

HISTORY

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Courses offered by the Department of History have the subject code HISTORY, and are listed in the "History (HISTORY) Courses" section of this bulletin.

MISSION OF THE DEPARTMENT

History courses teach the analytical, interpretive, and writing knowledge and skills necessary for understanding the connections between past and present. History is a pragmatic discipline in which the analysis of change over time involves sifting the influences and perspectives that affect the course of events, and evaluating the different forms of evidence historians exploit to make sense of them. Teaching students how to weigh these sources and convert the findings into persuasive analysis lies at the heart of the department's teaching. Graduates with a history major pursue careers and graduate study in law, public service, business, writing, education, and journalism.

DEGREES OFFERED

The Department of History offers the following degrees: Bachelor of Arts, coterminal Bachelor of Arts and Master of Arts, Master of Arts, and Doctor of Philosophy.

UNDERGRADUATE PROGRAMS IN HISTORY

BACHELOR OF ARTS IN HISTORY

Note: The following History Bachelor of Arts degree requirements apply to students declaring the history major on or after September 1, 2008. Students who declared on or before August 31, 2008 should consult the 2007-2008 edition of the *Course Bulletin* for the History B.A. degree requirements.

PREREQUISITES FOR THE MAJOR

Before declaring the History major, students must take two lecture courses. Fulfilling this requirement are courses numbered HISTORY 1-199. (Winter/Spring IHUM History offerings are also allowed.) The choices for 2008-09 are:

IHUM 4A,B. Mass Violence from Crusades to Genocide
IHUM 6A,B. World History of Science
IHUM 11A,B. Origins of the World: Europe and Latin America
HISTORY 70. Culture, Politics and Society in Latin America
HISTORY 103E. History of Nuclear Weapons
HISTORY 104. Trials that Made History: Courtroom Martyrs and Villains from the Classical to the Modern Period
HISTORY 106A. Global Human Geography: Asia and Africa
HISTORY 106B. Global Human Geography: Europe and Americas
HISTORY 107. Introduction to Feminist Studies
HISTORY 110A. Europe from Late Antiquity to 1500
HISTORY 110C. Introduction to Modern Europe
HISTORY 120A. Foundations of Modern Russia
HISTORY 120B. The Russian Empire
HISTORY 125. Twentieth-Century Eastern Europe
HISTORY 132. Ordinary Lives: A Social History of the Everyday in Early Modern Europe
HISTORY 132A. Enlightenment and the Arts
HISTORY 133B. Revolutionary England: The Stuart Age
HISTORY 136D. European Intellectual History, 1789-Present
HISTORY 137. The Holocaust
HISTORY 137A. Europe, 1945-2002
HISTORY 138A. Germany and the World Wars, 1870-1990
HISTORY 138B. Colonialism and Empire in Nineteenth-Century Europe
HISTORY 140A. The Scientific Revolution
HISTORY 145B. Africa in the Twentieth Century
HISTORY 150A. Colonial and Revolutionary America
HISTORY 150B. Nineteenth-Century America
HISTORY 150C. The United States in the Twentieth Century
HISTORY 151. Slavery and Freedom in American History
HISTORY 154A. Religion and American Society
HISTORY 163. A History of North American Wests
HISTORY 166. Introduction to African American History: The Modern African American Freedom Struggle
HISTORY 168. U.S. History since World War II through Film
HISTORY 170. Colonial Latin America
HISTORY 181B. The Middle East in the Twentieth Century
HISTORY 182. Medieval Islamic History, 600-1500
HISTORY 182A. The Ottoman Empire
HISTORY 193. Late Imperial China
HISTORY 194B. Japan in the Age of the Samurai
HISTORY 195. Modern Korean History
HISTORY 196. South Asian Modernity, 1750-1950: Politics, Culture, Ideas
HISTORY 197. Southeast Asia: From Antiquity to the Modern Era
HISTORY 198. The History of Modern China

BACHELOR OF ARTS REQUIREMENTS

History majors are required to complete the following: Completion of a minimum of 63 units and at least 13 courses of at least 3 units each, to include:

- one Sources and Methods seminar (HISTORY 1S – 99S)
(*Note:* Students must complete the Sources and Methods Seminar requirement prior to enrolling in the Research Seminar for Majors.)
 - two 200-level undergraduate colloquia (HISTORY 200-298)
 - at least one other small group course, to be chosen among the department's undergraduate colloquia, research seminars, or Stanford Introductory Seminars.
 - two lecture courses, one of which must be either a Europe survey course (HISTORY 110A,B,C) or a United States survey course (HISTORY 150A,B,C); the second must be a lecture course in African, Asian, Middle East, or Latin American History. Students may count courses they took as pre-requisites to the major for this requirement.
- Courses comprising the 63 units must be taken for a letter grade, and the student must maintain a grade point average (GPA) in History courses of 2.0 or higher.
 - At least nine courses must be taken from within the Stanford Department of History. (Transfer students and those who study abroad may be granted exemptions from this requirement at the discretion of the Director of Undergraduate Studies.)

3. Completion of the Writing in the Major requirement. This requirement is satisfied by completing a Research Seminar for Majors (History 209S) and writing a 20-25 page essay based on original research and including at least two drafts. The Research Seminar for Majors may be taken in either junior or senior year. Students must complete the Sources & Methods seminar before enrolling in the Research Seminar.
4. At least six quarters of enrollment in the major. Each candidate for the B.A. in History should declare the major by the Autumn Quarter of the third year of study or earlier, if possible.
5. One Directed Writing (299W) or Directed Research (299S) taken for 3-5 units and for a letter grade may be applied toward the thirteen courses required for the B.A. in History.
6. Capstone: The History department organizes a series of luncheon workshops in May, at which students present their research essays and honors theses.

Completion of the major requires planning. In Spring Quarter of the junior year, following consultation with faculty advisors, History majors are required to complete a departmental degree progress review and submit it to the History office.

The department also encourages students to acquire proficiency in foreign languages and study at one of Stanford's overseas programs. Such studies are not only valuable in themselves; they can provide an opportunity for independent research and a foundation for honors essays and graduate study.

Advanced Placement credits do not fulfill any major requirements.

For further information on History courses' satisfaction of major requirements, see <http://history.stanford.edu/courses>.

WRITING IN THE MAJOR (WIM) REQUIREMENT

History's Writing in the Major requirement is satisfied by completing a Research Seminar for Majors.

This course may be taken in either the junior or senior year, but not before completing the sources and methods seminar requirement. Students will write a 20-25 page research essay. Original research and revision are important parts of the research essay. Students must conduct substantial research in the libraries and must submit at least two drafts (a rough draft as well as a final draft) of the essay. Any student wishing to write an honors thesis must take the Research Seminar for Majors in his or her junior year and use it to begin work on the thesis; this work can take the place of a research essay.

HISTORY 209S. Research Seminar for Majors

HONORS PROGRAM

For a limited number of majors, the department offers a special program leading to honors in History. Students accepted for this program, in addition to fulfilling the general requirements stated above, begin work on an essay in Spring Quarter of the junior year and complete the essay by mid-May of the senior year. In addition to HISTORY 299H, The Junior Honors Colloquium, students must enroll in 11 to 15 units of Senior Research in the senior year, to be distributed as best fits their specific project. For students in the honors program, Senior Research Units (299A, B, C) are taken in addition to the thirteen required courses in History.

To enter this program, the student must be accepted by a member of the department who agrees to advise the research and writing of the essay, and must complete the Junior Honors Colloquium (299H) offered in Winter Quarter. An exception to the latter requirement may be made for those studying overseas Winter Quarter of the junior year, but such students should consult with the director of the honors program, if possible, prior to going overseas. Students who study abroad for the entire junior year and want to write an honors thesis should plan to take the Research Seminar for Majors in the first quarter following completion of the study abroad program. Under exceptional circumstances, students are admitted to the program in Autumn Quarter of the senior year. Such students must not enroll in any History 299A,B,C, Senior Research I,II,III units until the Research Seminar for Majors has been completed.

In considering an applicant for such a project, the adviser and director of the honors program take into account general preparation in the field of the project and expect a GPA of at least 3.3 (B+) in the student's previous work in History and in the University. Students

completing the thesis with a grade of 'B+' or higher are eligible for Departmental Honors in History. To enter the honors program, apply at the Department of History office.

Outstanding Honors essays may be considered for the University's Robert M. Golden Medals, as well as for departmental James Birdsall Weter prizes.

Honors Program Requirements: To graduate with Departmental honors in History, students must: (1) complete HISTORY 299H in the junior year; (2) maintain a 3.3 GPA in History courses and throughout the University during the final 5 quarters of enrollment/thesis preparation; (3) have a thesis advisor who is a member of the Stanford History faculty; (4) submit by the specified due date(s) a 65-page or longer honors thesis including bibliography that receives a grade of 'B+' or better; (5) enroll in the 11-15 units of senior research as specified below; and (6) participate in mandatory honors program activities throughout senior year (including, but not limited to, writing workshops and the annual Honors Day oral presentations) as specified in the honors program handbook.

Required Courses—

To be taken in the Junior Year:

HISTORY 299H. Junior Honors Colloquium

HISTORY 209S. Research Seminar for Majors

Note: An exception (for HISTORY 299H) may be made for those studying overseas Winter Quarter of the junior year, but such students should consult with the Director of the Honors program prior to going overseas.

To be taken in the Senior Year:

HISTORY 299A. Senior Research I (5 units)

HISTORY 299B. Senior Research II (5 units)

HISTORY 299C. Senior Research III (1-5 units)

OVERSEAS STUDIES OR STUDY ABROAD

Courses offered by Stanford's Bing Overseas Studies Program and appearing on the History Department's Cognate Course List automatically receive credit towards the major or minor in History. Course work completed in non-Stanford Study Abroad programs will be evaluated for major/minor credit by designated History Department faculty on a case-by-case basis. Students in non-Stanford Study Abroad programs are advised to take classes with reading and writing components comparable to History Department course loads.

HISTORY FIELDS OF STUDY OR DEGREE OPTIONS

The Department of History offers five tracks to the B.A. in History. These tracks are not declared on Axess. The tracks are:

General History

History, Literature, and the Arts

History of Science and Medicine

History and the Law

Public History/Public Service

The General History track emphasizes breadth of study among historical areas and periods as well as concentration in one selected field. The four tracks with interdisciplinary emphasis (History, Literature and the Arts, History of Science and Medicine, History and the Law, and Public History/Public Service) combine the study of history with the methods and approaches of other disciplines, and involve substantial course work outside of History.

GENERAL HISTORY TRACK

In addition to completing the requirements for all History majors, the student in the General History track is required to satisfy breadth and concentration requirements.

Breadth Requirements: to ensure chronological and geographical breadth, at least two courses must be completed in a premodern chronological period and in each of three geographical fields: Field I (Africa, Asia, and Middle East); Field II (the Americas); and Field III (Europe, including Western Europe, Eastern Europe, and Russia). Courses fulfilling the premodern chronological period (Field IV) may also count for Fields I-III. For 2008-09, these courses are as follows:

Field I: Africa/Asia/Middle East—

HISTORY 48Q. South Africa: Contested Traditions

HISTORY 48S. South Africa for Whom? Nationalisms in

Twentieth Century South Africa
 HISTORY 49S. Slavery, Race and Society in Islamic Africa and the Middle East from the Seventh to the Twentieth Centuries
 HISTORY 90Q. Buddhist Political and Social Theory
 HISTORY 95N. Mapping the World: Cartography and the Modern Imagination
 HISTORY 106A. Global Human Geography: Asia and Africa
 HISTORY 145B. Africa in the Twentieth Century
 HISTORY 181B. The Middle East in the 20th Century
 HISTORY 182. Medieval Islamic History, 600-1500
 HISTORY 182A. The Ottoman Empire
 HISTORY 193. Late Imperial China
 HISTORY 194B. Japan in the Age of the Samurai
 HISTORY 195. Modern Korean History
 HISTORY 196. South Asian Modernity, 1750-1950: Politics, Culture, Ideas
 HISTORY 197. Southeast Asia: From Antiquity to the Modern Era
 HISTORY 198. The History of Modern China
 HISTORY 224B. Modern Afghanistan
 HISTORY 248S. African Societies and Colonial States
 HISTORY 249. History without Documents
 HISTORY 256. U.S.-China Relations: From the Opium War to Tiananmen
 HISTORY 281A. Twentieth Century Iraq: A Political and Social History
 HISTORY 281B. Modern Egypt
 HISTORY 282. The United States and the Middle East since 1945
 HISTORY 282A. State and Society in Modern Turkey
 HISTORY 282C. Environmental History of the Middle East
 HISTORY 282B. Islamic Thought and Culture in the Pre-modern Middle East, 800-1800
 HISTORY 283. The New Global Economy, Oil, and Islamic Movements in the Middle East
 HISTORY 287B. International Law and the Palestinian-Israeli Conflict
 HISTORY 291D. Traitors and Collaborators in Colonial History
 HISTORY 291E. Maps, Borders, and Conflict in East Asia
 HISTORY 292. The Two Koreas
 HISTORY 293B. Homosexuality in Historical and Comparative Perspective
 HISTORY 293D. Empire and Cosmopolitanism: Traveling Ideas in Global Political Thought
 HISTORY 294. Liberalism and Violence: A Conceptual History
 HISTORY 295F. Race and Ethnicity in East Asia
 HISTORY 295J. Chinese Women's History
 HISTORY 296. Communism and Revolution in China
 HISTORY 296E. Contentious Identities: The Formation of Race, Ethnicity, and Nationhood in Modern Japan
 HISTORY 298A. International Law and the Palestinian-Israeli Conflict
 CLASSHIS 105. History and Culture of Ancient Egypt
 CLASSHIS 106. Life and Death in China's Late Antiquity
 INTNLREL 206. Palestinian Nationalism, Past and Present

Field II: The Americas

HISTORY 36N. Gay Autobiography
 HISTORY 38N. The Body
 HISTORY 44N. The History of Women and Gender in Science, Medicine and Engineering
 HISTORY 52N. The Harlem Renaissance
 HISTORY 54N. African American Women's Lives
 HISTORY 56S. Crime Waves and Panics in the U.S. from

Reconstruction to the War on Terror
 HISTORY 57S. Reconstructions: Nation Building in U.S. Foreign Policy, 1865-2009
 HISTORY 70. Culture, Politics and Society in Latin America
 HISTORY 103E. History of Nuclear Weapons
 HISTORY 107. Introduction to Feminist Studies
 HISTORY 150A. Colonial and Revolutionary America
 HISTORY 150B. Nineteenth Century America
 HISTORY 150C. The United States in the Twentieth Century
 HISTORY 151. Slavery and Freedom in American History
 HISTORY 154A. Religion and American Society
 HISTORY 163. A History of North American Wests
 HISTORY 166. Introduction to African American History: The Modern African American Freedom Struggle
 HISTORY 168. U.S. History since World War II through Film
 HISTORY 170. Colonial Latin America
 HISTORY 201. Introduction to Public History in the U.S., Nineteenth Century to the Present
 HISTORY 243K. Endangered Species
 HISTORY 251G. Topics in Constitutional History
 HISTORY 254. Popular Culture and American Nature
 HISTORY 255B. Introduction to African and African American Studies
 HISTORY 255D. Racial Identity in the American Imagination
 HISTORY 256. U.S.-China Relations: From the Opium War to Tiananmen
 HISTORY 258. History of Sexuality in the U.S.
 HISTORY 260. California's Minority-Majority Cities
 HISTORY 261. Race, Gender, and Class in Jim Crow America
 HISTORY 264X. Chicana/o History
 HISTORY 265. Writing Asian-American History
 HISTORY 267E. Twentieth Century American Politics
 HISTORY 268E. American Foreign Policy and International History, 1941-2009
 HISTORY 273B. Latin American Societies: The Public and the Domestic Domain
 HISTORY 274A. Representing Revolution: The Mexican Revolution in Cross-disciplinary Perspective
 HISTORY 275F. Social Change in Latin America
 HISTORY 279A. Visual and Urban Culture of Modern Latin America
 AMSTUD 114N. Visions of the 1960s
 AMSTUD 160. Perspectives on American Identity
 AMSTUD 203A. Children in American History
 AMSTUD 214. The American 1960s: Thought, Protest, and Culture
 ECON 116. American Economic History
 ECON 226. U.S. Economic History
 HPS 156. History of Women and Medicine in the United States
 IHUM 4B. Mass Violence from Crusades to Genocides
 IHUM 11B. Origins of the World: Europe and Latin America
 POLISCI 137R. Justice at Home and Abroad: Civil Rights in the 21st Century

Field III: Europe, Eastern Europe, and Russia

HISTORY 12N. The Early Roman Emperors: History, Biography, and Fiction
 HISTORY 15S. Understanding Machiavelli: War, Women, and Politics
 HISTORY 16S. Vikings, Crusaders, Kings: The Normans and the Expansion of Latin Christendom
 HISTORY 18S. Mobility in France and the Self: People, Products, and Ideas in Motion
 HISTORY 20Q. Russia in the Early Modern European Imagination

- HISTORY 21S. Nationalism and Communism in Eastern Europe, 1944-1953
- HISTORY 22N. Images and Practices of Violence in Early Modern Russian Art and Law
- HISTORY 32S. Discipline and Dirt: Urban Environments and Social Control in Modern Britain, 1800-1900
- HISTORY 33S. The France of Louis XIV
- HISTORY 34N. The European Witch Hunts
- HISTORY 35S. The Specter of Female Power: Harpies, Harlots, and Hysterics in Revolutionary France, 1770-1871
- HISTORY 36N. Gay Autobiography
- HISTORY 46N. Science and Magic
- HISTORY 85S. Jews, Christians and Muslims in a Mediterranean Port City: Salonica, 1821-1945
- HISTORY 103E. History of Nuclear Weapons
- HISTORY 110A. Europe from Late Antiquity to 1500
- HISTORY 110C. Introduction to Modern Europe
- HISTORY 120A. Foundations of Modern Russia
- HISTORY 120B. The Russian Empire
- HISTORY 125. Twentieth Century Eastern Europe
- HISTORY 132. Ordinary Lives: A Social History of the Everyday in Early Modern Europe
- HISTORY 132A. Enlightenment and the Arts
- HISTORY 133B. Revolutionary England: The Stuart Age
- HISTORY 136D. European Intellectual History, 1789-Present
- HISTORY 137. The Holocaust
- HISTORY 138A. Germany and the World Wars, 1870-1990
- HISTORY 138B. Colonialism and Empire in Nineteenth Century Europe
- HISTORY 140A. The Scientific Revolution
- HISTORY 217A. Poverty and Charity in Medieval Christianity, Judaism, and Islam
- HISTORY 217B. Land of Three Religions: Medieval Spain
- HISTORY 218A. Muslim Minorities in History
- HISTORY 221B. The Woman Question in Modern Russia
- HISTORY 223. Art and Ideas in Imperial Russia
- HISTORY 227B. Imperialism, the Media, and the Public Sphere
- HISTORY 229. Poles and Jews
- HISTORY 230F. Self-Policing, Denunciation, and Surveillance in Modern Europe
- HISTORY 232D. Rome: The City and the World, 1350-1750
- HISTORY 233. Reformation, Political Culture and the Origins of the English Civil War
- HISTORY 233B. Early Modern Sexualities
- HISTORY 233G. Catholic Politics in Europe, 1789-1992
- HISTORY 234A. Marie Antoinette on Trial
- HISTORY 236A. Nationalism 1600 to the Present
- HISTORY 238K. European Collaboration, Resistance, and Retribution, 1938-1948
- HISTORY 243C. Eighteenth Century Colonial Science and Medicine
- CLASSART 61. Introduction to Greek Archaeology
- CLASSGEN 22N. Technologies of Civilization: Writing, Numbers, and Money
- CLASSGEN 47. Hannibal
- CLASSGEN 60. The Life and Death of a Roman City: Pompeii
- CLASSGEN 66. Herodotus
- CLASSHIS 60. The Romans
- CLASSHIS 101. The Greeks
- ECON 115. European Economic History
- IHUM 4A,B. Mass Violence from Crusades to Genocides
- IHUM 11A. Origins of the World: Europe and Latin America
- OSPOXFRD 15. British Architecture and the Renaissance: 1500-1850
- REES 130. With God in Russia: Orthodox Christianity in the 19th and 20th Centuries
- Field IV: Pre-1700*
- HISTORY 12N. The Early Roman Emperors: History, Biography, and Fiction
- HISTORY 15S. Understanding Machiavelli: War, Women, and Politics
- HISTORY 16S. Vikings, Crusaders, Kings: The Normans and the Expansion of Latin Christendom
- HISTORY 20Q. Russia in the Early Modern European Imagination
- HISTORY 22N. Images and Practices of Violence in Early Modern Russian Art and Law
- HISTORY 33S. The France of Louis XIV
- HISTORY 34N. The European Witch Hunts
- HISTORY 49S. Slavery, Race and Society in Islamic Africa and the Middle East from the Seventh to the Twentieth Centuries
- HISTORY 110A. Europe from Late Antiquity to 1500
- HISTORY 120A Foundations of Modern Russia
- HISTORY 132. Ordinary Lives: A Social History of the Everyday in Early Modern Europe
- HISTORY 132A. Enlightenment and the Arts
- HISTORY 133B. Revolutionary England: The Stuart Age
- HISTORY 140A. The Scientific Revolution
- HISTORY 182. Medieval Islamic History, 600-1500
- HISTORY 193. Late Imperial China
- HISTORY 194B. Japan in the Age of the Samurai
- HISTORY 217A. Poverty and Charity in Medieval Christianity, Judaism, and Islam
- HISTORY 217B. Land of Three Religions: Medieval Spain
- HISTORY 218A. Muslim Minorities in History
- HISTORY 232D. Rome: The City and the World, 1350-1750
- HISTORY 233. Reformation, Political Culture and the Origins of the English Civil War
- HISTORY 233B. Early Modern Sexualities
- HISTORY 249. History without Documents
- HISTORY 282B. Islamic Thought and Culture in the Pre-modern Middle East, 800-1800
- CLASSART 61. Introduction to Greek Archaeology
- CLASSGEN 22N. Technologies of Civilization: Writing, Numbers, and Money
- CLASSGEN 47. Hannibal
- CLASSGEN 60. The Life and Death of a Roman City: Pompeii
- CLASSGEN 66. Herodotus
- CLASSHIS 60. The Romans
- CLASSHIS 101. The Greeks
- CLASSHIS 105. History and Culture of Ancient Egypt
- CLASSHIS 106. Life and Death in China's Late Antiquity
- CLASSHIS 133. Classical Seminar: Origins of Political Thought
- CLASSHIS 137. Models of Democracy
- IHUM 4A. Mass Violence from Crusades to Genocides
- IHUM 6A. World History of Science
- IHUM 11A. Origins of the World: Europe and Latin America
- OSPOXFRD 15. British Architecture and the Renaissance: 1500-1850
7. Concentration: to develop some measure of expertise, students must complete four courses in a single area (including one undergraduate colloquium or research seminar). The proposed concentration must be approved by the major adviser; a proposal for a thematic concentration must be approved by both the adviser and

the department's Director of Undergraduate Studies. Areas of concentration are:

