HISTORY 100W
WRITING WORKSHOP
DMH 165
#24555
MW 1330-1445
(Section 1)

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.

HISTORY 100W
WRITING WORKSHOP
DMH 165
#27857
TR 1500-1615
(Section 2)

MARY LYNN WILSON

WAR!!!! We will read Arrian's The Conquests of Alexander and The Secret History of the Conquests of Genghis Khan. Let's destroy Western Asia over and over again!!!! Practice your research and writing skills on the Greats of destruction and death.

HISTORY 102
HISTORIOGRAPHY
DMH 165
#24486
F 1000-1300
(GEORGE VÁSQUEZ

Historiography constitutes the capstone course for history majors at San José State University. We will study how history has been regarded and written in Europe and the United States since the beginning of the nineteenth century. Equal attention will be paid to both sides of the Atlantic. Although this examination will deal with many “isms” (liberalism, romanticism, nationalism, historicism, Marxism, modernism – just to mention a few), the focus will be on major historiographical trends, many of which originated in Europe and found their way to the New World – but not all. Above all, this course is an exploration of ideas and as such knows few limits or boundaries. This is not a lecture course. Rather, it will be taught as a colloquium in which the class as a whole reads the same assignments and comes to class prepared to discuss these assignments. From time to time there will be discussion leaders who will focus on certain readings, but – more often – there will be a free exchange of ideas and commentary in which all students are expected (indeed required) to participate.
**HISTORY 104**  
**ADV. TOPICS IN ANCIENT HISTORY**  
~ WESTERN WARFARE IN ANTIQUITY  
*(Section 1)*  
TR 1330-1445  
DMH 165  
#27860  
JONATHAN ROTH

This course will cover warfare and armed forces in the Western World from the Neolithic until the Fall of the Western Roman Empire in 476 AD. In addition, to a study of battles, weapons, organization and leadership, we will discuss historiographical issues such as whether there is a distinctive Western Way of War, and whether the Military Revolution theory applies to antiquity. 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. You will critically read primary sources in translation and learn to use them in the study of ancient culture and society. 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.

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**HISTORY 113B**  
**ECON. HIST. OF EUROPE**  
DMH 358  
*(Section 1)*  
TR 0900-1015  
MARK BRADY

We begin with an introduction to economic history, the geography and history of Europe, and the economic way of thinking. We begin our story with the collapse of the Western Roman Empire, we trace the emergence of a European-wide economy by c.1000, and we study the organization of the medieval economy, and the rise and decline of feudalism. We explore how the development of commerce and industry replaced traditional ways of making a living and led to the creation of the modern world—and we never lose sight of the development of government and the rise of the nation-state. We learn how the voyages of exploration created overseas empires that placed early modern Europe at the heart of a global economy. We learn how market orders arise spontaneously as the unintended outcome of human action. We explore how changes in economic organization—like specialization and the division of labor, the evolution of money and banking, and economic integration across natural constraints and national boundaries—led to significant and enduring increases in the level of productivity and prosperity. We learn how the capital accumulation and technological progress that characterize the industrial revolution led to a sustained rise in the rate of growth of output per head—and we tell the story up to 1914 with the outbreak of World War I.

The final grade reflects your performance in frequent quizzes, three short exams, a term paper, and extra credit assignments.

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

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**HISTORY 114**  
**ANCIENT WEST 500 BCE – 400 CE**  
*(Section 1)*  
TR 1030-1145  
DMH 165  
#24487  
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. 500 BCE to 400 CE. You will critically read primary sources in translation and learn to use them in the study of Greek culture and society. This course is also intended to improve your writing and research skills. 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 121A**  
**MEDIEVAL WORLDS 400-1000**  
*(Section 1)*  
**TR 1200-1315**  
**DMH 167**  
**#27863**  
**JACK BERNHARDT**

This 4-unit course surveys European Medieval History from the late fourth century through the first millennium. It examines the political, economic, social, cultural, and religious changes that constituted the transformation of the antique world into a unique “European” civilization. Using lectures, discussion, and analysis of texts and images, the course will focus on the conflict and interaction of peoples, cultures, and institutions. We will attempt to examine and analyze the synthesis of three dominant cultural traditions—Latin/Roman, Christian, and Germanic—that resulted in the birth of a European culture. Yet we also will examine the connections and the interactions between the Western post-Roman “European” polities first with the Eastern Roman Empire or Byzantine Empire and second with the newly emergent Islamic polities and Islamic religion, beginning in the seventh century. The instructor uses primary sources as the main avenue for investigating this period; consequently, in addition to examinations and active participation in discussion, students will be required to write short analytical papers using assigned primary sources from the period, a major book review, and a research paper using secondary and primary sources.

