in which they lived and the events and problems that they experienced. We will read excerpts from various primary sources written for and by people who lived during this period — chronicles, first-hand accounts, early books, travel narratives, treatises, poetry, governmental records, letters, and more.

**HISTORY 126**
**ADV. TOPICS IN MEDIEVAL HISTORY**
(Section 1)
~ BYZANTINE & ISLAMIC WORLDS
MW 1330-1445
ENG 303 #48563
JONATHAN ROTH

This course covers the history and culture of the Middle or Near East from the 4th to the 15th centuries. We will discuss the rise and fall of the Eastern Roman or Byzantine Empire, as well as the rise of Islam and its development through the Caliphal periods, up to the beginnings of the Ottoman Empire. You will learn about the sources for the history of the Medieval Middle East and how historians use these sources. Finally, you will be challenged to think about the "why" of the Medieval Middle Eastern history and, its development, and its impact on world history. The class will also improve your reading, writing and analytical skills.

**HISTORY 132**
**EARLY MILITARY HISTORY**
(Section 1)
MW 1500-1615
ENG 303 #45116
JONATHAN ROTH

The purpose of this course is to trace the development of military force and warfare from its origins to 1815. Various aspects of military conflict will be considered including technology, organization and leadership. The role of war and militaries in culture and in the development of civilization will also be considered. You will learn 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.
Arguably the single most important event in world history during the 20th century, World War One will be studied in its global context – Europe, the Middle East, Africa, Asia and the United States. Special attention will be paid to the collapse of four mighty empires – the Hohenzollern, the Habsburgs, the Romanovs, and the Ottomans as well as the creation of the world which led to the Second World War and to the present crises in the Middle East. We will study in detail the battle of the Somme and the revolt in the Arabian Desert. We will follow the fortunes of Russia and the Bolshevik Revolution. We will examine the belated U.S. involvement and the shaky settlement reached at the Paris Peace Conference. Special attention will be paid to the war in the Middle East as a counterpoint to trench warfare in the West. Contemporary historical monographs will be supplemented by viewing documentaries on various facets of the war. Students will be required to read a novel, view three films, and make an in-class presentation on the prime minister of their choice. Writing assignments include a film critique, a book review and an analytical essay on the impact of the war.

This course will examine changes in Europe after World War II. The main question we will investigate is how Europe recovered from this disastrous war and adjusted to a new world that it did not dominate. The political, economic, social, and cultural movements that we will examine include existentialism, the Cold War, the Stalinization of Eastern Europe, decolonization, the American Challenge, the student riots of 1968, the fall of Communism, deconstruction, the Balkan Wars, the problems of immigration, the development of the European Union, and globalization. Films, art, music, and literature will be integral parts of the course as they offer insights into these profound transformations.

This course represents a discovery of France, an intriguing culture that is entirely different from our own. We will look at the rituals, myths, customs, and images that have given the French people their sense of distinctiveness. Above all, we will examine how the French built their sense of national identity and continued their search for glory after the Revolution of 1789
and Napoleon. Topics that will be considered include the revolutionary tradition from 1848 to 1968, the French “civilizing” mission in Africa and Asia, France’s confrontations with Germany in both World Wars, and the challenges presented in the postwar period by its sizable Arab population. Indeed, French national identity seems to have been shaped in part by its construction of the “Other”: Jews, Muslims, and even Americans.

HISTORY 146 ADV. TOPICS IN EUROPEAN HISTORY
(Section 80) ~ 20TH CENTURY ENGLAND
ONLINE GEORGE VASQUEZ

This course presents a survey of English history in the twentieth century: from Queen Victoria’s Diamond Jubilee in 1897 through Tony Blair’s administration, which came to an abrupt and somewhat unexpected ending in 2007. Topics to be covered include the Boer War, the People’s Budget of 1906, the Suffragette Movement, the naval race with Germany, the First World War at home and in Europe and the Middle East, Home Rule and the division of Ireland, Britain between the wars, Churchill’s leadership during the Second World War, the creation of the Welfare State in the postwar years, the withdrawal from India, Palestine and Egypt marking the end of the British Empire, the United Kingdom and the European Union, Thatcherism and the making of the “new” Britain, royal scandals, Blair and the formation of the new left in Britain. Special emphasis will also be given to the downfall of the British landed aristocracy and its reverberations on English, Scottish, Welsh and Northern Ireland societies.