- Africa
- Asia
- Eastern Europe and Russia
- Europe before 1700
- Europe since 1700
- Jewish History
- Latin America
- Science and Technology
- The United States
- The Middle East
- International History
- Comparative Empires and Cultures
- or a thematic subject treated comparatively, such as war and revolution, work, gender, family history, popular culture, or high culture.

8. Required course: HISTORY 102. The International System is a required course for students who select the International History concentration. This course is not offered in 2008-09.

Certain Introduction to the Humanities (IHUM) courses taught by History faculty in a Winter-Spring sequence count toward the General History major. These are: IHUM 4A,B; 5A,B; 11A,B

HISTORY TRACKS WITH INTERDISCIPLINARY EMPHASIS (HMIE)

These tracks are designed for students who are interested in other disciplines who want to focus on the historical aspects of the subject matter covered by that discipline, who want to understand how interdisciplinary approaches can deepen their understanding of history, or who are primarily interested in developing interdisciplinary approaches to historical scholarship by combining the careful attention to evidence and context that motivates historical research with the analytic and methodological tools of science and the humanities. In pursuing the above requirements for all History majors, students in HMIE are required to complete their thirteen courses for the major as follows:

Gateway Course (one course)—Students are required to take the appropriate gateway course for their interdisciplinary track. This course introduces students to the application of particular interdisciplinary methods to the study of history. See the section on each HMIE for the gateway course appropriate to that major track. (*Note:* The History and the Law track has no gateway course requirement.)

Methodological Cluster (three courses)—This cluster is designed to acquaint students with the ways in which interdisciplinary methods are employed in historical scholarship, by practicing historians and scholars in other disciplines whose work is historical. This program of study must provide methodological coherence and must be approved in advance by the student's adviser. See the section on each HMIE for the appropriate historical methods courses. (*Note:* The History and the Law track requires four methodology courses.)

Geographic Cluster (four courses)—History is embedded in time and place. This cluster is designed to emphasize that the purpose of studying methodology is to more fully understand the history of a particular region of the world. Students select a particular geographic region, as specified in the History major, and complete four courses in that area.

Interdisciplinary Cluster (four courses)—These courses, taken outside the Department of History, acquaint students with the methods and approaches of another discipline appropriate for the interdisciplinary study of history. This program of study must provide methodological coherence and must be approved in advance by the student's adviser. See the section on each HMIE for appropriate interdisciplinary courses.

Research Seminar for Majors (HISTORY 209S)—Fulfills Writing in the Major Requirement.

HMIE tracks do not mandate the breadth or concentration requirements of the General History track. Introduction to the Humanities courses taught by History faculty may apply to HMIE tracks only insofar as their content is specifically appropriate to the

particular methodological or geographic cluster.

HISTORY, LITERATURE, AND THE ARTS

The History, Literature, and the Arts (HLA) track is designed for the student who wishes to complement his or her work in History with study in literature, particularly in a foreign language. For the purposes of this major, literature is defined broadly, including art, drama, films and poetry, memoirs and autobiography, novels, as well as canonical works of philosophy and political science. It appeals to students who are interested in studying literature primarily in its historical context, or who want to focus on both the literature and history of a specific geographical area while also learning the language of that area.

Gateway Course—HISTORY 132A. Enlightenment and the Arts gives students a broad introduction to the study of literary texts in history. *Note:* The former gateway course, HISTORY 239E, History, Literature and the Arts in Great Britain, may be counted in lieu of 132A.

Methodological Cluster—This three-course cluster teaches students how historians, in particular, analyze literary texts as documentary sources. Students choose three courses from among the pre-approved HLA methodology curriculum. These courses need not be in the student's geographic concentration. For 2008-09, these courses are:

- HISTORY 12N. The Early Roman Emperors: History, Biography, and Fiction
- HISTORY 15S. Understanding Machiavelli: War, Women, and Politics
- HISTORY 20Q. Russia in the Early Modern European Imagination
- HISTORY 33S. The France of Louis XIV
- HISTORY 36N. Gay Autobiography
- HISTORY 38N. The Body
- HISTORY 52N. The Harlem Renaissance
- HISTORY 54N. African American Women's Lives
- HISTORY 70. Culture, Politics and Society in Latin America
- HISTORY 132. Ordinary Lives: A Social History of the Everyday in Early Modern Europe
- HISTORY 136D. European Intellectual History, 1789-Present
- HISTORY 154A. Religion and American Society
- HISTORY 168. U.S. History since World War II through Film
- HISTORY 223. Art and Ideas in Imperial Russia
- HISTORY 232D. Rome: The City and the World, 1350-1750
- HISTORY 234A. Marie Antoinette on Trial
- HISTORY 254. Popular Culture and American Nature
- HISTORY 255D. Racial Identity in the American Imagination
- HISTORY 282B. Islamic Thought and Culture in the Pre-modern Middle East, 800-1800
- AMSTUD 114N. Visions of the 1960s
- AMSTUD 160. Perspectives on American Identity
- AMSTUD 203A. Children in American History
- AMSTUD 214. The American 1960s: Thought, Protest, and Culture
- CLASSGEN 66. Herodotus
- OSPOXFRD 15. British Architecture and the Renaissance, 1500-1850
- OSPOXFRD 221Y. Art and Society in Britain

Geographical Cluster—Students select four History courses in one geographic area. These are: Europe, Britain and the countries of the former British Empire, Asia, North America, Latin America, the Middle East, or Africa. These four courses must be taken in addition to the three methodological courses required above.

Interdisciplinary Cluster—Four courses, taken outside the Department of History, must address the literature and arts, broadly defined, of the area chosen for the geographic concentration. The student's adviser must pre-approve all courses in this cluster; these courses may not be double-counted towards a minor or major other

than History.

Research Seminar for Majors—HISTORY 209S; fulfills Writing in the Major requirement.

General Requirements—Like all History majors, students in History Interdisciplinary Programs must complete two lecture courses (one Europe or U.S., one Africa, Asia, Middle East or Latin America), two 200-level courses, a Sources and Methods seminar, and a Research Seminar for Majors.

HISTORY, SCIENCE, AND MEDICINE

The History, Science and Medicine (HS&M) track is a collaborative program of the Department of History and the Program in the History and Philosophy of Science. The major is designed for students interested in both sciences and humanities, and in the interactions between the two. It is also especially useful for students contemplating medical school, since it allows them to study the history of medicine, biology, and allied sciences in conjunction with fulfilling the pre-med science requirements.

Gateway Course (one course)—HISTORY 140A. The Scientific Revolution (formerly HISTORY 232F)

Methodological Cluster (three courses)—These History courses focus on the history of science, technology, and medicine. For 2008-2009, these courses are:

- HISTORY 44N. The History of Women and Gender in Science, Medicine, and Engineering
- HISTORY 46N. Science and Magic
- HISTORY 242G. Representing the World: Maps, Statistics, and Photography
- HISTORY 243C. Eighteenth Century Colonial Science and Medicine
- HISTORY 243G. Tobacco and Health in World History
- HISTORY 243K. Endangered Species
- HPS 154. What is Science? Explaining Nature from Pythagoras to Popper
- HPS 156. History of Women and Medicine in the United States
- CLASSGEN 22. Technologies of Civilization: Writing, Numbers, and Money

Geographical Cluster (four courses)—Students select four History courses in one geographic area. Examples include: Europe, Britain and the countries of the former British Empire, Asia, North America, Latin America, the Middle East, or Africa. These four courses must be taken in addition to the three methodological cluster courses. Courses in the history of science, technology, and medicine that have a geographic focus may be used to fulfill this requirement, but cannot be double-counted in the methodological cluster.

Interdisciplinary Cluster (four courses)—Students select four courses in scientific disciplines and/or in philosophy of science, anthropology of science, or sociology of science. These courses require faculty adviser pre-approval.

Research Seminar for Majors (HISTORY 209S)—Fulfills the Writing in the Major requirement.

General Requirements—Like all history majors, students in History Interdisciplinary Programs must complete two lecture courses (one Europe or US, one Africa, Asia, Middle East or Latin America), two 200-level courses, a Sources & Methods seminar, and a Research Seminar for Majors.

HISTORY AND LAW

The History and Law (HL) interdisciplinary track is for students who wish to explore the intersections between historical and legal studies. The HL curriculum focuses on the role of legal institutions, policies, and structures in various societies. HL track majors enroll in at least three History department courses that focus on issues of law in civil societies and five courses that provide a geographic concentration. In addition, students enroll in four courses outside History that provide disciplinary or interdisciplinary perspectives on the role of law in shaping societies.

Gateway Course—There is no gateway course for this HIP.

Instead, students take an extra course in the Methodological cluster.

Methodological Cluster (four courses)—Students enroll in at least four History department courses, including courses outside History taught by faculty affiliated with the department, that focus on how law, policies, constitutions, and legal structures affect the development of various societies. (*Note:* The Methodological Cluster for this HIP contains one extra course since there is no Gateway course.) For 2008-2009, these courses are:

- CLASSHIS 137. Models of Democracy
- HISTORY 104. Trials that Made History: Courtroom Martyrs and Villains from the Classical to Modern Period
- HISTORY 208S. The Politics of Retrospective Justice
- HISTORY 251G. Topics in Constitutional History
- HISTORY 287B. International Law and the Palestinian-Israeli Conflict
- HISTORY 352B. History of American Law (requires the permission of the Law School instructor)
- IHUM 4A. Mass Violence from Crusades to Genocides
- OSPMADRD26. Issues in European Law

Geographical Cluster (four courses)—Students choose four History courses in one geographic area, such as the United States, Europe, Latin America, Asia, Middle East, or Africa.

Interdisciplinary Cluster (four courses)—Students may select from courses offered in the School of Law, School of Education, and others as appropriate. *Note:* Courses in the School of Law and School of Education require the permission of the instructor before undergraduate students can enroll, since these are graduate-level courses.

Research Seminar for Majors (HISTORY 209S)—Fulfills the Writing in the Major requirement.

General Requirements—Like all history majors, students in History Interdisciplinary Programs must complete two lecture courses (one Europe or US, one Africa, Asia, Middle East or Latin America), two 200-level courses, a Sources & Methods seminar, and a Research Seminar for Majors.

PUBLIC HISTORY/PUBLIC SERVICE

The Public History/Public Service (PH/PS) interdisciplinary history track is designed for students who wish to include in their course of studies the application of historical study in (1) public settings such as museums and heritage sites, national and state parks, public agencies, and private foundations, and (2) public service settings in non-profit organizations, public agencies, and educational institutions.

PH/PS majors enroll in a gateway course on public history and public service and in four History department courses that provide a geographic concentration as well as completing a two-course methodological requirement. In addition, students, in consultation with the PH/PS faculty coordinator, complete four courses from outside the History department drawn from the annual listing of service-learning courses provided by the Haas Center for Public Service; these courses provide interdisciplinary and methodological perspectives on public service. PH/PS majors must also complete an internship through a regularly offered service-learning course or through a summer internship or fellowship.

Gateway course (one course)—HISTORY 201, Introduction to Public History in the U.S., Nineteenth Century to the Present, provides grounding in the theory and practice of public service and exposure to the types of public history practiced in venues such as museums, historical sites, parks, and non-profit organizations, including local historical societies.

Geographical Cluster (four courses)—Students select four History courses in one geographic area, such as the United States, Europe, Latin America, Asia, Middle East, or Africa. The faculty coordinator must pre-approve all courses in this cluster.

Interdisciplinary Cluster (four courses)—Students select four courses from outside the History department drawn from the annual listing of service-learning and theory/practice courses provided by the Haas Center for Public Service. The faculty coordinator must pre-approve all courses in this cluster.

Examples of appropriate PH/PS interdisciplinary courses are:
SOC 118. Social Movements and Collective Action
SOC 137. Homelessness: Its Causes, Consequences, and Policy Solutions
POLISCI 133. Ethics and Politics In Public Service
POLISCI 141. Global Politics of Human Rights
AMSTUD 221. Public and Professional Service: Theories and Ethical Practice of Public and Community
ETHICSOC 144. Nongovernmental Organizations and Development in Poor Countries

Methodological Cluster (two courses)—Students must enroll in one Sources and Methods seminar course and one additional 200-level History course. The Writing in the Major (WIM) requirement must be completed in a Research Seminar for Majors.

Public Service/Service Learning Internship (one course)—Students must engage in at least a one quarter internship through a service learning course or through a full-time public service or public history summer internship or fellowship. This internship must be pre-approved by the faculty coordinator. (*Note:* Students who complete a paid summer internship in lieu of one for academic credit will have two options: they can complete an additional history course, or they can enroll in 3 units of HISTORY 299S with the faculty coordinator of the PH/PS track and write a 20-page research paper related to their internship work. This research paper will be in addition to that required for the Research Seminar for Majors.)

Research Seminar for Majors (HISTORY 209S)—Fulfills Writing in the Major requirement.

General Requirements—Like all history majors, students in History Interdisciplinary Programs must complete two lecture courses (one Europe or US, one Africa, Asia, Middle East or Latin America), two 200-level courses, a Sources & Methods seminar, and a Research Seminar for Majors.

HISTORY SECONDARY TEACHER'S CREDENTIAL

Applicants for the Single Subject Teaching Credential (Secondary) in the social studies may obtain information regarding this program from the Credential Administrator, School of Education.

MINOR IN HISTORY

Students must declare the minor in History no later than Autumn Quarter of the senior year via Axess. Minor declarations are approved by the Department of History and confirmation is sent via email to the student.

Candidates for the minor in History must complete six courses, at least three of which must have a field or thematic focus. Students completing the minor may choose to concentrate in such fields as African, American, Asian, British, European (medieval, early modern, or modern), Russian and East European history, comparative empires and cultures, or such thematic topics as the history of gender, the family, religion, technology, or revolution. Students may also petition to have a concentration of their own design count toward the minor.

Requirements—

All six courses must be of at least 3 units each and must be taken for a letter grade. The student must maintain a grade point average (GPA) in History courses of 2.0 (C) or higher. Two of the six courses must be small-group in format (Stanford Introductory Seminars, Sources and Methods Seminars, departmental colloquia, and research seminars). History courses taken at Stanford overseas campuses may count toward the minor, but at least three of the six courses must be taken from Stanford History faculty.

Advanced Placement credits do not fulfill any minor requirements.

Optional Courses for the Minor—History courses taken at non-Stanford Study Abroad programs may count toward the minor (provided the History Department approves them), but at least three of the six courses must be taken from Stanford History faculty. One course from certain Introduction to the Humanities courses (IHUM 4A,B; 5A,B; and 11A,B) may count toward the six-course requirement, but not for the three-course field of concentration. One

Directed Research (299S) course may count toward the minor, if taken for 3-5 units and for a letter grade. A maximum of three transfer courses may be used toward the minor.

GRADUATE PROGRAMS IN HISTORY

The primary goal of Stanford's Department of History's graduate program is the training of scholars. Most students who receive doctorates in the program go on to teach at colleges or universities. Other students have obtained positions in university administration and research.

COTERMINAL B.A. AND M.A. PROGRAM IN HISTORY

The department each year admits a limited number of undergraduates for coterminal B.A. and M.A. degrees in History. Coterminal applications are accepted during Autumn Quarter for admission in Spring Quarter; check with the History office for the application deadline. Applicants are responsible for checking their compliance with University coterminal requirements listed in the "Undergraduate Degrees and Programs" section of this bulletin.

ADMISSION

Applicants must meet the same general standards as those seeking admission to the M.A. program; they must submit a written statement of purpose, a transcript, GRE test scores, and three letters of recommendation, at least two of which should be from members of the Department of History faculty. To be competitive, coterminal applicants should have a 3.75 GPA in their undergraduate history major (or equivalent if they are entering without a History major.) The decision on admission rests with the department faculty upon recommendation by the Graduate Admissions Committee. Students must meet all requirements for both degrees. They must complete 15 full-time quarters (or the equivalent), or three full-time quarters after completing 180 units, for a total of 225 units. During the senior year they may, with the consent of the instructors, register for as many as two graduate courses. In the final year of study, they must complete at least three courses that fall within a single Ph.D. field.

The application filing deadline is December 9, 2008.

The coterminal B.A. and M.A. program is not declarable on Axess.

For University coterminal degree program rules and University application forms, see <http://registrar.stanford.edu/shared/publications.htm/Coterm>.

MASTER OF ARTS IN HISTORY

University requirements for the M.A. are described in the "Graduate Degrees" section of this bulletin.

The department requires the completion of nine courses (totaling not less than 45 units) of graduate work; seven courses of this work must be Department of History courses. Of the seven, one must be a seminar and four must be either graduate colloquia or graduate seminars. Directed reading may be counted for a maximum of 10 units. A candidate whose undergraduate training in history is deemed inadequate must complete nine courses of graduate work in the department. The department does not recognize for credit toward the M.A. degree any work that has not received the grade of 'A' or 'B.'

Terminal M.A. Program—Applicants who do not wish to continue beyond the M.A. degree are admitted to this program at the discretion of the faculty in individual fields (U.S., modern Europe, and so on). Students admitted may not apply to enter the Ph.D. program in History during the course of work for the M.A. degree.

M.A. in Teaching (History)—The department cooperates with the School of Education in offering the Master of Arts in Teaching degree. For the general requirements, see the "School of Education" section of this bulletin. For certain additional requirements made by the Department of History, contact the department office. Candidates must possess a teaching credential or relevant teaching experience.

ADMISSION

Applicants for admission to graduate work must take the General Test of the Graduate Record Examination. It may be taken at most American colleges and in nearly all foreign countries. For details, see the Guide to Graduate Admission, available from Graduate Admissions, the Registrar's Office, 630 Serra Street, Suite

120, or at <http://gradadmissions.stanford.edu>.