**HISTORY 132**  
**ADV. TOPICS IN WORLD HISTORY**  
~ **MILITARY HISTORY TO 1815**  
*(Section 1)*  
**TR 0900-1015**  
**DMH 165**  
**#27864**  
**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 armies in culture and in the development of civilization will also be considered. Another purpose 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 146**  
**ADV. TOPICS IN EUROPEAN HISTORY**  
~ **SPAIN**  
*(Section 1)*  
**MW 1200-1315**  
**DMH 165**  
**#27865**  
**GEORGE VÁSQUEZ**

The history of Spain from antiquity to the present day with special emphasis on 20th-century Spain. Topics include Roman Spain, the Visigothic Kingdom, the Moors and the Reconquest, the Spanish New World empire, the Napoleonic invasion, 19th-century liberalism, the Spanish-American War, the Second Republic, the Spanish Civil War, the Franco Regime, and the impressive transition from dictatorship to constitutional monarchy. Lectures will be complemented with documentaries on Roman and Visigothic Spain, the Alhambra, the pilgrimage route to Santiago de Compostela, the Escorial, the paintings of Velázquez, El Greco, Murillo, Goya and Picasso, and the architecture of Gaudi. Some feature-length films will be screened, including those of Buñuel, Saura, and Almodóvar. Students will also listen to the 13-th. c. cantigas of Alfonso X, guitar music of de Falla, Albeniz, Granados and Rodrigo as well as to modern day flamenco artists such as Manitas de Plata, Camarón de la Isla, and Radio Tarifa.
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 S.**

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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 deeply divided the nation, resolved some of the lingering questions left by the American Revolution, created new revolutions, some of which remain unfinished, and altered the course of American history. Emancipation destroyed slavery, turning human property into free men and women, and fundamentally changed the social and economic 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 and Reconstruction to assess its transformative impact on individuals, groups, institutions, the role of government, and the nation as a whole. The focus will be on the Civil War and its aftermath as a revolutionary experience rather than solely as a military struggle.

This course is about the economic, social and political history of the United States from the end of Reconstruction to the aftermath of World War I. Topics include industrialization, the rise of big business, labor conflict, Jim Crow, immigration, nativism, urbanization, Populism, Progressivism, woman suffrage, World War I, and the Lost Peace. Emphasis will be on the transformation of the United States from a mostly rural small-town society into an urban-industrial colossus and world power. The process entailed vicious conflicts among classes, races, regions, ethnic groups, political parties, and nations. Yet it also saw much hopeful striving by Americans of all sorts: men and women, famous and obscure, rich and poor, natives and immigrants, whites and non-whites, soldiers and civilians, leaders and common folks. Readings and lectures will cover work, family, and community as well as politics, business, and war.
The 1960s in the United States were years of prosperity, upheaval, war, peace, reform, and reaction. Americans still argue about this tumultuous decade and its controversial legacy. Were the 1960s a time of political activism, bold new government initiatives, high-minded idealism, personal liberation, and grass-roots movements for social justice? Or were the 1960s full of mindless self-indulgence, social permissiveness, big government, violent disorder, treasonable dissent, and mass immorality? Your view of the 1960s largely determines where you stand in today’s culture wars. Who’s right? This course will help you decide for yourself. It covers politics, war, protests, riots, assassinations, sex, drugs, music, hippies, feminists, gays, radicals, and conservatives by immersing you in words, ideas, sounds, and images from the 1960s.

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.

This course will explore the major themes and historiographical debates of nineteenth-century America. Students will read foundational and recent works, and class discussions and presentations will focus on and analyze the American Revolution, the early republic, slavery, Jacksonian democracy and society, gender in the antebellum and post war periods, the causes and consequences of the Civil War, Reconstruction, industrialization, the West, immigration, and the Gilded Age. We will pay particular attention to shifting definitions and realities of democracy, freedom, gender, and race, the rise of American capitalism, westward expansion, and the cultural, ideological, political, and social transformation of an agrarian, traditional society into a more modern America. Students should expect to encounter a range of sources.