HISTORY 155 20TH CENTURY WORLD
(Section 1) MW 0900-1015 ENG 303 #40436
*3 units 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 satisfies SJSU Studies Area V.

HISTORY 155 20TH CENTURY WORLD
(Section 2) TR 0900-1015 ENG 303 #43255
*3 units 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 satisfies SJSU Studies Area V.
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. Key questions in this class include the following: if the 20th c. was so modern, why was it so violent? How have science and technology changed who we are and how we relate to each other? Why do we buy things made in distant places and so what that we do? How and why have some resisted the promises of modernity? Is globalization really another example of western imperialism--or are we participating in a new, truly global era?

This course fulfills the SJSU Studies Area (V) requirement.

History 163 is an on-line, 4-unit course that examines Latin America from the beginning of the 19th century to the present. It focuses on major political changes, such as independence, wars, popular uprisings, current events, and systems of government. It also looks at economic and cultural affairs, especially when they disrupt societies. The term paper will consist of analyzing a Latin American novel in its historical setting. Students will also produce a multi-media work (Powerpoint or video) on some historical theme. The course will be taken on SJSU’s Canvas platform, providing ample feedback and contact with the instructor.

History 167 is an on-line, 4-unit course that covers Mexico’s history since the Independence movements in the early 19th century. The first half deals with the attempts to establish stable government and a sustainable economy, largely achieved during the Porfiriato. The second half traces the 1910 Revolution and the consolidation of revolutionary government. It focuses on major political changes, such as the Constitution of 1917, the PRI, elections, the system of federal government, and important leaders. Students will also produce a multi-media work (Powerpoint or video) on some historical theme. The course will be taken on SJSU’s Canvas platform, providing ample feedback and contact with the instructor.
European expansion in the 1400s transformed the world by connecting the continents on either side of the Atlantic for the first time. The consequences of this encounter forever changed Europe, Africa, and the Americas. In this upper-level course, we will examine this first wave of European expansion, from 1400-1750, through the prism of cultural and religious interactions. We will ask how Europeans, Indians, and Africans made sense of each other during this period of exploration, conquest, and colonization.

This course covers the history of the United States from 1800-1860, including what is generally 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 during this time that formed the basis of modern American culture.

In this 4-unit course on American Cities, we will explore the topic of urbanization in the United States from the “bottom up” perspective of social historians. Using race/ethnicity, class, and gender as categories of analysis, we will examine the city building efforts of workers, immigrants, neighborhood activists, and historically disenfranchised groups as well as those of commercial-civic and social elites. Borrowing methodologies from sociology, anthropology, political science, and economics, social historians focus on the history of everyday life. Lectures, a wide variety of course readings, class discussions, films, and music will provide specific historical contexts in which we can analyze relationships between the groups that competed for urban resources. This class is especially appropriate for History majors and minors, those planning to teach history and the social sciences, students studying Urban and Regional Planning or political science, and all those interested in understanding America’s cities.
History 181 is a 4-Unit course in which students will learn about the evolution of U.S. foreign policy from 1913 to the present, focusing on the main policies pursued; wars and military episodes; international organizations; trade and tariff policies; principal foreign allies and enemies; and the officials and agencies that make and implement foreign policy. The course is structured chronologically, in 5 periods: WWI and the Great Depression; WWII; The Cold War; from the Vietnam War to the Persian Gulf War; and Post-Cold War and Post-9/11. Students will also produce a multimedia work (Powerpoint or video) on some diplomatic figure in U.S. history.

The labor of African slaves shaped both African and American worlds for centuries. This upper-level course examines the many faces of slavery from the 1500s to the 1800s. We will learn how Old World slavery (in Africa) differed from New World slavery (in America); how the shape of slavery changed in different parts of the New World; and why large-scale slave emancipation movements were imaginable by the late eighteenth century.