Students admitted to graduate standing do not automatically become candidates for a graduate degree. With the exception of students in the terminal M.A. program, they are admitted with the expectation that they will be working toward the Ph.D. degree and may become candidates to receive the M.A. degree after completing three quarters of work.

The application filing deadline is December 9, 2008.

DOCTOR OF PHILOSOPHY IN HISTORY

University requirements for the Ph.D. are described in the “Graduate Degrees” section of this bulletin.

Students planning to work for the doctorate in history should be familiar with the general degree requirements of the University outlined in the “Graduate Degrees” section of this bulletin. Those interested in applying for admission to the M.A. and Ph.D. programs should contact the graduate program coordinator in the History department. Online applications are available in September of the year prior to intended enrollment. The application filing deadline is December 9, 2008. Applicants must file a report of their general scores on the Graduate Record Examination and submit a writing sample of 10-25 pages on a historical topic. Successful applicants for the M.A. and Ph.D. programs may enter only in Autumn Quarter.

Upon enrollment in the graduate program in History, the student has a member of the department designated as an adviser with whom to plan the Ph.D. program. Much of the first two years of graduate study is spent taking courses, and, from the outset, the student should be aware that the ultimate objective is not merely the completion of courses but preparation for general examinations and for writing a dissertation.

Admission to the Department of History in the graduate division does not establish any rights respecting candidacy for an advanced degree. At the end of the first year of graduate study, students are evaluated by the faculty and given a progress report. A decision as to whether the student is admitted to candidacy for the Ph.D. is normally made by the start of the student’s third year.

After the completion of certain further requirements, students must apply for acceptance for candidacy for the doctorate in the graduate division of the University.

ADMISSION

Applicants for admission to graduate work must take the General Test of the Graduate Record Examination. It may be taken at most American colleges and in nearly all foreign countries. For details, see the Guide to Graduate Admission, available from Graduate Admissions, the Registrar’s Office, 630 Serra Street, Suite 120, or at <http://gradadmissions.stanford.edu>.

Students admitted to graduate standing do not automatically become candidates for a graduate degree. With the exception of students in the terminal M.A. program, they are admitted with the expectation that they will be working toward the Ph.D. degree and may become candidates to receive the M.A. degree after completing three quarters of work.

The application filing deadline is December 9, 2008.

DEGREE REQUIREMENTS

Required Courses—

HISTORY 304, Approaches to History—for all first-year Ph.D. students

HISTORY 305, Graduate Workshop in Teaching—for all first-year Ph.D. students

HISTORY 351A,B,C,D,E,F, Core in American History—for first-year Ph.D. students in American History

HISTORY 313,314, Core in Medieval History—for Ph.D. students in Medieval History.

Other Graduate Core Colloquia required for Ph.D. students studying in fields other than the above are listed in the Department of History’s Graduate Handbook.

*University Oral Examinations—*The student is expected to take the University oral examination in the major concentration in the third graduate year.

*Dissertation—*The student must complete and submit a dissertation which is the result of independent work and is a contribution to knowledge. It should evidence the command of

approved techniques of research, ability to organize findings, and competence in expression. For details and procedural information, inquire in the department.

*Dissertation Committee—*The reading committee consists of the principal dissertation adviser (first reader), and two additional members of the Department (second and third readers) agreed upon by the adviser and the student.

FINANCIAL SUPPORT

Students who are admitted with financial support are provided multiple years of support through fellowships, teaching and research assistantships, and tuition grants. Applicants should indicate on the admissions application whether they wish to be considered for such support. No separate application for financial aid is required.

U.S. citizens and permanent resident aliens who are interested in area language studies in East Asia, Africa, and the republics of the former Soviet Union may request a Foreign Language and Area Studies (FLAS) fellowship application from the FLAS coordinator of the respective programs offering the FLAS (CEAS, CAS, CREEES). The FLAS application deadlines are in January and February (CAS).

RESOURCES

The Degree Requirements section relates to formal requirements, but the success of a student’s graduate program depends in large part on the quality of the guidance received from faculty and on the library resources available. Prospective graduate applicants are advised to study the list of History faculty and the courses this faculty offers. As to library resources, no detailed statement is possible in this bulletin, but areas in which library resources are unusually strong are described following.

The University Library maintains strong general collections in almost all fields of history. It has a very large microtext collection, including, for instance, all items listed in Charles Evans’ American Bibliography, and in the Short-Title Catalogues of English publications, 1474-1700, and virtually complete microfilmed documents of the Department of State to 1906. It also has a number of valuable special collections including the Borel Collection on the History of California; many rare items on early American and early modern European history; the Brasch Collection on Sir Isaac Newton and scientific thought during his time; the Gimon Collection on French political economy, and other such materials.

The rich collection of the Hoover Institution on the causes, conduct, and results of WW I and WW II are being augmented for the post-1945 period. The materials include government documents, newspaper and serial files, and organization and party publications (especially the British and German Socialist parties). There are also important manuscript collections, including unpublished records of the Paris Peace Conference of 1919 and the Herbert Hoover archives, which contain the records of the Commission for Relief in Belgium, the American Relief Administration, the various technical commissions established at the close of WW I for reconstruction in Central and Eastern Europe, the personal papers of Herbert Hoover as United States Food Administrator, and other important personal papers. Other materials for the period since 1914 relate to revolutions and political ideologies of international importance; colonial and minority problems; propaganda and public opinion; military occupation; peace plans and movements; international relations; international organizations and administration including the publications of the United Nations, as well as principal international conferences. The Hoover Institution also possesses some of the richest collections available anywhere on the British labor movement; Eastern Europe, including the Soviet Union; East Asia (runs of important newspapers and serials and extensive documentary collections, especially for the period of WW II); and Africa since 1860, especially French-speaking Africa, the former British colonies, and South Africa.

REQUIREMENTS

In consultation with the adviser, students select an area of study from the list below in which to concentrate their study and later take the University oral examination. The major concentrations are:

- Europe, 300-1500
- Europe, 1400-1800

- Europe since 1700
 - Jewish History
 - Russia
 - Eastern Europe
 - Middle East
 - East Asia before 1600
 - China since 1600
 - Japan since 1600
 - Africa
 - Britain and the British Empire since 1460
 - Latin America
 - The United States (including colonial America)
 - History of Science, Medicine, and Technology
9. The department seeks to provide a core colloquium in every major concentration. Students normally enroll in this colloquium during the first year of graduate study.
10. Students are required to take two research seminars, at least one in the major concentration. Normally, research seminars are taken in the first and second years.
11. Each student, in consultation with the adviser, defines a secondary concentration. This concentration should represent a total of four graduate courses or their equivalents, and it may be fulfilled by working in a historical concentration or an interdisciplinary concentration. The historical concentrations include:
- e. One of the concentrations listed above (other than the student's major concentration).
 - f. One of the concentrations listed below, which falls largely outside the student's major concentration:
 - The Ancient Greek World
 - The Roman World
 - Europe, 300-1000
 - Europe, 1000-1400
 - Europe, 1400-1600
 - Europe, 1600-1789
 - Europe, 1700-1871
 - Europe since 1848
 - England, 450-1460
 - Britain and the British Empire, 1460-1714
 - Britain and the British Empire since 1714
 - Russia to 1800
 - Russia since 1800
 - Eastern Europe to 1800
 - Eastern Europe since 1800
 - Jewish History
 - Middle East to 1800
 - Middle East since 1800
 - Africa
 - China before 1600
 - China since 1600
 - Japan before 1600
 - Japan since 1600
 - Latin America to 1825
 - Latin America since 1810
 - The United States (including Colonial America) to 1865
 - The United States since 1850
 - The History of Science, Medicine, and Technology
 - g. Work in a national history of sufficiently long time to span chronologically two or more major concentrations. For example, a student with Europe since 1700 as a major concentration may take France from 1000 to the present as a secondary concentration.
 - h. A comparative study of a substantial subject across countries or periods. The secondary concentration requirement may also be satisfied in an interdisciplinary concentration. Students plan these concentrations in consultation with their advisers. Interconcentrations require course work outside the Department of History which is related to the student's training as a historian. Interdisciplinary course work can either add to a student's technical competence or broaden his or her approach to the problems of the research concentration.
12. Each student, before conferral of the Ph.D., is required to satisfy the department's teaching requirement.

13. There is no University or department foreign language requirement for the Ph.D. degree. A reading knowledge of one or more foreign languages is required in concentrations where appropriate. The faculty in the major concentration prescribes the necessary languages. In no concentration is a student required to take examinations in more than two foreign languages. Certification of competence in commonly taught languages (that is, French, German, Italian, Portuguese, Russian, and Spanish) for candidates seeking to fulfill the language requirement in this fashion is done by the appropriate language department of the University. Certification of competence in other languages is determined in a manner decided on by faculty in the major concentration. In either case, certification of language competence must be accomplished before a student takes the University oral examination.
14. The student is expected to take the University oral examination in the major concentration in the third graduate year.
15. The student must complete and submit a dissertation which is the result of independent work and is a contribution to knowledge. It should evidence the command of approved techniques of research, ability to organize findings, and competence in expression. For details and procedural information, inquire in the department.

PH.D. IN HISTORY AND HUMANITIES

The Department of History participates in the Graduate Program in Humanities leading to a Ph.D. degree in History and Humanities. See the "Interdisciplinary Studies in Humanities" section of this bulletin.

PH.D. MINOR IN HISTORY

Students pursuing a Ph.D. other than in History may apply for the Ph.D. Minor in History. Ph.D. students cannot pursue a minor in their own program. The minimum University requirement for a Ph.D. minor is 20 units of History course work at the graduate level (courses numbered 300 and above) at Stanford. All units should be in a single field. Units taken for the minor can be counted as part of the overall requirement for the Ph.D. of 135 units taken at Stanford. Courses used for a minor may not be used to meet the requirements for a master's degree.

Requirements—20 units of History course work at the graduate level (HISTORY 300-399W and 400-499X) at Stanford. All units should be in a single field.

Optional Courses for the Minor—A Ph.D. minor form outlining the program of study must be approved by the major and minor departments.

HISTORY (HISTORY) COURSES

For information on undergraduate and graduate programs in the Department of History, see the "History" section of this bulletin.

HISTORY COURSE CATALOG NUMBERING SYSTEM

International Global, Thematic

Introductory Seminars: Freshmen, Sophomores: 95N

Lectures: 103E, 104, 106A,B, 107

Colloquia: 201, 201A, 202, 205B, 206, 208B, 208S, 299X, 301, 304, 305, 305B, 306E, 307A, 308B, 309A, 337C, 399A

Research Seminars and Workshops: 209S, 401A,B

Ancient and Medieval Europe

Introductory Seminars: Freshmen, Sophomores: 12N

Sources and Methods Seminars: 16S

Lectures: 110A

Colloquia: 217A,B, 218A, 311F,G, 317A,B, 318A

Early Modern and Modern Europe

Introductory Seminars: Freshmen, Sophomores: 34N, 36N

Sources and Methods Seminars: 15S, 18S, 32S, 33S, 35S, 85S

Lectures: 110C, 132, 132A, 133B, 137, 137A, 138A,B, 140A

Colloquia: 225A, 227B, 230F, 232D, 233, 233B,G, 234A, 236A, 238K, 325A, 327B, 330, 330A, 331B, 332D, 332F, 333, 333B, 337

Research Seminars and Workshops: 430, 438

Eastern Europe, Russia, Eurasia

Introductory Seminars: Freshmen, Sophomores: 20Q, 22N

Sources and Methods Seminars: 21S

Lectures: 120A,B, 125

Colloquia: 221B, 223, 224B, 229, 321C, 322, 323, 323B, 324B,F, 329

Research Seminars and Workshops: 421A, 424C

History of Science

Introductory Seminars: Freshmen, Sophomores: 44N, 46N

Lectures: 140A

Colloquia: 242G, 243C, 243G, 243K, 332F, 343C, 343G

Africa

Introductory Seminars: Freshmen, Sophomores: 48Q

Sources and Methods Seminars: 48S

Lectures: 145B

Colloquia: 248S, 249, 345B, 346, 349

Research Seminars and Workshops: 448A,B

United States

Introductory Seminars: Freshmen, Sophomores: 36N, 38N, 52N, 54N

Sources and Methods Seminars: 56S, 57S

Lectures: 107, 150A,B,C, 151, 154, 163, 166

Colloquia: 201, 243K, 251G, 254, 255B,D, 256, 258, 260, 261, 265, 267E, 268E, 351A,C,E,F, 352B, 355D, 356, 358, 368E

Research Seminars and Workshops: 401A,B, 461A,B

Latin America

Lectures: 70, 170

Colloquia: 205B, 273B, 274A, 275F, 279A, 305B, 373B, 374A, 375F, 378A, 379A

Middle East

Introductory Seminars: Freshmen, Sophomores: xx

Sources and Methods Seminars: 49S

Lectures: 181B, 182

Colloquia: 281A,B, 282, 282A,B, 283, 287B, 381B, 382, 382 A,B, 387B

Jewish History

Sources and Methods Seminars: 85S

Lectures: 137

Colloquia: 287B, 337, 387B

Asia

Introductory Seminars: Freshmen, Sophomores: 90Q, 95N

Lectures: 193, 194B, 195, 196, 197, 198

Colloquia: 291D,E, 292, 293B,D, 294, 295F,J, 296, 296E, 390A, 391E, 392, 392F, 393A,B,D, 396E

Research Seminars and Workshops: 497A,B

UNDERGRADUATE COURSES IN HISTORY

HISTORY 12N. The Early Roman Emperors: History, Biography, and Fiction

(F,Sem Same as CLASSHIS 37N.) Stanford Introductory Seminar. Preference to freshmen. The politics, drama, and characters of the period after the fall of the Roman Republic in 49 B.C.E. Issues of liberty and autocracy explored by Roman writers through history and biography. The nature of history writing, how expectations about literary genres shape the materials, the line between biography and fiction, and senatorial ideology of liberty. Readings include: Tacitus' *Annals*, Suetonius' *Lives of the Caesars*, and Robert Graves' *I Claudius* and episodes from the BBC series of the same title. GER:DB-Hum

3 units, Aut (Saller, R)

HISTORY 15S. Understanding Machiavelli: War, Women, and Politics

Focus is on the central works of Machiavelli including *The Discourses*, *The Prince*, *The Art of War*, and *The Mandragola*. Topics include: the rise of the Medici; the politics of Italian city states; the use of the classics in the Renaissance; humanism; the birth of the individual; Savonarola; torture in early modern Europe; gender and women in the writings of Machiavelli; and the Italian wars.

5 units, Aut (Bouley, B)

HISTORY 16S. Vikings, Crusaders, Kings: The Normans and the Expansion of Latin Christendom

Seafaring raiders became lords, princes, and crusaders during pivotal centuries in European history. Who were the Normans? How much did they retain a sense of their Viking roots? What kind of relationship did these warrior-aristocrats have with Christianity? How did the idea of Christendom develop through Western European encounters with the non-Latin peoples (Greeks, Muslims) of the Mediterranean? Sources include Beowulf, pro- and anti-Norman histories, Bayeux tapestry, Domesday book, crusading texts, saints' lives, and papal letters.

5 units, Spr (Miner, J)

HISTORY 18S. Mobility in France and the Self: People, Products, and Ideas in Motion

Development of the introspective self and the unity of the idea of France through transformations in movement. Early modern to contemporary. Topics include: the journeyman's tour de France; roads; war; the Enlightenment; early modern ocean transport; rural life; cartography; surrealist tourism; and protests. Texts and non-texts, including maps, posters, travel journals, statistics, and fictional works.

5 units, Spr (McDonough, K)

HISTORY 20Q. Russia in the Early Modern European Imagination

Stanford Introductory Seminar. Preference to sophomores. The contrast between the early modern image of Europe as free, civilized, democratic, rational, and clean against the notion of New World Indians, Turks, and Chinese as savage. The more difficult, contemporary problem regarding E. Europe and Russia which seemed both European and exotic. Readings concerning E. Europe and Russia from the Renaissance to the Enlightenment; how they construct a positive image of Europe and conversely a negative stereotype of E. Europe. Prerequisite: PWR 1. GER:DB-Hum, EC-GlobalCom

5 units, Spr (Kollmann, N)

HISTORY 21S. Nationalism and Communism in Eastern Europe, 1944-1953

E. European politics, cultures, and societies between WW II and the death of Joseph Stalin. Topics: ethnic cleansing; retribution against Nazi collaborators; Communist seizures of power; the relationship between nationalism and communism; ways in which E. European societies were susceptible to communism; and whether it was inevitable that the region would form a Soviet-dominated, Communist bloc hostile to the West. Sources include photographs, newspapers, diplomatic records, memoirs, and film.

5 units, Win (Perez, D)

HISTORY 22N. Images and Practices of Violence in Early Modern Russian Art and Law

Stanford Introductory Seminar. Preference to freshmen. Myths and realities about violence in 15th-17th century Russia. While Muscovy is often considered a brutal and violent state, political ideology stressed piety, judicial practice routinely mitigated sentences, and artistic imagery never depicted graphic violence. Theories of iconography, ritual, and imagery and their reception by beholders; judicial and political practice; political ideology; social behavior; and comparisons to early modern Europe in art, violence, and the law. GER:DB-Hum

5 units, Spr (Kollmann, N)

HISTORY 32S. Discipline and Dirt: Urban Environments and Social Control in Modern Britain, 1800-1900

The disciplinary underbelly of liberal freedom in the modern world's first democracy. How is dirt a political problem, and what are its racial, sexual, and class dimensions? How do sewers, drains, and water closets function as disciplinary devices? How are urban environments rendered safe for democracy? How does power and social control operate in free societies? What are the connections among cultural practices, material environments, and political power? Focus is on Britain, with diversions into Europe and the Empire.

5 units, Win (Forth, A)

HISTORY 33S. The France of Louis XIV

Louis XIV's reign as the foundation of France's modern global eminence despite the imposition of governing practices that undermined France's chance of effective modernization. Sources include 17th-century documents and a computer simulation in game format to define the problems faced by the Sun King and his contemporaries in an era of economic, political, and social change. GER:DB-Hum, WIM

5 units, Win (Lougee Chappell, C)

HISTORY 34N. The European Witch Hunts

Stanford Introductory Seminar. Preference to freshmen. Witch trials, early modern demonology, and historians' interpretations. What was it about early modernity that fueled witch hunting? Forms of the supernatural in history, whether from the ordered world of organized religion, or frightening, uncontrolled, and dangerous. The idea of witchcraft; the fear that some people harm others supernaturally. Reformation era witch hunts conducted in a period of state building and scientific discovery and in violation of extant laws and procedures. GER:DB-Hum

4 units, Win (Stokes, L)

HISTORY 35S. The Specter of Female Power: Harpies, Harlots, and Hysterics in Revolutionary France, 1770-1871

How gender shaped French revolutionary events from the Enlightenment to the Paris Commune. How feminine norms operated, and how real women fared, as salonnières, republican mothers, and Commune combatants. Sources include novels, cartoons, paintings, and memoirs. Cautionary tales about disordered femininity abounded, featuring harpies hungry for bread and blood, ennobled harlots plotting their next boudoir triumph, and religious hysterics conspiring against the Revolution.

5 units, Win (Summers, K)

HISTORY 36N. Gay Autobiography

Stanford Introductory Seminar. Preference to freshmen. Gender, identity, and solidarity as represented in nine autobiographies: Isherwood, Ackerley, Duberman, Monette, Louganis, Barbin, Cammermeyer, Gingrich, and Lorde. To what degree do these writers view sexual orientation as a defining feature of their selves?

Is there a difference between the way men and women view identity? What politics follow from these writers' experiences?

