HISTORY 100W  WRITING WORKSHOP  CL 243
#28360
(Section 1)  MW 1200-1315
* 3 units
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 100W  WRITING WORKSHOP  DMH 167
#27430
(Section 2)  TR 1030-1145
* 3 units
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
(Section 1)  MW 1200-1315  DMH 165  #22983
MARY PICKERING

This seminar deals primarily with the nature and theory of history. It familiarizes students with the general epistemological and methodological problems that concern all historians. The first part of the course is a survey of historical writing in the past. Students read selections from European and American historians, such as Herodotus, St. Augustine, Machiavelli, Karl Marx, Marc Bloch, and Frederick Jackson Turner. The second part of the course revolves around contemporary historical writing. Students look at the rise of social history ("history from below"), the emergence of the new cultural history, African-American history, Women's History, and the History of Sexuality. We will end with a look at the historiography of the Holocaust. Class discussions focus on the role of the historian and the politics of teaching history today.

HISTORY 110B  HISTORY OF JAPAN FROM 1750
(Section 1)  TR 1030-1145  DMH 165  #27593
XIAOJIA HOU

This course is to convey a general understanding of Japan's history from the Tokugawa period to the present, to connect the political, socio-economic, and imaginative realms of daily life so as to achieve a varied and complex view of Japanese society from the 18th to the 20th centuries. It does not pretend to comprehensiveness, but is nonetheless basic and offers a foundation for further study. It also intends to explore in the context of Japanese history many processes and tendencies that are evident in other modern societies: e.g., texture of daily life, industrialization, war, imperialism and colonialism.
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.

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.

This 4-unit course examines British History in terms of its political, social, legal, intellectual, and religious developments from the end of the Roman polity of Britannia through the conclusion of the Wars of the Roses, which marked the beginning of the Tutor era of early modern Britain. We shall examine the survival of the indigenous Britons and the dramatic changes that resulted from the invasion and conquest of them and post-Roman Britain by Germanic peoples of Europe and Scandinavia, leading to the establishment of a flourishing but contentious early medieval kingship under the Anglo-Saxons. Next we will investigate the dynamic effects of the Norman conquest of Anglo-Saxon Britain in 1066, focusing
first on the political, legal, and religious transformation of the High Middle Ages, including the creation of an English/Angevin empire with a complex legal and administrative machinery. We will follow these developments into the Later Middle Ages, especially the development of the representative institution of parliament and constitutional crises, as well as the significant social, economic and religious changes in the later period. The course will employ lectures, discussion and analysis of texts, and some visuals to present the material. In addition to examinations and active participation in class discussions, students will be required to an analytical paper using assigned primary sources from the period, a research paper using secondary and primary sources, and full academic book review from a list of suggested additional readings.

**HISTORY 132 ADV. TOPICS IN WORLD HISTORY**

*~ MILITARY HISTORY SINCE 1815~*

**MW 1030-1145**

**DMH 167**

#27599

**JONATHAN ROTH**

This course covers the development of military force and warfare from 1815 to the present. Various aspects of military conflict will be considered including technology, organization and leadership. The role of war and armies in culture and in the development of civilization will also be considered. Another purpose of the course is to teach you about the sources for military history, and how historians use these sources. Finally, you will be challenged to think about the "why" of military history, its development, and its impact on later history. The class will also improve your reading, writing and analytical skills.

**HISTORY 132 ADV. TOPICS IN WORLD HISTORY**

*~ STATE OF ISRAEL~*

**MW 1330-1445**

**DMH 165**

#27600

**JONATHAN ROTH**

This course covers the origin and history of the modern State of Israel. We begin with a survey of the historic relationship of the Jewish people to the Holy Land and the development of Palestine from the end of antiquity through the Ottoman period (1517 to 1918). The course will detail the events of the First World War and the British Mandate period that resulted in declaration of the State of Israel in 1948. will discuss the rise of the Zionist movement. We will discuss the various periods in the history of Israel and its relationship with its neighbors and the international community. In each successive era, we will look at the geography, ethnicity, religion, culture, economy and society of this land, as well as the political events that affected it. You will read primary sources on the State of Israel, and the Israeli-Arab conflict, and learn about how to critically use them. You will also be challenged to think about the "why" of Israeli History, and to improve your research and writing skills.