This is a survey course focusing on American women from colonial times to the present. Through lectures, discussions, films, and music, we will consider the lives of women in historical perspective, concerning ourselves with the impact of women on social, economic, and political institutions in the United States. In addition, we will examine lifestyle choices and opportunities available to various groups of American women and obstacles encountered by women and girls. The course satisfies SJSU Studies Area S.
Many people see California as the great exception among American states—totally bizarre, unique, and unfamiliar. More perceptive observers recognize that “California is America, only more so.” Our state may appear bizarre at first glance, but upon closer inspection its history is full of familiar American themes such as migration and immigration, diversity and conflict, economic development, political reform, and environmental destruction. This course will survey California history to 1900 including Native American civilizations, Spanish exploration and colonization, the Mexican period, the American conquest, the Gold Rush, Chinese immigration, the anti-Chinese movement, and the Railroad Era. **Prerequisite: Upper division standing. Note: Satisfies American Institutions requirement in California government (Area US3).**

This 4-unit course features intensive readings, discussions, and reports on nineteenth-century American history. Students will read and discuss recent examples of path-breaking, myth-shattering, and prize-winning works 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, 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. This course is designed to prepare graduate students for the “Plan B” MA exam in U.S. history (both Pre- and Post-1865). Most of the required textbooks for this course are on the reading list for that exam. **Prerequisite: graduate standing or consent of instructor.**

This 4-unit course examines Mao’s China (1949-1976) from a unique angle: how ordinary Chinese lived through it. The history of Maoist China is usually told as a sequence of political campaigns that primarily focused on elite politics and on Chairman Mao himself. Yet for the majority of the Chinese population, material changes impacted everyday life as much as
politics. For ordinary Chinese people, socialism meant changes in dress codes and apartment layouts, changes in electrification and city planning, and in the consumer goods and movies they watched. In this course, you will learn about the lives of people who wrote little and were rarely written about, read the books they read, listen to the music they listened to, and watch the movies they watched. Simultaneously, you will study a series of political campaigns and explore how these political campaigns impacted people’s everyday lives.

**HISTORY 240  SEMINAR IN PRE-20TH CENTURY EUROPE**  
(Section 1)  
M 1800-2045  
SH 313  
#48567  
MARY PICKERING

This course introduces graduate students to leading historical works covering the period 1800 to 1900. Students will investigate some of the issues that have intrigued historians in recent years: the notion of human rights, gender, sexuality, the history of the body, class, antisemitism, scientific theories of evolution, the impact of science on everyday life, imperialism, the significance of the Franco-Prussian War and the Crimean War, and visual culture. To hone their skills in intellectual history, students will also read rich primary sources: John Stuart Mill’s *Autobiography*; Stendhal’s *The Red and the Black*; Karl Marx’s *Communist Manifesto*; Fyodor Dostoevsky’s *Notes from Underworld*; and Sigmund Freud’s *Dora*. In addition, students will have the pleasure of becoming familiar with prominent works in the relatively new field of cultural history.

**HISTORY 276  SEMINAR IN EARLY AMERICAN HISTORY**  
(Section 1)  
R 1800-2045  
SH 313  
#45129  
LIBRA HILDE

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

**Ray Buyco** earned his bachelor’s degree from the University of California at Santa Cruz in 2007. Passionate about both history and politics, he chose the former because the history department’s undergraduate advisor aptly made the case that studying history would allow him to explore both. Ray went on to earn a master’s degree in history from San José State University in 2010. His interests include the historiography of the French Revolution, the Russian Revolution, Fascism and the Cold War and has written on Rosa Luxemburg and the socialist women’s movement, George Orwell and the Left Book Club, Robespierre and Rousseau, Jose Ortega y Gasset, Émile Zola, Hannah Arendt, Virginia Woolf and André Gide, among others.

Ray teaches a wide variety of survey courses at SJSU and Ohlone College, which include World History, Western Civilization, Rock and Roll History, and American History. He also teaches the GE critical thinking and writing course “Critical Thinking and Historical Methodology.”