GER:DB-Hum, EC-Gender

4 units, Spr (Robinson, P)

HISTORY 38N. The Body

Stanford Introductory Seminar. Preference to freshmen. Cultural and social meanings of the body. How medicine, media, law, and culture construct changing ideals of the body. How to apply historical and feminist analyses to understand change and the difference that gender makes in the social and cultural construction of the body. Emphasis is on shifting historical ideals for female and male bodies, and the changing importance of body image in popular culture. Readings include girls' diaries, women's sports, masculinity in the media, sexual violence, and performing the body. GER:DB-Hum, EC-Gender

5 units, Spr (Freedman, E)

HISTORY 44N. The History of Women and Gender in Science, Medicine, and Engineering

Stanford Introductory Seminar. Preference to freshmen. Women's participation in science; women as objects of scientific research; gender in the culture of the sciences; and how gender analysis has changed science theory and practice. GER:DB-Hum, EC-Gender

4 units, Win (Schiebinger, L)

HISTORY 46N. Science and Magic

Stanford Introductory Seminar. Preference to freshmen. Key episodes in the intertwined histories of natural science and magic from the early modern period, and questions these episodes raise regarding the nature of scientific knowledge, its public image, and the modern role of magic in society. GER:DB-Hum

5 units, Win (Riskin, J)

HISTORY 48Q. South Africa: Contested Transitions

Stanford Introductory Seminar. Preference to sophomores. The inauguration of Nelson Mandela as president in May 1994 marked the end of an era and a way of life for S. Africa. The changes have been dramatic, yet the legacies of racism and inequality persist. Focus: overlapping and sharply contested transitions. Who advocates and opposes change? Why? What are their historical and social roots and strategies? How do people reconstruct their society? Historical and current sources, including films, novels, and the Internet. GER:DB-Hum

3 units, Win (Samoff, J)

HISTORY 48S. South Africa for Whom?: Nationalisms in 20th-Century South Africa

How did nationalist movements shape 20th-century S. Africa, and how did these movements relate to and inform each other? What were the limits of these nationalist projects? S. Africa as a laboratory for the development of nationalistic ideologies in the 20th century, focusing on the most significant nationalist movements (African, Afrikaner, and Zulu).

5 units, Spr (Jarvis, L)

HISTORY 49S. Slavery, Race, and Society in Islamic Africa and the Middle East from the 7th to 20th Centuries

Questions involving slavery and community identity in the Middle East and sub-Saharan Africa. Why are there still reports of slavery in some Muslim majority countries? How does slavery and race overlap in Muslim societies? During the rapid expansion of Islam from the Arabian Peninsula to Asia, Africa, and parts of Europe, Islamic concepts of universal brotherhood united ethnic groups and social classes; but the Muslim world experienced slave revolts and ethnic conflicts.

5 units, Aut (Hill, M)

HISTORY 52N. The Harlem Renaissance

Stanford Introductory Seminar. Preference to freshmen. The literary and artistic movement of the Harlem Renaissance in the context of broader transformations in American and African American culture in the 20s. Novels, poetry, plays, and critical essays by writers such as Langston Hughes, Zora Neale Hurston, Nella Larsen, Claude McKay, Wallace Thurman, and Alain Locke. The work of contemporary musicians, dancers, and visual artists. GER:DB-Hum

5 units, Win (Campbell, J)

HISTORY 54N. African American Women's Lives

Stanford Introductory Seminar. Preference to freshmen. The everyday lives of African American women in 19th- and 20th-century America in comparative context of histories of European, Hispanic, Asian, and Native American women. Primary sources including personal journals, memoirs, music, literature, and film, and historical texts. Topics include slavery and emancipation, labor and leisure, consumer culture, social activism, changing gender roles, and the politics of sexuality. GER:DB-Hum

4-5 units, Aut (*Hobbs, A*)

HISTORY 56S. Crime Waves and Panics in the U.S. from Reconstruction to the War on Terror

Crime waves, real or imagined, have sparked the popular imagination throughout American history, but particularly after the Civil War. How debates over crime have shaped the boundaries of the nation and defined who can or cannot be a legitimate member of the national community. Topics include lynching, labor radicalism, the red scare, and the current War on Terror. Sources include speeches, newspaper articles, pamphlets, congressional testimony, movies, and popular literature.

5 units, Aut (*Ponomarenko, M*)

HISTORY 57S. Reconstructions: Nation Building in U.S. Foreign Policy, 1865-2009

U.S. campaigns to reconstruct foreign nations during and after wars in the American South, the Philippines, Japan, and Iraq. Topics include: ideas that shaped American policies; the influence of military capabilities, race, economics, culture, and the international system; why some reconstructions worked and some did not; experiences of the occupier and the occupied; how Americans applied lessons from one reconstruction to others; the significance of historical interpretation of foreign policy debates.

5 units, Win (*Wilkins, C*)

HISTORY 59. Introduction to Asian American History

The historical experience of people of Asian ancestry in the U.S. Immigration, labor, community formation, family, culture and identity, and contemporary social and political controversies. Readings: interpretative texts, primary material, and historical fiction. GER:DB-SocSci, EC-AmerCul

5 units, not given this year

HISTORY 65. Introduction to Comparative Studies in Race and Ethnicity

(Same as CSRE 196C, ENGLISH 172D, PSYCH 155, SOC 146.) How different disciplines approach topics and issues central to the study of ethnic and race relations in the U.S. and elsewhere. Lectures by senior faculty affiliated with CSRE. Discussions led by CSRE teaching fellows. GER:DB-SocSci, EC-AmerCul

5 units, given next year

HISTORY 70. Culture, Politics, and Society in Latin America

Introduction to the political and social history of Latin America. Emphasis is on interactions among institutional change, social structure, and political movements, emphasizing the environment and cultural values. GER:DB-SocSci, EC-GlobalCom

5 units, Win (*Staff*)

HISTORY 85S. Jews, Christians and Muslims in a Mediterranean Port City: Salonica, 1821-1945

Ethnicity, identity, and urban space in Salonica during transformation from Ottoman Empire to Greek nation state. Themes: end of empire, nationalism, Orientalism, Young Turk revolution, workers and women, population movements, world wars, and the Holocaust, from local and international perspectives. Sources include travel accounts, imperial edicts, treaties, consular reports, memoirs, fiction, newspapers, folktales, postcards, photographs, film, maps, songs, and recipes.

5 units, Aut (*Naar, D*)

HISTORY 90Q. Buddhist Political and Social Theory

Stanford Introductory Seminar. Preference to sophomores. Historical and textual roots, emphasizing Tibetan, Bhutanese, and Thai Buddhism. Society and polity in Buddhist thought, Buddhist spiritual, social, and political practice. The state, sovereignty, and the individual and society. Law. Buddhist economic theory, Gross National Happiness, and sustainable economy. The Buddhist critique of neoliberalism. GER:DB-SocSci, EC-GlobalCom

4-5 units, Win (*Mancall, M*)

HISTORY 92A. The Historical Roots of Modern East Asia

(Same as HISTORY 392E.) Focus is on China and Japan before and during their transition to modernity. The populous, urbanized, economically advanced, and culturally sophisticated Ming empire and Muromachi shogunate in the 16th century when Europeans first arrived. How the status quo had turned on its head by the early 20th century when European and American steamships dominated the Pacific, China was in social and political upheaval, and Japan had begun its march to empire. GER:DB-SocSci, EC-GlobalCom

4-5 units, not given this year

HISTORY 95N. Mapping the World: Cartography and the Modern Imagination

Stanford Introductory Seminar. Preference to freshmen. Focus is on cutting-edge research. Topics: the challenge of grasping the globe as a whole; geography's roots in empire; maps as propaganda and as commodities; the cultural production of scale; and the cartography of imaginery worlds. Sources include resources in the Green Library Special Collections and in the Stanford Spatial History Lab. GER:DB-SocSci

5 units, Aut (*Wigen, K*)

HISTORY 102. The History of the International System

World politics and international relations from the dominance of empires and nation states at the turn of the century to the present. The influence of communism, fascism, and anti-imperialism, and the emergence of society as a factor in international relations. Questions of sovereignty versus the new world order. WIM GER:DB-SocSci, EC-GlobalCom

5 units, not given this year

HISTORY 103E. History of Nuclear Weapons

(Same as POLISCI 116.) The development of nuclear weapons and policies. How existing nuclear powers have managed their relations with each other. How nuclear war has been avoided so far and whether it can be avoided in the future. GER:DB-SocSci

5 units, Spr (*Holloway, D*)

HISTORY 104. Trials that Made History: Courtroom Martyrs and Villains from the Classical to Modern Period

Socrates, the Knights Templar, Galileo, Salem witchcraft, and the Scopes (monkey) trials. How trials reflect cultural conflicts and political climate. Tensions between individuals and the state and between science and religion that are evident in trials. The role of trials in public discourse. Trial as drama. Reading assignments are interdisciplinary and range from surviving trial transcripts to the work of literary scholars and filmmakers. GER:DB-Hum

5 units, Spr (*Miller, K*)

HISTORY 105. Gandhi, King, and Nonviolence

(Same as RELIGST 118.) Lives, times, theory, and practice of Mohandas Gandhi and Martin Luther King, Jr.; their significance to issues of violence and nonviolence today. GER:DB-Hum

4 units, not given this year

HISTORY 106A. Global Human Geography: Asia and Africa

Global patterns of demography, economic and social development, geopolitics, and cultural differentiation, covering E. Asia, S. Asia, S.E. Asia, Central Asia, N. Africa, and sub-Saharan Africa. Use of maps to depict geographical patterns and processes. GER:DB-SocSci, EC-GlobalCom

5 units, Aut (*Lewis, M*)

HISTORY 106B. Global Human Geography: Europe and Americas

Patterns of demography, economic and social development, geopolitics, and cultural differentiation. Use of maps to depict geographical patterns and processes. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Lewis, M)

HISTORY 107. Introduction to Feminist Studies

(Same as FEMST 101.) What is feminism and why does it matter today? Debates over the status and meaning of feminism in the 21st century. Feminist theories and practices across topics that intersect with gender inequality such as race, health, socioeconomics, sexual orientation, international perspectives, new media, civil rights, and political change. Perspectives from philosophy, education, visual culture, literary and ethnic studies, performance and expressive arts, and social sciences. GER:DB-SocSci, EC-Gender

5 units, Aut (Freedman, E)

HISTORY 110A. Europe from Late Antiquity to 1500

Focus is on religion and politics. Issues include: the rise of Christianity and its impact on Rome; transformations of Catholicism and its institutions including the impact of barbarian tribes and the struggle between church and state; antisemitism, heresy, Crusades, and inquisition; courtly love; and scholasticism. GER:DB-Hum, WIM

5 units, Win (Buc, P)

HISTORY 110B. Machiavellian Moments: Europe's History, 1492-1793

Intellectual and social currents from the voyages of Columbus to the French Revolution. GER:DB-SocSci, EC-GlobalCom

5 units, not given this year

HISTORY 110C. Introduction to Modern Europe

From the late 18th century to the present. How Europeans responded to rapid social changes caused by political upheaval, industrialization, and modernization. Political ideologies such as liberalism, socialism, communism, and fascism that Europeans developed in response to revolution, nation building, imperialism, and international competition. GER:DB-Hum, WIM

5 units, Win (Sheehan, J)

HISTORY 120A. Foundations of Modern Russia

Culture, politics, and society from the beginnings to Catherine the Great. Orthodox Christianity; Vikings in Kievan Rus; the principality of Moscow and the Muscovite political system; church-state relations; the 15th-16th century Muscovite cultural synthesis in art and architecture and the shattering of that synthesis in the 17th century; the 17th-century schism in the church; cultural revolution and W. European elements under Peter the Great; Moscow versus St. Petersburg, or traditional versus westernized Russia; rise of serfdom; Catherine the Great as enlightened despot. GER:DB-Hum, EC-GlobalCom, WIM

4-5 units, Win (Kollmann, N)

HISTORY 120B. The Russian Empire

From Peter the Great to the Bolsheviks. Russia as an empire; its varied regions, including the Caucasus, Central Asia, Ukraine, Poland, and the Baltics. Focus is on the politics and cultures of empire. Sources include novels, political tracts, paintings, music, and other primary sources. GER:DB-Hum

5 units, Aut (Crews, R)

HISTORY 120C. 20th-Century Russian and Soviet History

The Soviet polity from the 1917 Revolution to its collapse in 1991. Essentials of Marxist ideology; the Russian Empire in 1917. Causation in history; interpretations of the Revolution; state building in a socialist polity; social engineering through collectivization of agriculture, force-paced industrialization, and cultural revolution; terror as concept and practice; nationality policies in a multiethnic socialist empire; the routinization, decline, and collapse of the revolutionary ethos; and the legacy of the Soviet experiment in the new Russia. GER:DB-Hum

5 units, not given this year

HISTORY 125. 20th-Century Eastern Europe

Major historical trends in 20th-century E. European history. Empires and national movements. The creation of independent Eastern Europe after WW I; social movements and the emergence of dictatorships and fascism in the inter-war period. WW II, Stalinism, and destalinization in contemporary E. Europe. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Jolluck, K)

HISTORY 132. Ordinary Lives: A Social History of the Everyday in Early Modern Europe

What war meant for foot soldiers and the peasants across whose fields they marched. Ordinary people's lives in the eras of Machiavelli, Shakespeare, the Reformation, and the scientific revolution. Topics include: birth, marriage, and death; city life and peasant culture; lay encounters with religious and intellectual ideas; war and crime; and gender and sexuality. GER:DB-Hum

5 units, Win (Stokes, L)

HISTORY 132A. Enlightenment and the Arts

Gateway course for the History, Literature, and the Arts track of the History major. Novels, poetry, music, paintings, and architecture, and what they reveal about the society that produced them. GER:DB-Hum, WIM

5 units, Aut (Lougee Chappell, C)

HISTORY 133A. Yorkist and Tudor England

English society and state from the Wars of the Roses to the death of Elizabeth. Political, social, and cultural upheavals of the Tudor period and the changes wrought by the Reformation. The establishment of the Tudor monarchy; destruction of the Catholic church; rise of Puritanism; and 16th-century social and economic changes. GER:DB-Hum

5 units, not given this year

HISTORY 133B. Revolutionary England: The Stuart Age

From the accession of King James I in 1603 to the death of Queen Anne in 1714: a brutal civil war, the execution of one anointed king, and the deposition of another. Topics include the causes and consequences of the English Revolution, the origins of Anglo-American democratic thought, the rise and decline of Puritanism, and the emergence of England as an economic and colonial power. GER:DB-Hum

5 units, Spr (Como, D)

HISTORY 135. History of European Law, Medieval to Contemporary

(Same as HISTORY 335.) From the fall of the Roman Empire to the establishment of the EU. How law changed over time. Sources and nature of law, organization of legal systems, and relationships between law and society, law and lawmaker, law and the legal professions. GER:DB-SocSci

5 units, not given this year

HISTORY 136D. European Intellectual History, 1789-Present

Sources include texts, art, music and, film. The impact of intellectual life and its products on society and politics and, conversely, of social and political developments on intellectual life. GER:DB-Hum

5 units, Win (Mancall, M)

HISTORY 137. The Holocaust

(Same as HISTORY 337.) The emergence of modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 30s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry. GER:DB-Hum

4-5 units, Spr (Felstiner, M)

HISTORY 137A. Europe, 1945-2002

Europe's transformation from the end of WW II to an expanded EU. Political, cultural, economic, and social history. Topics: postwar reconstruction, Cold War, consumer versus socialist culture, collapse of Communism, postcommunist integration. GER:DB-SocSci

5 units, Spr (Ward, J)

HISTORY 138A. Germany and the World Wars, 1870-1990

Germany's history from Bismarck's wars of unification through the end of the Cold War. The radicalizing relationship between international conflict, social upheaval, and state transformation with a focus on the clashes of the Second Empire, the road to WW I, interwar instability, the rise of Nazism, WW II, the Holocaust, the division of communist E. and capitalist W. Germany, and the fall of the Iron Curtain. GER:DB-SocSci

5 units, Aut (Sheffer, E)

HISTORY 138B. Colonialism and Empire in Nineteenth-Century Europe

Colonialism as an intellectual project, commercial enterprise, and political strategy during from 1789-1914. Topics: the dissolution and collapse of empires; the debate over free trade and informal empire; the popularity of state-sponsored colonialism in newly-formed nation states like Germany and Italy or reconfigured ones like the Third Republic of France; and colonialism's relationship to traditional, land-based empire-building in Central and E. Europe during the run-up to WW I. Focus is on Germany, due to its embrace of both overseas and continental expansionism, and the continent, rather than Great Britain. GER:DB-SocSci

5 units, Spr (Naranch, B)

HISTORY 139. Modern Britain and the Empire

From American Independence to the latest war in Iraq. Topics include: the rise of the modern British state and economy; imperial expansion and contraction; the formation of class, gender, and national identities; mass culture and politics; the world wars; and contemporary racial politics. Focus is on questions of decline, the fortunes and contradictions of British liberalism in an era of imperialism, and the weight of the past in contemporary Britain. GER:DB-Hum. DB-Hum. EC-GlobalCom

5 units, not given this year

HISTORY 140A. The Scientific Revolution

What do people know and how do they know it? What counts as scientific knowledge? In the 16th and 17th centuries, understanding the nature of knowledge engaged the attention of individuals and institutions including Copernicus, Galileo, Descartes, Newton, the early Royal Society, and less well-known contemporaries. New meanings of observing, collecting, experimenting, and philosophizing, and political, religious, and cultural ramifications in early modern Europe. GER:DB-Hum, WIM

5 units, Aut (Riskin, J)

HISTORY 145A. Africa Until European Conquest

Episodes in African history from the earliest records up until European partition of the continent, focusing on how knowledge about the natural, social, and spiritual worlds was linked to the exercise of power. The effects of technological innovations on states and other forms of social complexity; use of religious beliefs and practices to legitimate or critique authority. The effects of slave trades and imperial conquest on these forms of authority. WIM

5 units, not given this year

HISTORY 145B. Africa in the 20th Century

The transformations in African societies and cultures from the beginning of colonial rule to the 90s. Case studies of colonialism and its impact on Africans. Debates over modernity, modernization, and tradition. The challenges of postcoloniality. Social changes in the organization of labor, family life, markets, and the built environment. Cultural changes in literature, music, representational art, and political thought. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (Petrocelli, R)

HISTORY 150A. Colonial and Revolutionary America

Survey of the origins of American society and polity in the 17th and 18th centuries. Topics: the migration of Europeans and Africans and the impact on native populations; the emergence of racial slavery and of regional, provincial, Protestant cultures; and the political origins and constitutional consequences of the American Revolution. GER:DB-SocSci. EC-AmerCul

5 units, Aut (Rakove, J)

HISTORY 150B. 19th-Century America

Territorial expansion, social change, and economic transformation. The causes and consequences of the Civil War. Topics include: urbanization and the market revolution; slavery and the Old South; sectional conflict; successes and failures of Reconstruction; and late 19th-century society and culture. GER:DB-SocSci, EC-AmerCul, WIM

5 units, Win (White, R)

HISTORY 150C. The United States in the Twentieth Century

Major political, economic, social, and diplomatic developments in the U.S. Themes: the economic and social role of government (Progressive, New Deal, Great Society, and Reagan-Bush eras); ethnic and racial minorities in society (mass immigration at the turn of the century and since 1965, the civil rights era of the 50s and 60s); the changing status of women since WW II; shifting ideological bases, institutional structures, and electoral characteristics of the political system (New Deal and post-Vietnam); determinants of foreign policy in WW I and II, and the Cold War. GER:DB-SocSci, EC-AmerCul

5 units, Spr (Camarillo, A; Chang, G)

HISTORY 151. Slavery and Freedom in American History

What does the fact that the preamble to the Declaration of Independence, with its professions about equality and unalienable rights, was written by a slaveowner tell us about the history of the U.S., and about the experience of African Americans? Topics: the transatlantic slave trade, slavery and the American Revolution, the Haitian Revolution, the African colonization movement, abolitionism, the Civil War, and Reconstruction. GER:DB-SocSci

5 units, Spr (Campbell, J)

HISTORY 154. 19th-Century U.S. Cultural and Intellectual History, 1790-1860

How Americans considered problems such as slavery, imperialism, and sectionalism. Topics include: the political legacies of revolution; biological ideas of race; the Second Great Awakening; science before Darwin; reform movements and utopianism; the rise of abolitionism and proslavery thought; phrenology and theories of human sexuality; and varieties of feminism. Sources include texts and images. GER:DB-Hum. EC-AmerCul

5 units, not given this year

HISTORY 154A. Religion and American Society

How and why is the U.S. at once the most secular and the most religious industrialized nation in the world; why does it matter? How has American religion influenced reform, wars, politics, civil rights, popular culture, and national identity? Larger connections between religion and society; how religious institutions and movements have shaped the American experience and vice versa. GER:DB-Hum

5 units, Win (Herzog, J)

HISTORY 158. The United States Since 1945

Focus is on foreign policy and politics with less attention to social and intellectual history. Topics include nuclear weapons in WW II, the Cold War, the Korean and Vietnam wars, Eisenhower revisionism, the Bay of Pigs and Cuban missile crisis, civil rights and the black freedom struggle, the women's movement, the Great Society and backlash, welfare policy, conservatism and liberalism, the 60s anti-war movement, Watergate and the growth of executive power, Iran-Contra and Reagan revisionism, Silicon Valley, the Gulf War, the Clinton impeachment controversy, 2004 election, and 9/11 and Iraq war. GER:DB-SocSci. EC-AmerCul