**HISTORY 146 ADV. TOPICS IN EUROPEAN HISTORY**

*~ RUSSIA~*

**MW 0900-1015**

**DMH 165**

#27601

**ALLISON KATSEV**

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

**HISTORY 153**  
**HIST. OF WOMEN IN EUROPE**  
*(Section 1)*  
MW 1030-1145  
DMH 165  
#27603  
**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**  
**20TH CENTURY WORLD**  
*(Section 1)*  
MW 0900-1015  
DMH 163  
#24392  
**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 S.

**HISTORY 155**  
**20TH CENTURY WORLD**  
*(Section 2)*  
MW 1330-1445  
DMH 167  
#27459  
**ALLISON KATSEV**  

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

**HISTORY 176**  
**CIVIL WAR & RECONSTRUCTION**  
*(Section 1)*  
MW 1030-1145  
#27607  
**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 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.

**HISTORY 181**
*ADV. TOPICS IN AMERICAN HISTORY (~ NATIVE AMERICAN EXPERIENCES)*

**Section 1**

**MW 1200-1315**
**DMH 167**
**#27608**

LIBRA HILDE

This course will examine the experience and history of indigenous peoples in what is now the United States from contact with European colonists to the present. While the course will focus most attention on the American West, the first few weeks will consider the groups on the Eastern seaboard, colonial encounters, and the early history of U.S. interactions with Native peoples to establish the roots of government policy and legal status. Topics studied in greater depth will include the experience of California tribes from the Spanish mission period through statehood, The Plains Wars, forced acculturation, allotment, boarding schools, the BIA and the Indian Reorganization Act, Termination, land claims, and Indian gaming.

**HISTORY 188**
*HISTORY OF WOMEN IN THE U.S.*

**Section 1**

**TR 1330-1445**
**DMH 163**
**#27469**

PATRICIA EVRIDGE HILL

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

**HISTORY 189B**
*CALIFORNIA HISTORY FROM 1900*

**Section 1**

**TR 1200-1315**
**DMH 163**
**#27707**

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, education, high tech, and diversity. Prerequisite: Upper division standing. Note: Satisfies American Institutions requirement in California government in Area US3.

**HISTORY 210C**
*ADV. COLLOQ. 20TH CENTURY AMERICA*

**Section 1**

**R 1800-2045**
**DMH 167**
**#27614**

GLEN GENDZEL

Intensive readings, discussions, and reports on American history. This course will survey some of the most important historical and historiographical issues of the United States in the twentieth century: the Progressive movement, World War I, the Twenties, the Great Depression and the New Deal, World War II, the Cold War at home and abroad, the Vietnam War, the Civil Rights Movement, the 1960s, feminism, the New Right, and immigration. This course is designed to prepare graduate students for the “Plan B” MA exam in U.S. history (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.
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 innovative work of such brilliant contemporary historians as Keith Baker, François 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 developing 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 historiographical essays. THIS COURSE IS OPEN TO UNDERGRADUATES WITH THE PERMISSION OF THE INSTRUCTOR.

This is a research seminar with an emphasis on the World history in the Cold War. It aims to understand how the Cold War played out in culture, science and technology, diplomacy and indirect dissension across the globe, and helps the students to analyze the current crisis. Students are expected to write books reviews, make presentations and write a research paper.

The theme of this spring’s seminar will be MODERN AMERICAN CITIES: 1870-1940. It will feature in-depth discussions of books and articles on urban America in the late 19th and early 20th centuries. Together, we’ll read a selection of the monographs and journal articles that reshaped American urban history in the 1990s and have guided our understanding of American cities since. Moderated discussions and oral presentations will provide students with the historiographical foundation and experience analyzing the significance of specific works that will enable them to do original research based on both primary and secondary sources. A wonderful urban novel, a classic film, and music will lighten the mood when necessary. After the collective work of the seminar has been completed, students will work individually with the instructor to prepare research papers.
**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 Université 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* (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. 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](http://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.

**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. She can be reached through email at Xiaojia.hou@sjsu.edu.

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