In addition to being an historian, Ray works as a professional guitarist, vocalist and bandleader in several local cover bands in the area. He serves on the Wage Scale Committee of the American Federation of Musicians, Local 6.

**Katherine Chilton** earned her doctorate from Carnegie Mellon University in Pittsburgh, Pennsylvania in 2009. Originally from the United Kingdom, she brings this outsider’s perspective to her research and teaching interests in United States, African American, and Women’s History to emphasize how the experiences of ordinary Americans have shaped the economic and political development of the United States and how the social and policy decisions of government and elites have affected the lives of all citizens.

Her research, which focuses on the transition from slavery to freedom in the District of Columbia during the Civil War and Reconstruction is due to be published later this year in a new volume on gender and the Civil War.

**Ruma Chopra** approaches early America as a place of imperial competition, cultural misunderstanding, religious upheaval, and racial intermixture. She examines how contestations over land and labor shaped the Caribbean as well as the thirteen mainland American colonies. Her first book, *Unnatural Rebellion: Loyalists in New York City during the Revolution*, focuses on the Americans who chose allegiance to the British Empire during the War of American Independence. Her second book, *Choosing Sides: Loyalists in Revolutionary America*, invites students to consider the mix of motives that determined allegiance during war. Her third book project, "The Jamaican Trail of Tears," examines how the emergence of a benevolent (anti-slavery) British Empire impacted the colonies of Jamaica, Canada, and West Africa.
Robert Cirivilleri was born and raised in the Santa Clara Valley. He 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 B.A. in Political Science with a minor in Graphic Arts. Following a year abroad, studying French language and culture at the Universite d' Aix-Marseille III, and traveling widely throughout Europe, he returned to work in the airline industry for several years before pursuing a Masters Degree in Medieval History at San José State University. Upon completion of his degree, he taught American History at Evergreen Valley Community College and Latin at Hillbrook School in Los Gatos before beginning his career as a lecturer at San José State University.

His teaching specialties include United States History, Critical Thinking, Western Civilization and World History. His particular areas of interest include Medieval and Renaissance studies, Ancient Greece and Rome, and in the field of American studies, a special interest in Colonial history, the Civil War, and the American Musical tradition.

Michael 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 (forthcoming 2017, with Lawrence Clayton and Susan Gauss), Populism in Latin America (2012), and Panama and the United States (2012). He has lived overseas for over 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.

Glen Gendzel is a Bay Area native with a B.A. from the University of California at Berkeley and a Ph.D. from the University of Wisconsin at Madison. He taught previously at the University of Wisconsin, the University of Georgia, Tulane University, and Indiana University-Purdue University before coming to SJSU. He has published numerous articles, essays, book chapters, encyclopedia entries, and reviews (see www.sjsu.edu/people/glen.gendzel/publications). His specialty is U.S. history and his interests include California, progressivism, social memory, politics, culture, immigration, and business.

Laura Guardino has received both her masters and teaching credential from San José State University. She has worked on two federal Teaching American History Grants for the Bay Area. She specializes in online instruction and areas of interest include American women's history and education. She has 8 years of experience in teaching middle and high school in Morgan Hill. Laura is the current Curriculum Specialist for Globalyceum and also teaches at Evergreen Community College.

Libra Hilde did her undergraduate work at UC Berkeley and her graduate work at Harvard. After completing her Ph.D. in 2003, she spent two years teaching at Stanford University. Dr. Hilde’s research and teaching interests focus on 19th century America, particularly the Jacksonian period, slavery, the Civil War, Reconstruction, and women’s history. She also has a strong in background in 19th and 20th century Native American history. Her first book, Worth A Dozen Men: Women and Nursing in the Civil War South, was published in the Spring of 2012.
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. In addition, she has begun work with a colleague on a study of the political career of Angelo Rossi, San Francisco’s mayor during the Great Depression and World War II.