4-5 units, not given this year

HISTORY 161. U.S. Women's History, 1890s-1990s

The transformation of Victorian womanhood in the late 19th century, including the workforce participation of immigrant and black women, educational and professional opportunities for middle class white women, impact of wars and depression on 20th-century women's lives, and rebirth of feminism. GER:DB-SocSci, EC-Gender

5 units, not given this year

HISTORY 163. A History of North American Wests

The history, peoples, and natural systems of a region that has never been contained within a single empire or nation state, but has been united by the movement of peoples, species, and things. Topics include smallpox, horses, gold, salmon, rivers, coal, and oil. GER:DB-SocSci, WIM

5 units, Spr (White, R)

HISTORY 166. Introduction to African American History: The Modern African American Freedom Struggle

Focus is on political thought and protest movements after 1930. Individuals who have shaped and been shaped by modern African American struggles for freedom and justice. Sources include audiovisual materials. Research projects required for fifth unit. GER:DB-SocSci, EC-AmerCul

4-5 units, Aut (Carson, C)

HISTORY 168. American History in Film: Since World War II

U.S. society, culture, and politics since WW II through feature films. Topics include: McCarthyism and the Cold War; ethnicity and racial identity; changing sex and gender relationships; the civil rights and anti-war movements; and mass media. Films include *The Best Years of Our Lives*, *Salt of the Earth*, *On the Waterfront*, *Raisin in the Sun*, *Medium Cool*, and *Broadcast News*. GER:DB-Hum

3-4 units, Sum (Carroll, P)

HISTORY 170. Colonial Latin America

16th-19th centuries. Indigenous cultures. The arrival of Europeans and its impact on native and European societies. Culture, religion and institutions, and everyday life. The independence period and the formation of new nations. Readings include primary and secondary sources. GER:DB-SocSci

5 units, Aut (Staff)

HISTORY 181B. The Middle East in the 20th Century

(Formerly 187B.) The history of the Middle East since WW I, focusing on the eastern Arab world, Egypt, the Fertile Crescent, and the Arabian Peninsula (the mashrif), with attention to Turkey, Iran, and Israel. GER:DB-SocSci

5 units, Spr (Beinin, J)

HISTORY 182. Medieval Islamic History, 600-1500

From the rise of Islam to the wake of the Mongol invasions. Focus is on the Abbasid Empire (CA 750-1250) and its successor states in the context of a broader world history. Topics: the formation of early Muslim community, the Caliphate, spread of Islam, encounters with existing cultures, institutions of learning and spirituality, sectarian conflicts, social transformations, crime and punishment, markets, commercial networks, and everyday life. GER:DB-SocSci

5 units, Aut (Yilmaz, H)

HISTORY 182A. The Ottoman Empire

From the rise of the Empire in the 13th century to its end in WW I. Geographic coverage from the Balkans to Iraq and from N. Africa to the Caucasus. Military expansion; political, religious, and cultural institutions; relations with Iran, Europe, Africa, and S. Asia; nature of imperial rule; gender; trade; landholding; popular culture; law. GER:DB-SocSci

5 units, Win (Mikhail, A)

HISTORY 185B. Jews in the Modern World

Possible themes: the restructuring of Jewish existence during the Enlightenment and legal emancipation at the end of the 18th century in W. Europe, the transformation of Jewish life in E. Europe under the authoritarian Russian regime, colonialism in the Sephardic world, new ideologies (Reform Judaism and Jewish nationalisms), the persistence and renewal of antisemitism, the destruction of European Jewry under the Nazis, new Jewish centers in the U.S., and the State of Israel. GER:DB-Hum, EC-GlobalCom

5 units, not given this year

HISTORY 191. East Asia in the Early Buddhist Age

(Same as HISTORY 391.) Evolution of cities in imperial China through early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative examination of cases from European history. GER:DB-Hum, EC-GlobalCom

4-5 units, not given this year

HISTORY 192. China: The Early Empires

How China was transformed as a consequence of its political unification by the Qin dynasty. The geographical reorganization of China in the process of unification. The changing nature of rulership, cities, rural society, military organization, kinship structure, religion, literary practice, law, and relations to the outside world. The nature of empire as a political system. GER:DB-Hum

3-5 units, not given this year

HISTORY 193. Late Imperial China

From the Tang-Song transition until the collapse of imperial order. The rise of absolutism and gentry society, and concomitant shifts in culture, gender relations, and the economy. The threat of steppe nomadism which produced the Mongol and Manchu conquest dynasties. The last imperial dynasty, the Qing, which solved traditional problems but was confronted by new ones. How simultaneous disasters of internal rebellion and Western imperialist invasion destroyed the old order. GER:DB-Hum

5 units, Win (Sommer, M)

HISTORY 194B. Japan in the Age of the Samurai

From the Warring States Period to the Meiji Restoration. Topics include the three great unifiers, Tokugawa hegemony, the samurai class, Neoconfucian ideologies, suppression of Christianity, structures of social and economic control, frontiers, the other and otherness, castle-town culture, peasant rebellion, black marketing, print culture, the floating world, National Studies, food culture, samurai activism, black ships, unequal treaties, anti-foreign terrorism, restorationism, millenarianism, modernization as westernization. Japan as imagined community. GER:DB-Hum

5 units, Aut (Wigen, K)

HISTORY 195. Modern Korean History

Themes include status, gender, and monarchy in the Choson dynasty; intellectual life and social transformation in the 19th century; the rise of Korean nationalism; Japan's colonial rule and Korean identities; culture, economy, and society in colonial Korea; the Korean War, and the different state building processes in North and South after the Korean War. GER:DB-Hum, EC-GlobalCom, EC-GlobalCom

5 units, Spr (Moon, Y)

HISTORY 195C. Modern Japanese History

Japan's modern transformation from the late 19th century to the present. Topics include: the Meiji revolution; industrialization and social dislocation; the rise of democracy and empire; total war and US occupation; economic miracle and malaise; Japan as soft power; and politics of memory. Readings and films focus on the lived experience of ordinary men and women across social classes and regions. GER:DB-SocSci, EC-GlobalCom

5 units, not given this year

HISTORY 196. South Asian Modernity, 1750-1950: Politics, Culture, Ideas

History and politics of the Indian subcontinent across two centuries of transformation. Topics: interactions among colonial power, nationalism, and modern institutions; S. Asia at the crossroads of world history in an age of empire, capitalism, and war; history and memory through political traditions, social movements, and religious experiences that shaped S. Asian modernity; from Edmund Burke to Gandhi; East India Company's statemaking to origins of nationality; Tagore to Iqbal; peasants and rebels to liberals and revolutionaries; decolonization and Partition. GER:DB-SocSci, EC-GlobalCom

5 units, Aut (Kumar, A)

HISTORY 197. Southeast Asia: From Antiquity to the Modern Era

The history of S.E. Asia, comprising Indonesia, the Philippines, Malaysia, Singapore, Thailand, Vietnam, Burma, Cambodia, and Laos, from antiquity to the present. The spread of Indian cultural influences, the rise of indigenous states, and the emergence of globally linked trade networks. European colonization, economic transformation, the rise of nationalism, the development of the modern state, and the impact of globalization. GER:DB-Hum

5 units, Win (Lewis, M)

HISTORY 198. The History of Modern China

Major historical transformations including the decline of the last imperial dynasty, the formation of the first Chinese republic, WW II, the rise of Communism, China under Mao, post-Mao reforms, and the Beijing Olympics of 2008. GER:DB-SocSci, DB-SocSci, EC-GlobalCom

5 units, Aut (Mullaney, T)

HISTORY 201. Introduction to Public History in the U.S., 19th Century to the Present

(Same as HISTORY 301.) Gateway course for the History and Public Service interdisciplinary track. Topics include the production, presentation, and practice of public history through narratives, exhibits, web sites, and events in museums, historical sites, parks, and public service settings in nonprofit organizations, government agencies, and educational institutions. GER:DB-SocSci

4-5 units, Aut (McKibben, C)

HISTORY 201A. Spatial History: Concepts, Methods, Problems

(Same as HISTORY 401A.) Technical training in GIS, with modules taught by Stanford Spatial History Lab staff; conceptual work in the use of these techniques in spatial historical analysis. Students develop their own spatial history projects and produce beta versions of dynamic visualizations. GER:DB-SocSci

4-5 units, Aut (White, R; Frank, Z)

HISTORY 202. International History and International Relations Theory

(Same as HISTORY 306E, POLISCI 216E, POLISCI 316.) The relationship between history and political science as disciplines. Sources include studies by historians and political scientists on topics such as the origins of WW I, the role of nuclear weapons in international politics, the end of the Cold War, nongovernmental organizations in international relations, and change and continuity in the international system. GER:DB-SocSci

5 units, Aut (Holloway, D)

HISTORY 203A. Theories of the State from the Ancient World to the Present

(Same as HISTORY 303A.) The development and contemporary condition of thinking about the state. Philosophic, rhetorical, and historical contexts. Aristotle's Politics; early modern theorists such as Machiavelli, Hobbes, and Rousseau; transformations of the idea through the French Revolution by Sieyes and Hegel; and problematizations of the ideas in the last century by Schmidt and Foucault. GER:DB-Hum

4-5 units, not given this year

HISTORY 204G. War, Culture, and Society in the Modern Age

(Same as HISTORY 304G.) How Western societies and cultures have responded to modern warfare. The relationship between its destructive capacity and effects on those who produce, are subject to, and must come to terms with its aftermath. Literary representations of WW I; destructive psychological effects of modern warfare including those who take pleasure in killing; changes in relations between the genders; consequences of genocidal ideology and racial prejudice; the theory of just war and its practical implementation; and how wars are commemorated. GER:DB-SocSci

5 units, not given this year

HISTORY 205B. Quantitative Methods in Historical Research

(Same as HISTORY 305B.) Latest techniques applied to research issues in current historical debates. Preparation of data, processing, statistical procedures to examine theoretical historical issues, and how to present quantitative materials in historical writing. Mathematical or statistical training not required. GER:DB-SocSci

4-5 units, Aut (Klein, H)

HISTORY 206. History and Geography of Contemporary Global Issues

The historical background and geographical context of contemporary global issues and events. Texts are a world atlas and regular reading of The New York Times and The Economist. Topics vary according to what is happening in the world. Student presentations. WIM GER:DB-SocSci. WIM

5 units, Spr (Lewis, M)

HISTORY 208A. Science and Law in History

(Same as HISTORY 308A.) How the intertwined modern fields of science and law, since the early modern period, together developed central notions of fact, evidence, experiment, demonstration, objectivity, and proof.

4-5 units, not given this year

HISTORY 208B. Women Activists' Response to War

(Same as HISTORY 308B.) Theoretical issues, historical origins, changing forms of women's activism in response to war throughout the 20th century, and contemporary cases, such as the Russian Committee of Soldiers Mothers, Bosnian Mothers of Srebrenica, Serbian Women in Black, and the American Cindy Sheehan. Focus is on the U.S. and Eastern Europe, with attention to Israel, England, and Argentina. GER:DB-Hum, EC-Gender

4-5 units, Spr (Jolluck, K)

HISTORY 208S. The Politics of Retrospective Justice

Forms of injustice in history including slavery, genocide, ethnic cleansing, mass rape, forced religious conversion, and torture of prisoners. Mechanisms developed over the last century to define, deter, and alleviate the effects of such offenses, including war crimes tribunals, truth commissions, national apologies, and monetary reparations. Case studies chart the international field of retrospective justice, exploring the legal, political, and moral implications of confronting traumatic pasts. GER:DB-SocSci, WIM

5 units, Spr (Campbell, J)

HISTORY 209S. Research Seminar for Majors

Required of History majors. How to conduct original, historical research and analysis, including methods such as using the libraries and archives at Stanford and elsewhere, and working collaboratively to frame topics, identify sources, and develop analyses. Research paper. WIM

5 units, Spr (Riskin, J)

HISTORY 212. Holy Wars: Medieval Perspectives

(Same as HISTORY 312.) Cultural and societal factors at play in Christian holy war from late antiquity to the early modern era. Topics include: the Crusades and their meanings; armed struggle against heresy; and the wars of religion. Prerequisite: consent of instructor. GER:DB-Hum

4-5 units, not given this year

HISTORY 216A. Muslims and Infidels: Islam and the Crusades

(Same as HISTORY 316A.) The impact of the Crusades on the Muslim world and consciousness from the Middle Ages and to the present. Primary and secondary sources. Themes include: jihad; cultural interaction between Muslims and Christians in the Holy Land; and military, political, and ideological developments in the 12th and 13th centuries. Modern interpretations and debates about jihadist theology and global jihad. GER:DB-Hum

4-5 units, not given this year

HISTORY 217A. Poverty and Charity in Medieval Christianity, Judaism, and Islam

(Same as HISTORY 317A.) Topics include: Jewish, Christian, and Islamic theoretical discussions of poverty and charity; normative law versus actual practice; the voice of the poor in available source; and formal and informal institutions of charity in the medieval Mediterranean region. GER:DB-Hum

4-5 units, Aut (Miller, K)

HISTORY 217B. Land of Three Religions: Medieval Spain

(Same as HISTORY 317B.) The history of the Iberian peninsula from the Islamic conquest of 711 to the Christian expulsion of the Jews in 1492. Focus is on forms of confrontation, confluence, and hostile indifference among medieval Jews, Christians, and Muslims. What were undercurrents of aggression that gave rise to persecution of the other; what elements of commonality among groups gave rise to intellectual advancements? WIM

4-5 units, Win (Miller, K)

HISTORY 218A. Muslim Minorities in History

(Same as HISTORY 318A.) Muslim minorities under non-Muslim rule in different historical contexts configurations such as enclaves and diasporas, from the Middle Ages to the present. GER:DB-SocSci

4-5 units, Win (Miller, K)

HISTORY 221B. The Woman Question in Modern Russia

Russian radicals believed that the status of women provided the measure of freedom in a society and argued for the extension of rights to women as a basic principle of social progress. The social status and cultural representations of Russian women from the mid-19th century to the present. The arguments and actions of those who fought for women's emancipation in the 19th century, theories and policies of the Bolsheviks, and the reality of women's lives under them. How the status of women today reflects on the measure of freedom in post-Communist Russia. GER:DB-SocSci, EC-Gender

5 units, Win (Jolluck, K)

HISTORY 222. Honor, Law, and Modernity

How Europe evolved from medieval to modern; focus is on standards for conflict resolution emphasizing insults to honor. How attitudes towards the self and society, and the state's relationship to individuals, changed from the 16th to 18th centuries in Europe and Russia. Traditional concepts of honor and patterns of settling disputes contrasted to early modern concepts of honor, private life, civility, and crime and punishment. GER:DB-Hum

5 units, not given this year

HISTORY 223. Art and Ideas in Imperial Russia

(Same as HISTORY 323.) Poetry, novels, symphonic music, theater, opera, painting, design, and architecture: what they reveal about the politics and culture of tsarist Russia. GER:DB-Hum

4-5 units, Win (Crews, R)

HISTORY 224B. Modern Afghanistan

(Same as HISTORY 324B.) Politics, society, and culture in Afghanistan from the 19th century to the present. Topics include state building, tribal politics, Islamic law, geopolitics, the Taliban, and the post-Taliban disorder. GER:DB-SocSci

4-5 units, Aut (Crews, R)

HISTORY 227. East European Women and War in the 20th Century

(Same as HISTORY 327.) Thematic chronological approach through conflicts in the region: the Balkan Wars, WW I, WW II, and the recent wars in the former Yugoslavia. The way women in E. Europe have been involved in and affected by these wars compared to women in W. Europe in the two world wars. Women's involvement in war as members of the military services, the backbone of underground movements, workers in war industries, mothers of soldiers, subjects and supporters of war aims and propaganda, activists in peace movements, and objects of wartime destruction, displacement, and sexual violation. GER:DB-SocSci, EC-Gender

5 units, not given this year

HISTORY 227B. Imperialism, the Media, and the Public Sphere

(Same as HISTORY 327B.) Focus is on late 19th and 20th centuries, including the postcolonial period. The role of journalists and other members of the media in creating the image of empire, in defending its legitimacy, and undermining its foundations. Topics include the technologies of communication that allowed information to flow between Europe and its imperial territories, and the relationships among imperial propaganda, colonial reportage, and anticolonial media campaigns. GER:DB-SocSci

4-5 units, Aut (Naranch, B)

HISTORY 228. Circles of Hell: Poland in World War II

(Same as HISTORY 328.) The experience and representation of Poland's wartime history from the Nazi-Soviet Pact of 1939 to the aftermath of Yalta in 1945. Nazi and Soviet ideology and practice regarding the Poles and the ways Poles responded, resisted, and survived. The self-characterization of Poles as innocent victims, and their involvement or complicity in the Holocaust, thus engaging in a current debate in Polish society. GER:DB-SocSci

5 units, not given this year

HISTORY 229. Poles and Jews

(Same as HISTORY 329.) Focus is on the period since WW I. The place of the Jews in interwar Poland, WW II, surviving Jews after the war, Polish memorialization of the Holocaust, the reality and mythology of Jews in the communist apparatus, the manipulation of anti-Semitism by the communist government, and post-communist movement toward reconciliation. Memory and national mythology emphasizing Polish wartime behavior and the relationship of Jews to

communism. The sources and uses of stereotypes, and the state of Polish-Jewish relations today. GER:DB-Hum, DB-Hum, EC-GlobalCom

4-5 units, Spr (Jolluck, K)

HISTORY 230F. Self-Policing, Denunciation, and Surveillance in Modern Europe

How individual actions impact state machineries of power. The motives, pressures, and consequences of everyday collaboration from the French Revolution to Nazi Germany and Soviet bloc police states; popular outrage over such practices in the aftermath of these regimes. The phenomenon of anticipatory compliance, as people tended to perceive less freedom of action than actually existed, and the reciprocal intensification of real and imagined restrictions. The malleability of personal values and interests as represented in diaries, memoirs, secondary sources, and film; variety of individual and national responses.

5 units, Spr (Sheffer, E)

HISTORY 232D. Rome: The City and the World, 1350-1750

(Same as HISTORY 332D.) What lies beyond the ruins of an ancient city? The history of Rome from the Renaissance to the age of the grand tour. Topics include: the political, diplomatic, and religious history of the papacy; society and cultural life; the everyday world of Roman citizens; the relationship between the city and the surrounding countryside; the material transformation of Rome as a city; and its meaning for foreigners. GER:DB-Hum, WIM

4-5 units, Win (Findlen, P)

HISTORY 232G. When Worlds Collide: The Trial of Galileo

(Same as HISTORY 332G.) Gateway course for History of Science and Medicine track. The 1633 condemnation by the Catholic Church of Galileo for believing the sun to be the center of the Universe, and its 1992 admission that Galileo was right. What do these events reveal about the relationship between science and religion? Why has the Galileo affair been one of the most discussed episodes in Italian history and the history of science? Documents from Galileo's life and trial and related literature on Renaissance Italy. Historians' interpretations of the trial in relation to its documentation. WIM

GER:DB-Hum

4-5 units, not given this year

HISTORY 233. Reformation, Political Culture, and the Origins of the English Civil War

(Same as HISTORY 333.) English political and religious culture from the end of the Wars of the Roses to the Civil War of the 1640s. Themes include the growth of the size and power of the state, Reformation, creation of a Protestant regime, transformation of the political culture of the ruling elite, emergence of Puritanism, and causes of the Civil War. GER:DB-Hum

4-5 units, Spr (Como, D)

HISTORY 233B. Early Modern Sexualities

(Same as HISTORY 333B.) History of sexuality in early modern Europe. Normative sexuality, heterosexual transgressions, and minority sexualities. Theoretical approaches to and debates about the history of sexuality, in particular prior to the 19th century. Tools for critiquing the heteronormativity of early modern sources and for reading those sources for evidence of sexual diversity. Readings include monographs and primary sources. GER:DB-SocSci, WIM

4-5 units, Spr (Stokes, L)

HISTORY 233C. Two British Revolutions

(Same as HISTORY 333C.) Current scholarship on Britain, 1640-1700, focusing on political and religious history. Topics include: causes and consequences of the English civil war and revolution; rise and fall of revolutionary Puritanism; the Restoration; popular politics in the late 17th century; changing contours of religious life; the crisis leading to the Glorious Revolution; and the new order that emerged after the deposing of James II. GER:DB-Hum

4-5 units, not given this year

HISTORY 233F. Political Thought in Early Modern Britain

Theorists include Hobbes, Locke, Harrington, the Levellers, and lesser known writers and schools. Foundational ideas and problems underlying modern British and American political thought and life. GER:DB-Hum

5 units, not given this year

HISTORY 233G. Catholic Politics in Europe, 1789-1992

What led to the creation of a specifically Catholic mass politics? How did these parties and movements interact with the Vatican and the wider Church? What accounts for political Catholicism's involvement in clerical-fascist states and its important role in shaping the EU? Sources focus on monographs. Research paper using primary sources. GER:DB-SocSci

5 units, Win (Ward, J)

HISTORY 234. Paris and Politics, 1600-2006

The emergence of the modern city of lights. Paris as a mirror of French politics: top down, capi-tal to country, center to periphery, noble to bourgeois to people. Sources include maps, art, music, essays, and memoirs.