In this class, we will read important and innovative works on Stalinism. Among the issues we will tackle: Did Stalin further or destroy the Russian Revolution? How was Stalinism experienced far from the metropole? Was this a system of mass terror, mass belief, or both? Can newly opened archives give us definitive answers? And how have the concerns of different eras, from Cold War to Post-Soviet and postmodern, shaped the questions
historians ask and the stories they tell? At the end of the semester, students will explore in a long paper the
historiography of a topic of their choosing

**HISTORY 221**  **SEMINAR IN WORLD HISTORY**
(Section 1)  ~ The Origins of World War One
M 1800-2045  DMH 165  #27879
GEORGE VÁSQUEZ

Honoring the centennial of the outbreak of the First World War, this seminar will focus on the origins of the war itself. Students will read extensively on the background of the war (works such as Barbara Tuchman’s the Proud Tower and Philipp Blom’s The Vertigo Years); on the general overview of the war (works such as David Fromkin’s Europe’s Last Summer and Margaret MacMillan’s The War That Ended Peace); on several country studies of key participants (works such as Robert Massie’s Dreadnought, Sean McMeekin’s The Russian Origins of the First World War, and Fritz Fischer’s Germany’s Aims in the First World War); and on the war’s legacy (works such as Niall Ferguson’s The Pity of War and David Reynolds’ The Long Shadow). These works will be discussed at length in the classroom. Each student will choose a principal character, who in some way was responsible for bringing about the war – people such as General Helmuth von Moltke, Winston Churchill, and Conrad von Hützendorff – in order to make in-depth classroom presentations as well as to write seminar papers on their subject. The latter will be critiqued in class before final submission.

**HISTORY 230**  **SEMINAR ANC./MEDIEVAL HISTORY**
(Section 1)
T 1800-2045  DMH 165  #27880
JACK BERNHARDT

**TOPIC: MODERN HISTORIANS WRITING THE MIDDLE AGES**  This 4-unit graduate course will focus on modern historiography of the European Middle Ages with some overlap into the European Early Modern period. We will read, examine, discuss, and analyze seminal books and articles by four of the best and most innovative historians of the twentieth (and twenty-first) century: Marc Bloch, Ernst H. Kantorowicz, R(ichard). L. Southern, and Caroline Walker Bynum. All four of these historians demonstrate how twentieth-century intellectuals used new methods, asked new questions, and often adopted an interdisciplinary approach to historical problems. Moreover, at least three of the four, if not all, hold renown as some of the most elegant or exemplary writers of history in the modern era. Thus, not only do they offer challenging historiographical advances, indeed new historical paradigms, but all are stylistically a pleasure to read. These historians are responsible for such approaches as history from below and mentalities, the demonstration and explication of the evolution of theology into law and politics and the use of medieval ideas in modern politics, the broad influence of the medieval schools on thought, and the intersection of ideas of gender, body, blood, and materiality in religious ideas of the medieval and early modern period. Depending on final decisions, I may also ask students to select a fifth historian from several others to examine. In addition to the discussion, analysis, and comparison of methodologies of this works, students will have to write précis and academic book reviews of some or all of the works. As a final seminar paper, I will ask all participants to write an extensive comparative historiographical analysis of these historians, their methods, and their specific approaches. Prior to the end of semester, I will have made final decisions upon the required books and articles and will provide the list to any interested students, who intend to enroll in the class and want to begin some of the reading over the Winter Break.
**FACULTY**

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

**Mark Brady** was born in Windsor, grew up in Egham, near Runnymede, where the Magna Carta was signed, near London, and attended Magdalen College, Oxford University, where he graduated in Philosophy, Politics and Economics. Later he studied economics in the doctoral program at New York University. He has taught economics at University College, Cork, Ireland, and Pitzer College, Claremont, and the Naval Postgraduate School in Monterey, and he has taught most upper-division topics in economics during the course of his teaching career. He also teaches Principles of Economics (Macro and Micro), the History of Economic Thought, and International Economics at San José State University, and Principles (Macro and Micro) at De Anza College.

**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 next project 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-Marseilles 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* (2005, with Lawrence Clayton), *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. 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. He earned a B.A. from the University of California at Berkeley and an M.A. and 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](http://www.sjsu.edu/people/glen.gendzel/publications)). His specialty is U.S. history and his interests include California, the progressive movement, social memory, politics, culture, 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.

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

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

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

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, citizenship 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, in partnership with Dr. Anne Fountain in World Language, 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 submitted this $400,000 NEH Implementation proposal in August 2014. 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 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.

**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 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. 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 pronto language and culture. Dr. Wilson is a lecturer in the History and Sociology & Interdisciplinary Social Science Department at San Jose State University.