Xiaojia Hou is an Asian historian, specializing in modern China. She received her Ph.D. in history from Cornell University in 2008 and her undergraduate and master’s degrees in history from Peking University. Her research agenda centers on China’s socialist transformation in the 1950s. She has published two book chapters on China’s agricultural cooperativization and her book is under contract with the Cornell East Asian Series. She is currently interested in the daily life under Mao Zedong and how the nature defied the Chinese Communist Party. Between 2008 and 2015, she taught in the Department of History, University of Colorado Denver. She is thrilled to join San Jose State University in fall 2015.

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, modern European, and world history, as well as thematic and interdisciplinary approaches to investigating the past.

Margo McBane received her B.A. in Community Studies from U.C.S.C., M.A. in Education from Stanford University, M.A. in U.S. History from U.C. Davis and her History Ph.D. from U.C.L.A. Her dissertation focused on the citrus industry of southern California and the impact that race, ethnicity, gender, class, citizenship and generation had 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 through her consulting group, Guerra & McBane, L.L.C., including Santa Clara Valley Mexican American history from 1920 to 1960, and the history of Santa Cruz surfing. She, in partnership with Dr. Anne Fountain in World Languages, received an 2011 NEH Planning Grant for Museum and Historical Organization (the first in SJSU history) to write an NEH Implementation Grant, “Before Silicon Valley: A Migrant Path to Mexican American Civil Rights, 1920-1960,” which will develop an online and national traveling exhibit with an exhibit book, K-12 Curriculum Guide, Teacher Workshop, and Living History Character (Chautauqua) Mexican Cannery Worker Performance. They asked to revise and resubmit their $400,000 NEH Implementation proposal which they are working on for an August 2016 deadline. Previously Dr. McBane produced award winning 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 presently the Academic Senate President at Evergreen Valley College. He is a member of the Society of California Archivists, serving as the college archivist for Evergreen Valley College.

Katherine Olson was born in San Francisco and grew up in Santa Clara County. She has advanced training in medieval and early modern history, languages, literature, and Celtic Studies, and earned a B.A. from the University of Chicago and her M.A. and Ph.D. from Harvard University. She taught previously at Harvard University and at Bangor University in North Wales in the United Kingdom before coming to SJSU. She has published a wide range of articles, book chapters, essays, and reviews and has appeared regularly on BBC, ITV, and other TV and radio programs relating to the medieval and early modern world. She is currently working on her first book on popular religion, culture, and Reformation in late medieval and early modern Wales and the Marches. Her research interests include medieval and early modern religious, cultural, intellectual, and social history, literature, languages, the history of Europe, the Atlantic and Mediterranean Worlds, and global history, Medieval and Renaissance Studies, interdisciplinary studies, and British, Irish, and Celtic Studies. She has a special interest in popular culture, religion and piety, lifecycle, folklore, travel and exploration, identity, gender, popular beliefs and practices, vernacular literature and the history of the book, native culture, and minority cultures and languages.

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. Her articles have appeared in *Revue philosophique, Revue Internationale de Philosophie, French Historical Studies, Journal of the History of Ideas, Journal of Women's History*, and *Historical Reflections/ Réflexions Historiques*. The first volume of her book, *Auguste Comte: An Intellectual Biography*, was published by Cambridge University Press in 1993. An NEH fellowship helped her complete the second and third volumes, which were published in 2009. She is currently working with two philosophers of science on an anthology of essays devoted to Comte’s doctrine and legacy. She is also launching a new project on food and war between 1870 and 1945.
E. Bruce Reynolds  Professor and former Chair of the History Department, received his Ph.D. from the University of Hawai‘i 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. He is a specialist in Roman and world military history, as well as race and ethnicity in the ancient world. In addition to scholarly chapters and articles, he published *The Logistics of the Roman Army at War* (E.J. Brill) in 1998 and *Roman Warfare* (Cambridge University Press) in 2009. He is also the director of the Burdick Military History Project.

George Vásquez is Professor of Latin American and Spanish History and former chair of the Department of History at San José 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 been a Fulbright scholar to Spain as well as twice a senior Fulbright-Hays Senior Scholar to Peru. Three summers ago he led a group of 25 students on a study abroad program to Cuzco, Peru. His areas of research are historiography and Latin American intellectual history. Professor Vásquez 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 Department at San Jose State University.