5 units, not given this year

HISTORY 234A. Marie Antoinette on Trial

From her arrival at Versailles until the present. Her 1793 trial as merely the formal phase of the judgmental public scrutiny she endured. Historical and contemporary controversies over the character and symbolism of Marie Antoinette, and the insights they offer into the changing politics and culture of the 18th century. Sources include letters and memoirs, paintings, caricatures, celebrations, and libels. GER:DB-SocSci

5 units, Win (Lougee Chappell, C)

HISTORY 236. The Ethics of Imperialism

The ethical underpinnings of empire; how modern Europeans provided ethical and political justifications for colonial expansion. How European ideals were used to defend and justify inequality, violence, and genocide. The ethics of American-driven globalization and humanitarianism. Texts include primary sources, philosophical treatises, and historical studies. GER:DB-Hum

5 units, not given this year

HISTORY 236A. Nationalism, 1600 to the Present

Theory and practice of nationalism. What is the nation and how is it built? What is its relationship to the state? How do national movements adapt to changing ideological and geopolitical contexts? Case studies from nationalism's birthplace, Europe, and other regions. Sources include classic and recent scholarship, and primary sources by nationalists. GER:DB-SocSci

5 units, Aut (Ward, J)

HISTORY 238K. European Collaboration, Resistance, and Retribution: 1938-1948

Experiences of European populations under occupation or suzerainty during WW II. How did populations respond to an invader or hegemonic power such as Nazi Germany? What other options were open to them? How and why did postwar Europe judge their choices? Topics include high politics and individual lives; sources include scholarship and original documents. GER:DB-SocSci

5 units, Win (Ward, J)

HISTORY 239D. Capital and Empire

(Same as HISTORY 339D, HUMNTIES 191S.) Can empire be justified with balance sheets of imperial crimes and boons, a calculus of racism versus railroads? The political economy of empire through its intellectual history from Adam Smith to the present; the history of imperial corporations from the East India Company to Wal-mart; the role of consumerism; the formation of the global economy; and the relationship between empire and the theory and practice of development. GER:DB-SocSci

4-5 units, not given this year

HISTORY 239F. Empire and Information

(Same as HISTORY 339F.) How do states see? How do they know what they know about their subjects, citizens, economies, and geographies? How does that knowledge shape society, politics, identity, freedom, and modernity? Focus is on the British imperial state activities in S. Asia and Britain: surveillance technologies and information-gathering systems, including mapping, statistics, cultural schemata, and intelligence systems, to render geographies and social bodies legible, visible, and governable. GER:DB-Hum, EC-GlobalCom

4-5 units, not given this year

HISTORY 241F. History of the Modern Fact

(Same as HISTORY 341F.) The early modern emergence and subsequent development and transformation of notions such as fact,

evidence, experiment, demonstration, and objectivity that operate at the crux of modern science. Recent historical writing on the history of evidence, objectivity, and the modern fact. GER:DB-SocSci

4-5 units, not given this year

HISTORY 241G. History of the Senses

(Same as HISTORY 341G, STS 134, STS 234.) Technological, medical, philosophical, and scientific history of the five senses, drawing upon readings from antiquity to the present. How physiologists and philosophers have explained the functioning of the senses; how doctors have tampered with them both to help and to hinder; and how technologies including medical devices, scientific instruments, and tools of the arts have continually transformed the nature and experience of sensation. GER:DB-SocSci

4-5 units, not given this year

HISTORY 241S. Science and Culture Wars

Social, cultural, and political conflicts over scientific theories, beginning with the trial of Galileo, often presented as clashes between modern science and religious or political ideology. The cultural engagement of the sciences through such moments of conflict.

5 units, not given this year

HISTORY 242A. What is Life? The History of a Question

(Same as HISTORY 342A, HUMNTIES 191R.) History of attempts to understand the nature of life and mind by comparing living creatures with artificial machines and material arrangements. Imitations of animal life and human thought and discussions of relations between creatures and contraptions from antiquity onward, with an eye toward providing historical depth to current attempts to simulate life and mind. GER:DB-Hum

4-5 units, not given this year

HISTORY 242G. Representing the World: Maps, Statistics, and Photography

How individuals, groups, and governments sought to understand and describe the world around them, and how to transmit that information to others. Sources include various forms of information technology. Recommended: background in modern European and Atlantic history. GER:DB-SocSci

5 units, Spr (Wolfenstein, G)

HISTORY 243C. 18th-Century Colonial Science and Medicine

(Same as HISTORY 343C.) The exchange of knowledge, technologies, plants, peoples, disease, and medicines. Focus is on French, British, and Dutch interests in the West Indies; examples from elsewhere. Sources include primary and secondary texts on voyaging, colonialism, slavery, and environmental exchange. GER:DB-SocSci

4-5 units, Spr (Schiebinger, L)

HISTORY 243G. Tobacco and Health in World History

(Same as HISTORY 343G.) GER:DB-SocSci

4-5 units, Aut (Proctor, R)

HISTORY 243K. Endangered Species

During the past four centuries, more than 700 species of plants and animals have gone extinct throughout the world. The political, scientific, legal, and environmental histories of endangered and extinct species. Focus is on examples from fish and wildlife in the American West, including the grizzly bear, California condor, Pacific salmon, and desert tortoise.

5 units, Win (Staff)

HISTORY 243S. Human Origins: History, Evidence, and Controversy

(Same as HISTORY 443A.) Research seminar. Debates and controversies include: theories of human origins; interpretations of fossils, early art, and the oldest tools; the origin and fate of the Neanderthals; evolutionary themes in literature and film; visual rhetoric and cliché in anthropological dioramas and phyletic diagrams; the significance of hunting, gathering, and grandmothering; climatological theories and neocatastrophic geologies; molecular anthropology; the impact of racial theories on human origins discourse. Background in human evolution not required. GER:DB-SocSci

4-5 units, not given this year

HISTORY 244C. The History of the Body in Science, Medicine, and Culture

(Same as HISTORY 444C.) The human body as a natural and cultural object, historicized. The crosscultural history of the body from the 18th century to the present. Topics include: sciences of sex and race; medical discovery of particular body parts; human experimentation, foot binding, veiling, and other bodily coverings; thinness and obesity; notions of the body politic. GER:DB-SocSci, EC-Gender

4-5 units, not given this year

HISTORY 245E. Health and Society in Africa

(Same as HISTORY 347E.) The history of disease, therapeutic and diagnostic systems, and the definition of health in precolonial, colonial, and postcolonial Africa. The social and political histories of specific epidemics, including sleeping sickness, influenza, TB, mental illness, and AIDS. The colonial contexts of epidemics and the social consequences of disease. GER:DB-SocSci, EC-GlobalCom

4-5 units, not given this year

HISTORY 245G. Law and Colonialism in Africa

(Same as HISTORY 348D.) Law in colonial Africa provides an opportunity to examine the meanings of social, cultural, and economic change in the anthropological, legal, and historical approaches. Court cases are a new frontier for the social history of Africa. Topics: meanings of conflicts over marriage, divorce, inheritance, property, and authority. WIM GER:DB-SocSci

4-5 units, not given this year

HISTORY 246S. Research Seminar: African Nationalism and Beyond

(Same as HISTORY 446A.) African intellectual, political, social and cultural institutions confronting issues of sovereignty, authority, heterarchy, and power during the 19th and 20th centuries. GER:DB-SocSci

4-5 units, not given this year

HISTORY 248. Islam in Africa

(Same as HISTORY 348.) Relations between African Muslims and the broader Islamic tradition over the last 1200 years. The roots of the Islamic tradition, its adoption, endogenization, and elaboration by African Muslims. The interplay of religion, politics, culture and society, and how tradition exercises influence even while being transformed. The worldviews and lives of African Muslims; how and why those worldviews and experiences changed. GER:DB-Hum, EC-GlobalCom

4-5 units, not given this year

HISTORY 248S. African Societies and Colonial States

(Same as HISTORY 448A.) The encounter between African societies and European colonialism in the colony or region of their choice. Approaches to the colonial state; tours of primary source collections in the Hoover Institution and Green Libraries. Students present original research findings and may continue research for a second quarter. GER:DB-SocSci, WIM

4-5 units, Win (Roberts, R)

HISTORY 249. History without Documents

(Same as HISTORY 349.) Can history be written about places and times for which are no written sources, or for people in literate societies who left no written traces? Practical training in historical methods for non-documentary sources, including oral traditions and history, archaeology, ecological sources, historical linguistics, ethnography, rituals, myths, songs, and art. GER:DB-Hum

4-5 units, Spr (Hanretta, S)

HISTORY 251. Creating the American Republic

Concepts and developments in the late 18th-century invention of American constitutionalism; the politics of constitution making and ratifying; emergence of theories of constitutional interpretation including originalism; early notions of judicial review. Primary and secondary sources.

5 units, not given this year

HISTORY 251G. Topics in Constitutional History

(Same as POLISCI 222S.) Ideas of rights in American history emphasizing the problem of defining constitutional rights, the free exercise of religion, freedom of expression, and the contemporary debate over rights talk and the idiom of human rights. GER:DB-SocSci, EC-AmerCul

5 units, Spr (Rakove, J)

HISTORY 252. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis

(Same as HISTORY 355.) For advanced undergraduates and graduate students. Primary documents and secondary literature. Topics include: the decision to use the atomic bomb on Japan, the Korean War, and the Cuban missile crisis. GER:DB-SocSci

4-5 units, not given this year

HISTORY 254. Popular Culture and American Nature

Despite John Muir, Aldo Leopold, and Rachel Carson, it is arguable that the Disney studios have more to do with molding popular attitudes toward the natural world than politicians, ecologists, and activists. Disney as the central figure in the 20th-century American creation of nature. How Disney, the products of his studio, and other primary and secondary texts see environmentalism, science, popular culture, and their interrelationships. GER:DB-Hum, WIM

5 units, Aut (White, R)

HISTORY 255. Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice

The religious and political thought of Martin Luther King, Jr., using the documentary resources of the King Institute at Stanford. His social gospel Christianity and prophetic message of radical social transformation. Readings include the forthcoming *The Papers of Martin Luther King, Jr., Volume VI: Advocate of the Social Gospel*. GER:DB-Hum

5 units, not given this year

HISTORY 255B. Introduction to African and African American Studies

(Same as AFRICAAM 105, ENGLISH 143E.) Interdisciplinary. Central themes in African American culture and history related to race as a definitive American phenomenon. African survivals and interpretations of slavery in the New World, contrasting interpretations of the Black family, African American literature, and art. Possible readings: Frederick Douglass, Harriet Jacobs, Booker T. Washington, W.E.B. DuBois, Richard Wright, Maya Angelou, James Baldwin, Malcolm X, Alice Walker, and bell hooks. Focus may vary each year. GER:DB-Hum, EC-AmerCul

5 units, Win (Elam, M; Carson, C)

HISTORY 255D. Racial Identity in the American Imagination

(Same as HISTORY 355D.) Major historical transformations shaping the understanding of racial identity and how it has been experienced, represented, and contested in American history. Topics include: racial passing and racial performance; migration, immigration, and racial identity in the urban context; the interplay between racial identity and American identity; the problems of class, gender, and sexuality in the construction of racial identity. Sources include historical and legal texts, memoirs, photography, literature, film, and music. GER:DB-SocSci

4-5 units, Win (Hobbs, A)

HISTORY 256. U.S.-China Relations: From the Opium War to Tiananmen

(Same as HISTORY 356.) The history of turbulent relations, military conflict, and cultural clashes between the U.S. and China, and the implications for the domestic lives of these increasingly interconnected countries. Diplomatic, political, social, cultural, and military themes from early contact to the recent past. WIM GER:DB-SocSci, EC-GlobalCom

4-5 units, Win (Chang, G)

HISTORY 257. The Politics and Ethics of Modern Science and Technology

(Same as HISTORY 347, STS 221.) The WW II decision to build and use the atomic bomb. The controversy over the H-bomb. The Oppenheimer loyalty-security case and the relationship of scientist to the state. Medical experimentation on humans and pitfalls of technology. Relations among science, technology, and university. GER:DB-Hum

4-5 units, not given this year

HISTORY 258. History of Sexuality in the U.S.

(Same as HISTORY 358. Formerly 265A.) Priority to History and Feminist Studies majors; a limited number of graduate students may be admitted. Recent historical interpretations of sexual violence, emphasizing the intersections of gender and race in the construction of rape in early America and in Canada, the racialization of rape in the U.S., lynching and anti-lynching in the U.S., and feminist responses to sexual violence. Prerequisite: consent of instructor. GER:DB-SocSci, EC-Gender

4-5 units, Spr (Freedman, E)

HISTORY 259A. Poverty and Homelessness in America

Service learning. Students participate in a two quarter internship at a local shelter for homeless individuals or families. Readings include historical, social science, and social commentary literature. GER:DB-SocSci

5 units, not given this year

HISTORY 259B. Poverty and Homelessness in America II

Students participate in an internship with the Emergency Housing Consortium, the primary agency providing shelter for homeless people in Santa Clara and San Mateo counties, while learning about homelessness and poverty through readings and discussions. Prerequisite: interview with instructor. Service learning. Students participate in a two quarter internship at a local shelter for homeless individuals or families. Readings include historical, social science, and social commentary literature. Prerequisite: 259A.

3 units, not given this year

HISTORY 260. California's Minority-Majority Cities

Historical development and the social, cultural, and political issues that characterize large cities and suburbs where communities of color make up majority populations. Case studies include cities in Los Angeles, Santa Clara, and Monterey counties. Comparisons to minority-majority cities elsewhere in the U.S. GER:DB-SocSci, EC-AmerCul

5 units, Spr (McKibben, C)

HISTORY 261. Race, Gender, and Class in Jim Crow America

How African American life and labor were redefined from 1890-1954. Topics include family life, work, leisure patterns, transnational relations, cultural expressions emphasizing literature and music, resistance and social activism. Primary sources including visual materials, literature, and film; historical interpretations of the period. GER:DB-SocSci

5 units, Win (Hobbs, A)

HISTORY 264X. Chicana/o History

(Same as CHICANST 165A, CSRE 165A.) The history of Mexican-origin people in the U.S. from 1848 to the present. Mexican American experiences as integral to American history. Themes include the effects of conquest, patterns of migration, labor and the formation of social classes, racialization, gender roles, ideology, and political activism.

5 units, Aut (Staff)

HISTORY 265. Writing Asian American History

Recent scholarship in Asian American history, with attention to methodologies and sources. Topics: racial ideologies, gender, transnationalism, culture, and Asian American art history. Primary research paper. GER:DB-SocSci, EC-AmerCul

5 units, Win (Chang, G)

HISTORY 267E. Twentieth-Century American Politics

The intellectual underpinnings of movements such as progressivism, New Deal liberalism, and modern conservatism; how each translated belief into action. Focus is on primary sources. GER:DB-SocSci

5 units, Aut (Herzog, J)

HISTORY 268E. American Foreign Policy and International History, 1941-2009

(Same as HISTORY 368E.) Major events and interpretations from WW II to the war in Iraq. Issues of race, expansionism and power; nuclear weapons; and war. GER:DB-SocSci

4-5 units, Spr (Bernstein, B)

HISTORY 273. The European Expansion

(Same as HISTORY 373A.) The relationship between European monarchies and their colonial domains from the 16th-18th centuries. Reasons for expansion, methods, and results. Case studies include the Spanish, Portuguese, Dutch, French, and English domains in Africa, Asia, and the Americas. Readings include primary and secondary sources.

4-5 units, not given this year

HISTORY 273B. Latin American Societies The Public and the Domestic Domain

(Same as HISTORY 373B.) How Peru, Mexico, and Brazil experience the relationships between the public institutions and symbols (such as the state, church, and the private realm of house, family, and sexuality) and emotional culture. Central aspects of Latin American culture such as honor, paternalism, and servitude, and how they were related to different forms of social stratification, ethnic conflicts, marriage, kinship, and power.

4-5 units, Spr (Staff), given once only

HISTORY 274A. Representing Revolution: The Mexican Revolution in Crossdisciplinary Perspective

(Same as HISTORY 374A.) History and historiography of the Mexican Revolution and its aftermath, from interlocking disciplinary perspectives. The relationship between race, class, gender, and state formation in 20th-century Mexico. How the revolution has been studied by historians and represented in film and photography. GER:DB-SocSci

4-5 units, Spr (Staff)

HISTORY 275F. Social Change in Latin America Since 1900

(Same as HISTORY 375F, LATINAM 201, LATINAM 301.) Changes in the social and demographic characteristics of Latin American populations since 1900 and the response of national governments in terms of the evolution of social welfare, health, and educational systems. Fulfills requirement for Latin American Studies honors seminar. Required core course for Latin American Studies master's students. GER:DB-SocSci

4-5 units, Aut (Klein, H)

HISTORY 279. Latin American Development: Economy and Society, 1800-2000

(Same as HISTORY 379.) The newly independent nations of Latin America began the 19th century with economies roughly equal to, or even ahead of, the U.S. and Canada. What explains the economic gap that developed since 1900? Why are some Latin American nations rich and others poor? Marxist, dependency, neoclassical, and institutionalist interpretive frameworks. The effects of globalization on Latin American economic growth, autonomy, and potential for social justice. GER:DB-SocSci, EC-GlobalCom

4-5 units, not given this year

HISTORY 279A. Visual and Urban Culture of Modern Latin America

(Same as HISTORY 379A.) Historical and social construction of vision and urban culture in 19th- and 20th-century Latin America. Changes in visual practice over time; the relationship between the production and consumption of images; and the shifting ways in which social relations have been structured by visual practices in modern Latin America. Topics: the transition from colonial society to postcolonial republic; urbanization; the rise of the modern metropolis; modern ways of seeing; the building of and relationship between projects of power, accommodation, and resistance in a comparative and transnational perspective. GER:DB-SocSci

4-5 units, Spr (Staff)

HISTORY 281A. Twentieth-Century Iraq: A Political and Social History

The colonial experience, creation of the modern Iraqi state, and transition to military dictatorship. Political movements, religious and tribal elements, and their relation to the state. Geopolitical context. GER:DB-SocSci

5 units, Spr (Kadhim, A)

HISTORY 281B. Modern Egypt

(Same as HISTORY 381B.) From just before the Napoleonic expedition of 1798 to the present. European imperialism, the political economy of cotton, rise of nationalism, gender and the nation, minorities, the coup of 1952, positive neutralism and the Cold War, and the neo-liberal reconstruction of Egypt. GER:DB-SocSci

4-5 units, Win (Beinin, J)

HISTORY 282. The United States and the Middle East since 1945

(Same as HISTORY 382.) Since the end of WW II, U.S. interests in the Middle East have traditionally been defined as access to oil at a reasonable price, trade and markets, containing the influence of the Soviet Union, and the security of Israel. Is this the full range of U.S. interests? How has the pursuit of these interests changed over time? What forces have shaped U.S. policy? What is the impact of U.S. policy on the region itself? GER:DB-SocSci, EC-GlobalCom

4-5 units, Aut (Beinin, J)

HISTORY 282A. State and Society in Modern Turkey

(Same as HISTORY 382A.) Turkey as a disputed successor to the Ottoman Empire, a buffer zone during the Cold War, an unsettled country between Europe and the Middle East, and a frequently interrupted fragile democracy. Themes: state-run developmentalism, modernization projects, social engineering, the dialectics between democracy and authoritarianism, invented national identities and histories, and secularism. Topics include transition from an empire to a nation state, political identities and ideologies, ethnic and religious conflicts, economic and social transformation, cultural formations, and foreign relations. GER:DB-SocSci

4-5 units, Aut (Yilmaz, H)

HISTORY 282B. Islamic Thought and Culture in the Premodern Middle East, 800-1800

(Same as HISTORY 382B.) Major intellectual and cultural currents across political, philosophical, literary, and religious traditions in social contexts from the rise of Islam to the advent of modernity. Focus is on the period when canons of Islamic thought and learning formed; Islamic diversity and universalism as sources of conflict and mediation in ideological conflicts; origins of lingering controversies and their social consequences; formation and defining features of disciplines and schools of thought; modes of production and transmission of knowledge; limits of intellectual freedom; and interaction with non-Islamic cultures. GER:DB-Hum

4-5 units, Win (Yilmaz, H)

HISTORY 282C. Environmental History of the Middle East

(Same as HISTORY 382C.) What can Middle East environmental history learn from a consideration of other regions? Major problems of the field, available sources, and directions for future research. Topics include Islam and the environment, animals, environmentalism, gardens, colonialism, disease, water and irrigation, and science and technology.

4-5 units, Spr (Mikhail, A)

HISTORY 283. The New Global Economy, Oil, and Islamic Movements in the Middle East

(Same as HISTORY 383.) The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market combined with case studies of Egypt, Iraq, and Palestine. GER:DB-SocSci

4-5 units, Win (Beinin, J)

HISTORY 287B. International Law and the Palestinian-Israeli Conflict

(Same as HISTORY 387B.) Topics include international legal recognition of the right of Jews for a state; legal implications of defining Israel as a Jewish state; Arab-Palestinians and the right of return; practices of land expropriation within 1948 Israel; norms of

international law applicable in the West Bank and Gaza; the legality of Jewish settlements in the West Bank and Gaza; the status of Jerusalem after 1967; international law and the Palestinian uprisings; the separation fence; legal status of the Gaza Strip after the disengagement. Background in Israeli or international law not required. GER:DB-SocSci

4-5 units, Aut (Holzman-Gazit, Y), given once only

HISTORY 291A. Archaeology and Modernity in Asia: The Excavation of Ancient Civilizations in Modern Times

(Same as HISTORY 391A.) The interplay in Asia between antiquity and modernity, civilization and nation state, and national versus colonial science. The recent excavation of artifacts and places associated with Asian civilization such as the terracotta warriors in China and Angkor Wat in Cambodia. How Asian states have grappled with modernity and colonialism as they simultaneously dug up their ancient pasts. GER:DB-SocSci

4-5 units, not given this year

HISTORY 291B. The City in Imperial China

(Same as HISTORY 391B.) The evolution of cities in the early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative cases from European history. Readings include primary and secondary sources, and visual materials.

3-5 units, not given this year

HISTORY 291D. Traitors and Collaborators in Colonial History

The roles and problems of collaboration in the rise, sustenance, and fall of empires. Themes include conceptual definitions of collaboration and empire, collaboration of traditional elites, accommodation of religious communities, assimilation and collaboration, local intermediaries, and class and empire. Regional focus is East Asia; also cases from other colonial situations.

5 units, Aut (Moon, Y)

HISTORY 291E. Maps, Borders, and Conflict in East Asia

(Same as HISTORY 391E.) The nature of borders and border conflicts in N.E. Asia from the 17th to the early 20th century. Focus is on contact zones between China, Russia, Korea, and Japan. The geopolitical imperatives that drove states to map their terrain in variable ways. Cultural, diplomatic, and imperial contexts. European pressures and contributions to E. Asian cartography; the uses of maps in surveillance, diplomacy, identity, and war. Student projects focus on a contested border zone. GER:DB-SocSci

4-5 units, Win (Wigen, K)

HISTORY 292. The Two Koreas

(Same as HISTORY 392.) Themes include historical and ideological origins of the division, the impact of the Japanese colonial rule, the Korean War, the ideas of key N. and S. Korean leaders, and the consolidation of the two different states after the Korean War. GER:DB-SocSci

4-5 units, Win (Moon, Y)

HISTORY 292D. Japan in Asia, Asia in Japan

(Same as HISTORY 392D.) How Japan and Asia mutually shaped each other in the late 19th and 20th centuries. Focus is on Japanese imperialism in Asia and its postwar legacies. Topics include: pan-Asianism and orientalism; colonial modernization in Korea and Taiwan; collaboration and resistance; popular imperialism in Manchuria; total war and empire; comfort women and the politics of apology; the issue of resident Koreans; and economic and cultural integration of postwar Asia. GER:DB-SocSci, DB-SocSci, EC-GlobalCom

4-5 units, not given this year

HISTORY 293. Law and Society in Late Imperial China

(Same as HISTORY 392B.) Connections between legal and social history. Ideology and practice, center and periphery, and state-society tensions and interactions. Readings introduce the work of major historians on concepts and problems in Ming-Qing history. GER:DB-Hum

4-5 units, not given this year

HISTORY 293B. Homosexuality in Historical and Comparative Perspective

(Same as HISTORY 393B.) Comparative history of homoerotic desire, relations, and identity through scholarship on different historical periods and parts of the world: the classical Mediterranean, early modern European cities, late imperial and modern China, Tokugawa and modern Japan, and the U.S.

4-5 units, Spr (Sommer, M)

HISTORY 293D. Empire and Cosmopolitanism: Traveling Ideas in Global Political Thought

(Same as HISTORY 393D.) GER:DB-SocSci

4-5 units, Spr (Kumar, A)

HISTORY 294. Liberalism and Violence: A Conceptual History

What place does violence have in modern political thought? Liberalism eschews violence, yet condones moral war. Marxism justifies revolutionary violence. Anticolonialism invokes insurgency. Gandhi seeks truth in nonviolent suffering. Can modern politics and life be grasped without reference to violence? How is violence related to law and justice? Is there a theology of violence? Liberalism and its critics: Agamben, Arendt, Benjamin, Derrida, Fanon, Foucault, Gandhi, Heidegger, Nietzsche, Schmitt, and Sorel. Biopolitics, civil society, friend/enemy, sovereignty, terror, and strikes. GER:EC-EthicReas

5 units, Win (Kumar, A)

HISTORY 295F. Race and Ethnicity in East Asia

(Same as HISTORY 395F.) Historical, cultural, political and theoretical perspectives. Commonly misunderstood as an ethnically homogeneous country, the People's Republic of China is home to 55 officially recognized minority groups, many of whom inhabit the strategic border regions of the country. How similar assumptions of ethnic and racial homogeneity in Taiwan, Japan, and Korea are being reexamined by scholars in disciplines including anthropology, history, and political science. GER:DB-SocSci

4-5 units, Win (Mullaney, T)

HISTORY 295J. Chinese Women's History

The lives of women in the last 1,000 years of Chinese history. Focus is on theoretical questions fundamental to women's studies. How has the category of woman been shaped by culture and history? How has gender performance interacted with bodily disciplines and constraints such as medical, reproductive, and cosmetic technologies? How relevant is the experience of Western women to women elsewhere? By what standards should liberation be defined? GER:DB-Hum. EC-Gender

5 units, Spr (Sommer, M)

HISTORY 296. Communism and Revolution in China

From the formation of the Chinese Communist Party (CCP) in 1921 through the 1949 founding of the People's Republic of China (PRC). Topics include: early theories of socialism in China; the relationship between Chinese communism and the Communist International and Soviet Union; agrarian reformulation of communism by Mao; the communist-nationalist civil war; the Communist Revolution of 1949; and the consolidation of communist power in the PRC. GER:DB-Hum. WIM

5 units, Spr (Mullaney, T)

HISTORY 296E. Contentious Identities: The Formation of Race, Ethnicity, and Nationhood in Modern Japan

(Same as HISTORY 396E.) Exclusion and assimilation of minority groups including Ainu, Burakumin, Okinawans, Koreans, and Taiwanese; how this process was related to the construction of national, racial, and ethnic self-understanding in modern Japan. Ethno-racial formation and nationalism in Japanese society. GER:DB-SocSci

4-5 units, Spr (Staff)

HISTORY 297J. Introduction to Bhutan Studies

Required of students enrolled in the Bing Overseas Studies seminar in Bhutan in June/July, 2008; open to others. History, society, and culture of Bhutan including Bhutanese Buddhism. Sources include films. Student research projects.

1-5 units, not given this year

HISTORY 299A. Senior Research I

1-5 units, Aut (Staff), Win (Staff), Spr (Staff)

HISTORY 299B. Senior Research II

1-5 units, Aut (Staff), Win (Staff), Spr (Staff)

HISTORY 299C. Senior Research III

1-5 units, Aut (Staff), Win (Staff), Spr (Staff)

HISTORY 299H. Junior Honors Colloquium

Required of junior History majors planning to write a History honors thesis during senior year.

1 unit, Win (Staff)

HISTORY 299M. Undergraduate Directed Research: Martin Luther King, Jr., Research and Education Institute

May be repeated for credit.

1-4 units, Aut (Carson, C), Win (Carson, C), Spr (Carson, C)

HISTORY 299S. Undergraduate Directed Research and Writing

May be repeated for credit.

1-5 units, Aut (Staff), Win (Staff), Spr (Staff), Sum (Staff)

HISTORY 299W. Undergraduate Directed Writing

May be repeated for credit.

1-5 units, Aut (Staff), Win (Staff), Spr (Staff), Sum (Staff)

HISTORY 299X. Design and Methodology for International Field Research

(Same as HISTORY 399A.)

1 unit, Spr (Kollmann, N; Roberts, R)

GRADUATE COURSES IN HISTORY

Primarily for graduate students; undergraduates may enroll with consent of instructor.

HISTORY 237B. Teaching the Unteachable: Teaching and Representing the Holocaust

(Same as EDUC 253X.) Theodore Adorno asked whether it was possible to write poetry after Auschwitz; whatever the answer, each year witnesses exponential growth in state-sponsored mandates to teach the Holocaust. How and to what end does catastrophe become curriculum? How to assess what students learn from these efforts. The Nazis' efforts to teach for hate, and contemporary parallels. Historical and educational sources, especially films and memoirs.

3-5 units, not given this year

HISTORY 301. Introduction to Public History in the U.S., 19th Century to the Present

(Same as HISTORY 201.) Gateway course for the History and Public Service interdisciplinary track. Topics include the production, presentation, and practice of public history through narratives, exhibits, web sites, and events in museums, historical sites, parks, and public service settings in nonprofit organizations, government agencies, and educational institutions.

4-5 units, Aut (McKibben, C)

HISTORY 303A. Theories of the State from the Ancient World to the Present

(Same as HISTORY 203A.) The development and contemporary condition of thinking about the state. Philosophic, rhetorical, and historical contexts. Aristotle's Politics; early modern theorists such as Machiavelli, Hobbes, and Rousseau; transformations of the idea through the French Revolution by Sieyès and Hegel; and problematizations of the ideas in the last century by Schmidt and Foucault.

4-5 units, not given this year

HISTORY 304. Approaches to History

Required of first-year History Ph.D. students.

4-5 units, Aut (Baker, K)

HISTORY 304G. War, Culture, and Society in the Modern Age

(Same as HISTORY 204G.) How Western societies and cultures have responded to modern warfare. The relationship between its destructive capacity and effects on those who produce, are subject to, and must come to terms with its aftermath. Literary representations of WW I; destructive psychological effects of modern warfare including those who take pleasure in killing; changes in relations between the genders; consequences of genocidal ideology and racial prejudice; the theory of just war and its practical implementation; and how wars are commemorated.

5 units, not given this year

HISTORY 305. Graduate Workshop in Teaching

Required of first-year Anthropology Ph.D. students. Teaching, lecturing, and curriculum development.

1 unit, Spr (Kollmann, N)

HISTORY 305B. Quantitative Methods in Historical Research

(Same as HISTORY 205B.) Latest techniques applied to research issues in current historical debates. Preparation of data, processing, statistical procedures to examine theoretical historical issues, and how to present quantitative materials in historical writing. Mathematical or statistical training not required.

4-5 units, Aut (Klein, H)

HISTORY 306E. International History and International Relations Theory

(Same as HISTORY 202, POLISCI 216E, POLISCI 316.) The relationship between history and political science as disciplines. Sources include studies by historians and political scientists on topics such as the origins of WW I, the role of nuclear weapons in international politics, the end of the Cold War, nongovernmental organizations in international relations, and change and continuity in the international system.

5 units, Aut (Holloway, D)

HISTORY 307A. Legal History Workshop

Faculty and students from the Law school and the History department discuss research in the field of legal history. Guest speakers. Secondary literature relevant to the speaker's research. Undergraduates require consent of instructor.

4-5 units, Win (Kessler, A)

HISTORY 308A. Science and Law in History

(Same as HISTORY 208A.) How the intertwined modern fields of science and law, since the early modern period, together developed central notions of fact, evidence, experiment, demonstration, objectivity, and proof.

4-5 units, not given this year

HISTORY 308B. Women Activists' Response to War

(Same as HISTORY 208B.) Theoretical issues, historical origins, changing forms of women's activism in response to war throughout the 20th century, and contemporary cases, such as the Russian Committee of Soldiers Mothers, Bosnian Mothers of Srebrenica, Serbian Women in Black, and the American Cindy Sheehan. Focus is on the U.S. and Eastern Europe, with attention to Israel, England, and Argentina.

4-5 units, Spr (Jolluck, K)

HISTORY 309A. Postcolonial Readings: History and Modernity after Europe

Where is the postcolony? How does it come to terms with empire and modernity, its fragmented speech and bodies? Can postcolonial histories be rearranged to critique empire and yet reclaim Europe as an ethical other? How postcolonial readings change the ethics and politics of a critique of modernity. Theories of resistance, power, language, archive, and allegory. Tensions among nation, myth, community, and the subject. Eurocentrism in modern thought. What it means to purge Europe from modern consciousness.

4-5 units, Win (Kumar, A)

HISTORY 309E. History Meets Geography

Focus is on developing competence in GIS computer applications and applying it to historical problems. Previous experience with GIS not required. Recommended: complete the GIS tutorial in Branner Library before the course starts.

4-5 units, not given this year

HISTORY 309F. Historical Geography Colloquium: Maps in the Early Modern World

The significance of cartographic enterprise across the early modern world. Political, economic, and epistemological imperatives that drove the proliferation of nautical charts, domain surveys, city plans, atlases, and globes; the types of work such artifacts performed for their patrons, viewers, and subjects. Contributions of indigenous knowledge to imperial maps; the career of the map in commerce, surveillance, diplomacy, conquest, and indoctrination. Sources include recent research from Asia, Europe, and the Americas.

3-5 units, not given this year

HISTORY 311A. Family, Gender, and Production in Ancient Rome

(Same as CLASSGEN 220.) Seminar. The household as the basic unit of production in Rome in the context of family relations and ideologies of gender. Methodological challenges of doing social and economic history from literary, epigraphic, and literary texts. Demography of family and kinship in ancient Rome. Ideologies of gender and family roles and their influence on economic production. Economic theories of the family and human capital.

4-5 units, not given this year

HISTORY 311G. Big Ancient History

(Same as CLASSHIS 312.) How the shift away from thinking about European history in terms of a western civilization model toward embedding it in stories of how global history affects research and teaching on ancient Greece and Rome. Conventional, evolutionary, and global history narratives of the past 5,000 to 15,000 years and some new ideas about how Greco-Roman history might fit into different storylines.

4-5 units, Spr (Morris, I)

HISTORY 312. Holy Wars: Medieval Perspectives

(Same as HISTORY 212.) Cultural and societal factors at play in Christian holy war from late antiquity to the early modern era. The Crusades and their meanings; armed struggle against heresy; and the wars of religion. Prerequisite: consent of instructor.

4-5 units, not given this year

HISTORY 313. Core Colloquium in Medieval European History

4-5 units, not given this year

HISTORY 314. Graduate Core Colloquium in Medieval European History

4-5 units, not given this year

HISTORY 316A. Muslims and Infidels: Islam and the Crusades

(Same as HISTORY 216A.) The impact of the Crusades on the Muslim world and consciousness from the Middle Ages and to the present. Primary and secondary sources. Themes include: jihad; cultural interaction between Muslims and Christians in the Holy Land; and military, political, and ideological developments in the 12th and 13th centuries. Modern interpretations and debates about jihadist theology and global jihad.

4-5 units, not given this year

HISTORY 317. Medieval Seminar: Classics and Key Works

(Same as HUMNTIES 322.) Colloquium focused on key primary sources that allow entry into Medieval European culture. Readings include: Augustine, *On Christian Doctrine*; Gregory the Great, *Moralia on the Book of Job*; *Beowulf*; *the Song of Roland*; and Aquinas, *Summa Theologica*.

3-5 units, Spr (Buc, P)

HISTORY 317A. Poverty and Charity in Medieval Christianity, Judaism, and Islam

(Same as HISTORY 217A.) Topics include: Jewish, Christian, and Islamic theoretical discussions of poverty and charity; normative law versus actual practice; the voice of the poor in available source; and formal and informal institutions of charity in the medieval Mediterranean region.

4-5 units, Aut (Miller, K)

HISTORY 317B. Land of Three Religions: Medieval Spain
(Same as HISTORY 217B.) The history of the Iberian peninsula from the Islamic conquest of 711 to the Christian expulsion of the Jews in 1492. Focus is on forms of confrontation, confluence, and hostile indifference among medieval Jews, Christians, and Muslims. What were undercurrents of aggression that gave rise to persecution of the other; what elements of commonality among groups gave rise to intellectual advancements?

4-5 units, Win (Miller, K)

HISTORY 318A. Muslim Minorities in History
(Same as HISTORY 218A.) Muslim minorities under non-Muslim rule in different historical contexts configurations such as enclaves and diasporas, from the Middle Ages to the present.

4-5 units, Win (Miller, K)

HISTORY 321B. Imperial Russian Historiography

4-5 units, not given this year

HISTORY 321C. Historiography of the Soviet Union
Major schools of interpretation of the Soviet phenomenon through works representative of a specific school, in chronological order, from the first major interpretation of the Soviet polity by Trotsky to postmodernist theories.

4-5 units, Win (Weiner, A)

HISTORY 322. Topics in Early Modern Russian History

4-5 units, Aut (Kollmann, N)

HISTORY 323. Art and Ideas in Imperial Russia
(Same as HISTORY 223.) Poetry, novels, symphonic music, theater, opera, painting, design, and architecture: what they reveal about the politics and culture of tsarist Russia.

4-5 units, Win (Crews, R)

HISTORY 323B. Research Methodologies in Early Modern Russian History

4-5 units, Win (Kollmann, N)

HISTORY 324B. Modern Afghanistan
(Same as HISTORY 224B.) Politics, society, and culture in Afghanistan from the 19th century to the present. Topics include state building, tribal politics, Islamic law, geopolitics, the Taliban, and the post-Taliban disorder.

4-5 units, Aut (Crews, R)

HISTORY 324F. The Caucasus and the Muslim World

The linkages connecting the societies of the Caucasus to Muslim communities in Iran, Russia, the Ottoman Empire and Turkey, S. Asia, and the Middle East.

4-5 units, Spr (Crews, R)

HISTORY 327. East European Women and War in the 20th Century

(Same as HISTORY 227.) Thematic chronological approach through conflicts in the region: the Balkan Wars, WW I, WW II, and the recent wars in the former Yugoslavia. The way women in E. Europe have been involved in and affected by these wars compared to women in W. Europe in the two world wars. Women's involvement in war as members of the military services, the backbone of underground movements, workers in war industries, mothers of soldiers, subjects and supporters of war aims and propaganda, activists in peace movements, and objects of wartime destruction, dislocation, and sexual violation.

5 units, not given this year

HISTORY 327B. Imperialism, the Media, and the Public Sphere

(Same as HISTORY 227B.) Focus is on late 19th and 20th centuries, including the postcolonial period. The role of journalists and other members of the media in creating the image of empire, in defending its legitimacy, and undermining its foundations. Topics include the technologies of communication that allowed information to flow between Europe and its imperial territories, and the relationships among imperial propaganda, colonial reportage, and anticolonial media campaigns.

4-5 units, Aut (Naranch, B)

HISTORY 328. Circles of Hell: Poland in World War II
(Same as HISTORY 228.) The experience and representation of Poland's wartime history from the Nazi-Soviet Pact of 1939 to the aftermath of Yalta in 1945. Nazi and Soviet ideology and practice regarding the Poles and the ways Poles responded, resisted, and survived. The self-characterization of Poles as innocent victims, and their involvement or complicity in the Holocaust, thus engaging in a current debate in Polish society.

5 units, not given this year

HISTORY 329. Poles and Jews

(Same as HISTORY 229.) Focus is on the period since WW I. The place of the Jews in interwar Poland, WW II, surviving Jews after the war, Polish memorialization of the Holocaust, the reality and mythology of Jews in the communist apparatus, the manipulation of anti-Semitism by the communist government, and post-communist movement toward reconciliation. Memory and national mythology emphasizing Polish wartime behavior and the relationship of Jews to communism. The sources and uses of stereotypes, and the state of Polish-Jewish relations today.

4-5 units, Spr (Jolluck, K)

HISTORY 330. Core Colloquium on Early Modern Europe: Ancien Regime

Topics in the social, political, and religious history of Western Europe, 1550-1789, with an emphasis on France. May be repeated for credit.

4-5 units, Spr (Lougee Chappell, C)

HISTORY 330A. Core Colloquium on Early Modern Europe
Historiographical survey from the Renaissance to the Enlightenment. Topics include the Reformations, European expansion, state and nation building, invention and scientific discovery, intellectual history, and gender. In-depth reviews determined by student interests.

4-5 units, Aut (Stokes, L)

HISTORY 331B. Core Colloquium on Modern Europe: The 19th Century

The major historical events and historiographical debates of the long 19th century from the French Revolution to WW I.

4-5 units, Win (Sheehan, J)

HISTORY 331C. Core Colloquium on Modern Europe

The historiography of 20th-century Europe. Topics include WW I, the Russian Revolution, National Socialism, and the EU.

4-5 units, not given this year

HISTORY 331D. Core Colloquium on Modern Europe: Intellectual History

4-5 units, not given this year

HISTORY 332A. Power, Art, and Knowledge in Renaissance Italy

Defining features of the world of Leonardo, Machiavelli, and Michelangelo. Intersections of history, politics, art, and literature. The relationship between the Renaissance and the Reformation.

4-5 units, not given this year

HISTORY 332D. Rome: The City and the World, 1350-1750

(Same as HISTORY 232D.) What lies beyond the ruins of an ancient city? The history of Rome from the Renaissance to the age of the grand tour. Topics include: the political, diplomatic, and religious history of the papacy; society and cultural life; the everyday world of Roman citizens; the relationship between the city and the surrounding countryside; the material transformation of Rome as a city; and its meaning for foreigners.

4-5 units, Win (Findlen, P)

HISTORY 332F. The Scientific Revolution

What do people know and how do they know it? What counts as scientific knowledge? In the 16th and 17th centuries, understanding the nature of knowledge engaged the attention of individuals and institutions including Copernicus, Galileo, Descartes, Newton, the early Royal Society, and less well-known contemporaries. New meanings of observing, collecting, experimenting, and philosophizing, and political, religious, and cultural ramifications in early modern Europe.

4-5 units, Aut (Riskin, J)

HISTORY 332G. When Worlds Collide: The Trial of Galileo
(Same as HISTORY 232G.) Gateway course for History of Science and Medicine track. The 1633 condemnation by the Catholic Church of Galileo for believing the sun to be the center of the Universe, and its 1992 admission that Galileo was right. What do these events reveal about the relationship between science and religion? Why has the Galileo affair been one of the most discussed episodes in Italian history and the history of science? Documents from Galileo's life and trial and related literature on Renaissance Italy. Historians' interpretations of the trial in relation to its documentation. WIM
4-5 units, not given this year

HISTORY 333. Reformation, Political Culture, and the Origins of the English Civil War
(Same as HISTORY 233.) English political and religious culture from the end of the Wars of the Roses to the Civil War of the 1640s. Themes include the growth of the size and power of the state, Reformation, creation of a Protestant regime, transformation of the political culture of the ruling elite, emergence of Puritanism, and causes of the Civil War.
4-5 units, Spr (Como, D)

HISTORY 333B. Early Modern Sexualities
(Same as HISTORY 233B.) History of sexuality in early modern Europe. Normative sexuality, heterosexual transgressions, and minority sexualities. Theoretical approaches to and debates about the history of sexuality, in particular prior to the 19th century. Tools for critiquing the heteronormativity of early modern sources and for reading those sources for evidence of sexual diversity. Readings include monographs and primary sources.
4-5 units, Spr (Stokes, L)

HISTORY 333C. Two British Revolutions
(Same as HISTORY 233C.) Current scholarship on Britain, 1640-1700, focusing on political and religious history. Topics include: causes and consequences of the English civil war and revolution; rise and fall of revolutionary Puritanism; the Restoration; popular politics in the late 17th century; changing contours of religious life; the crisis leading to the Glorious Revolution; and the new order that emerged after the deposing of James II.
4-5 units, not given this year

HISTORY 334. Enlightenment Seminar
(Same as HUMNTIES 324.) The Enlightenment as a philosophical, literary, and political movement. Themes include the nature and limits of philosophy, the grounds for critical intellectual engagement, the institution of society and the public, and freedom, equality and human progress. Authors include Voltaire, Montesquieu, Rousseau, Hume, Diderot, and Condorcet.
3-5 units, Win (Baker, K)

HISTORY 335. History of European Law, Medieval to Contemporary
(Same as HISTORY 135.) From the fall of the Roman Empire to the establishment of the EU. How law changed over time. Sources and nature of law, organization of legal systems, and relationships between law and society, law and lawmaker, law and the legal professions.
5 units, not given this year

HISTORY 336. Modern France
(Daughton)
4-5 units, not given this year

HISTORY 336E. Violence in History and Theory
Methodological challenges associated with defining and analyzing violence in late-19th- and 20th-century contexts. How people witnessed, coped with, and survived violent episodes. Cases of state violence, ethnic and religious conflict, warfare, genocide, and decolonization. The notion of everyday suffering in the contemporary world. Sources include anthropology, sociology, and history.
4-5 units, not given this year

HISTORY 337. The Holocaust
(Same as HISTORY 137.) The emergence of modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 30s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry.
4-5 units, Spr (Felstiner, M)

HISTORY 337C. Memory, History, and Education
(Same as EDUC 356.) Interdisciplinary. Since Herodotus, history and memory have competed to shape minds: history cultivates doubt and demands interpretation; memory seeks certainty and detests that which thwarts its aims. History and memory collide in modern society, often violently. How do young people become historical amidst these forces; how do school, family, nation, and mass media contribute to the process?
3-5 units, Spr (Wineburg, S)

HISTORY 338A. Modern Britain: Facing Europe and Empire, Part I
Influential approaches to problems in British, European, and imperial history. The 19th-century British experience and its relationship to Europe and empire. National identity, the industrial revolution, class formation, gender, liberalism, and state building. Goal is to prepare specialists and non-specialists for oral exams.
4-5 units, not given this year

HISTORY 338B. Modern Britain, Part II
Themes include empire and racism, the crisis of liberalism, the rise of the welfare state, national identity, the experience of total war, the politics of decline, and modernity and British culture.
4-5 units, not given this year

HISTORY 339D. Capital and Empire
(Same as HISTORY 239D, HUMNTIES 191S.) Can empire be justified with balance sheets of imperial crimes and boons, a calculus of racism versus railroads? The political economy of empire through its intellectual history from Adam Smith to the present; the history of imperial corporations from the East India Company to Wal-mart; the role of consumerism; the formation of the global economy; and the relationship between empire and the theory and practice of development.
4-5 units, not given this year

HISTORY 339F. Empire and Information
(Same as HISTORY 239F.) How do states see? How do they know what they know about their subjects, citizens, economies, and geographies? How does that knowledge shape society, politics, identity, freedom, and modernity? Focus is on the British imperial state activities in S. Asia and Britain: surveillance technologies and information-gathering systems, including mapping, statistics, cultural schemata, and intelligence systems, to render geographies and social bodies legible, visible, and governable.
4-5 units, not given this year

HISTORY 341F. History of the Modern Fact
(Same as HISTORY 241F.) The early modern emergence and subsequent development and transformation of notions such as fact, evidence, experiment, demonstration, and objectivity that operate at the crux of modern science. Recent historical writing on the history of evidence, objectivity, and the modern fact.
4-5 units, not given this year

HISTORY 341G. History of the Senses
(Same as HISTORY 241G, STS 134, STS 234.) Technological, medical, philosophical, and scientific history of the five senses, drawing upon readings from antiquity to the present. How physiologists and philosophers have explained the functioning of the senses; how doctors have tampered with them both to help and to hinder; and how technologies including medical devices, scientific instruments, and tools of the arts have continually transformed the nature and experience of sensation.
4-5 units, not given this year

HISTORY 342A. What is Life? The History of a Question
(Same as HISTORY 242A, HUMNTIES 191R.) History of attempts to understand the nature of life and mind by comparing living creatures with artificial machines and material arrangements. Imitations of animal life and human thought and discussions of relations between creatures and contraptions from antiquity onward, with an eye toward providing historical depth to current attempts to simulate life and mind.

4-5 units, not given this year

HISTORY 343C. 18th-Century Colonial Science and Medicine
(Same as HISTORY 243C.) The exchange of knowledge, technologies, plants, peoples, disease, and medicines. Focus is on French, British, and Dutch interests in the West Indies; examples from elsewhere. Sources include primary and secondary texts on voyaging, colonialism, slavery, and environmental exchange.

4-5 units, Spr (Schiebinger, L)

HISTORY 343G. Tobacco and Health in World History
(Same as HISTORY 243G.)

4-5 units, Aut (Proctor, R)

HISTORY 345A. Core Colloquium: Precolonial Africa

4-5 units, not given this year

HISTORY 345B. African Encounters with Colonialism

4-5 units, Aut (Roberts, R)

HISTORY 346. The Dynamics of Change in Africa

(Same as AFRICAST 301A.) Crossdisciplinary colloquium; required for the M.A. degree in African Studies. Addresses critical issues in African Studies by exploring intersections of the organization of power, structure of the economy, and patterns of social stratification. Interpretive debates on Africa's engagement with the slave trade, impact of colonialism, decolonization, democratization and civil wars, health and society, and Africa's engagement with globalization. The process of knowledge production and its social location, and the current state of knowledge.

4-5 units, Aut (Roberts, R)

HISTORY 347. The Politics and Ethics of Modern Science and Technology

(Same as HISTORY 257, STS 221.) The WW II decision to build and use the atomic bomb. The controversy over the H-bomb. The Oppenheimer loyalty-security case and the relationship of scientist to the state. Medical experimentation on humans and pitfalls of technology. Relations among science, technology, and university.

4-5 units, not given this year

HISTORY 347E. Health and Society in Africa

(Same as HISTORY 245E.) The history of disease, therapeutic and diagnostic systems, and the definition of health in precolonial, colonial, and postcolonial Africa. The social and political histories of specific epidemics, including sleeping sickness, influenza, TB, mental illness, and AIDS. The colonial contexts of epidemics and the social consequences of disease.

4-5 units, not given this year

HISTORY 348. Islam in Africa

(Same as HISTORY 248.) Relations between African Muslims and the broader Islamic tradition over the last 1200 years. The roots of the Islamic tradition, its adoption, endogenization, and elaboration by African Muslims. The interplay of religion, politics, culture and society, and how tradition exercises influence even while being transformed. The worldviews and lives of African Muslims; how and why those worldviews and experiences changed.

4-5 units, not given this year

HISTORY 348D. Law and Colonialism in Africa

(Same as HISTORY 245G.) Law in colonial Africa provides an opportunity to examine the meanings of social, cultural, and economic change in the anthropological, legal, and historical approaches. Court cases are a new frontier for the social history of Africa. Topics: meanings of conflicts over marriage, divorce, inheritance, property, and authority.

4-5 units, not given this year

HISTORY 349. History without Documents

(Same as HISTORY 249.) Can history be written about places and times for which are no written sources, or for people in literate

societies who left no written traces? Practical training in historical methods for non-documentary sources, including oral traditions and history, archaeology, ecological sources, historical linguistics, ethnography, rituals, myths, songs, and art.

4-5 units, Spr (Hanretta, S)

HISTORY 351A. Core in American History, Part I

4-5 units, Aut (Rakove, J)

HISTORY 351B. Core in American History, Part II

4-5 units, not given this year

HISTORY 351C. Core in American History, Part III

4-5 units, Win (Campbell, J)

HISTORY 351D. Core in American History, Part IV

4-5 units, not given this year

HISTORY 351E. Core in American History, Part V

4-5 units, Spr (Camarillo, A)

HISTORY 351F. Core in American History, Part VI

4-5 units, Spr (Bernstein, B)

HISTORY 352B. History of American Law

(Same as LAW 318.) Modern history of American law, legal thought, legal institutions and the legal profession. Topics include law and regulation of corporate organizations and labor relations in the age of enterprise, law of race relations in the South and North, development of classical legalism, critiques of classical legalism, modern administrative state, organized legal profession, New Deal legal thought and legislation, legal order of the 50s, expansion of enterprise liability, civil rights movements from 1940, rights revolution of the Warren Court and Great Society.

5 units, Win (Gordon, R)

HISTORY 355. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis

(Same as HISTORY 252.) For advanced undergraduates and graduate students. Primary documents and secondary literature. Topics include: the decision to use the atomic bomb on Japan, the Korean War, and the Cuban missile crisis.

4-5 units, not given this year

HISTORY 355D. Racial Identity in the American Imagination

(Same as HISTORY 255D.) Major historical transformations shaping the understanding of racial identity and how it has been experienced, represented, and contested in American history. Topics include: racial passing and racial performance; migration, immigration, and racial identity in the urban context; the interplay between racial identity and American identity; the problems of class, gender, and sexuality in the construction of racial identity. Sources include historical and legal texts, memoirs, photography, literature, film, and music.

4-5 units, Win (Hobbs, A)

HISTORY 356. U.S.-China Relations: From the Opium War to Tiananmen

(Same as HISTORY 256.) The history of turbulent relations, military conflict, and cultural clashes between the U.S. and China, and the implications for the domestic lives of these increasingly interconnected countries. Diplomatic, political, social, cultural, and military themes from early contact to the recent past. WIM

4-5 units, Win (Chang, G)

HISTORY 358. History of Sexuality in the U.S.

(Same as HISTORY 258. Formerly 265A.) Priority to History and Feminist Studies majors; a limited number of graduate students may be admitted. Recent historical interpretations of sexual violence, emphasizing the intersections of gender and race in the construction of rape in early America and in Canada, the racialization of rape in the U.S., lynching and anti-lynching in the U.S., and feminist responses to sexual violence. Prerequisite: consent of instructor.

4-5 units, Spr (Freedman, E)

HISTORY 368E. American Foreign Policy and International History, 1941-2009

(Same as HISTORY 268E.) Major events and interpretations from WW II to the war in Iraq. Issues of race, expansionism and power; nuclear weapons; and war.

4-5 units, Spr (Bernstein, B)

HISTORY 373A. The European Expansion

(Same as HISTORY 273.) The relationship between European monarchies and their colonial domains from the 16th-18th centuries. Reasons for expansion, methods, and results. Case studies include the Spanish, Portuguese, Dutch, French, and English domains in Africa, Asia, and the Americas. Readings include primary and secondary sources.

4-5 units, not given this year

HISTORY 373B. Latin American Societies The Public and the Domestic Domain

(Same as HISTORY 273B.) How Peru, Mexico, and Brazil experience the relationships between the public institutions and symbols (such as the state, church, and the private realm of house, family, and sexuality) and emotional culture. Central aspects of Latin American culture such as honor, paternalism, and servitude, and how they were related to different forms of social stratification, ethnic conflicts, marriage, kinship, and power.

4-5 units, Spr (Staff), given once only

HISTORY 374A. Representing Revolution: The Mexican Revolution in Crossdisciplinary Perspective

(Same as HISTORY 274A.) History and historiography of the Mexican Revolution and its aftermath, from interlocking disciplinary perspectives. The relationship between race, class, gender, and state formation in 20th-century Mexico. How the revolution has been studied by historians and represented in film and photography.

4-5 units, Spr (Staff)

HISTORY 375F. Social Change in Latin America Since 1900

(Same as HISTORY 275F, LATINAM 201, LATINAM 301.) Changes in the social and demographic characteristics of Latin American populations since 1900 and the response of national governments in terms of the evolution of social welfare, health, and educational systems. Fulfills requirement for Latin American Studies honors seminar. Required core course for Latin American Studies master's students.

4-5 units, Aut (Klein, H)

HISTORY 378A. The Logic of Authoritarian Government, Ancient and Modern

(Same as POLISCI 346S.) If authoritarianism is less economically efficient than democracy, and if authoritarianism is a less stable form of political organization than democracy, then why are there more authoritarian governments than democracies? To address this paradox, focus is on theoretical and empirical literature on authoritarian governments, and related literatures on the microeconomic analysis of property rights and credible commitments.

5 units, not given this year

HISTORY 378E. Political Economy of Development

(Same as POLISCI 440B.) Required of Political Science Ph.D. students with comparative politics as a first or second concentration; others by consent of the instructor. The origins of political and economic institutions and their impact on long run outcomes for growth and democracy. Emphasis is on the analysis of causal models, hypothesis testing, and the quality of evidence.

5 units, Win (Haber, S)

HISTORY 379. Latin American Development: Economy and Society, 1800-2000

(Same as HISTORY 279.) The newly independent nations of Latin America began the 19th century with economies roughly equal to, or even ahead of, the U.S. and Canada. What explains the economic gap that developed since 1900? Why are some Latin American nations rich and others poor? Marxist, dependency, neoclassical, and institutionalist interpretive frameworks. The effects of globalization on Latin American economic growth, autonomy, and potential for social justice.

4-5 units, not given this year

HISTORY 379A. Visual and Urban Culture of Modern Latin America

(Same as HISTORY 279A.) Historical and social construction of vision and urban culture in 19th- and 20th-century Latin America. Changes in visual practice over time; the relationship between the production and consumption of images; and the shifting ways in which social relations have been structured by visual practices in

modern Latin America. Topics: the transition from colonial society to postcolonial republic; urbanization; the rise of the modern metropolis; modern ways of seeing; the building of and relationship between projects of power, accommodation, and resistance in a comparative and transnational perspective.

4-5 units, Spr (Staff)

HISTORY 381B. Modern Egypt

(Same as HISTORY 281B.) From just before the Napoleonic expedition of 1798 to the present. Topics: European imperialism, the political economy of cotton, rise of nationalism, gender and the nation, minorities, the coup of 1952, positive neutralism and the Cold War, and the neo-liberal reconstruction of Egypt.

4-5 units, Win (Beinin, J)

HISTORY 382. The United States and the Middle East since 1945

(Same as HISTORY 282.) Since the end of WW II, U.S. interests in the Middle East have traditionally been defined as access to oil at a reasonable price, trade and markets, containing the influence of the Soviet Union, and the security of Israel. Is this the full range of U.S. interests? How has the pursuit of these interests changed over time? What forces have shaped U.S. policy? What is the impact of U.S. policy on the region itself?

4-5 units, Aut (Beinin, J)

HISTORY 382A. State and Society in Modern Turkey

(Same as HISTORY 282A.) Turkey as a disputed successor to the Ottoman Empire, a buffer zone during the Cold War, an unsettled country between Europe and the Middle East, and a frequently interrupted fragile democracy. Themes: state-run developmentalism, modernization projects, social engineering, the dialectics between democracy and authoritarianism, invented national identities and histories, and secularism. Topics include transition from an empire to a nation state, political identities and ideologies, ethnic and religious conflicts, economic and social transformation, cultural formations, and foreign relations.

4-5 units, Aut (Yilmaz, H)

HISTORY 382B. Islamic Thought and Culture in the Premodern Middle East, 800-1800

(Same as HISTORY 282B.) Major intellectual and cultural currents across political, philosophical, literary, and religious traditions in social contexts from the rise of Islam to the advent of modernity. Focus is on the period when canons of Islamic thought and learning formed; Islamic diversity and universalism as sources of conflict and mediation in ideological conflicts; origins of lingering controversies and their social consequences; formation and defining features of disciplines and schools of thought; modes of production and transmission of knowledge; limits of intellectual freedom; and interaction with non-Islamic cultures.

4-5 units, Win (Yilmaz, H)

HISTORY 382C. Environmental History of the Middle East

(Same as HISTORY 282C.) What can Middle East environmental history learn from a consideration of other regions? Major problems of the field, available sources, and directions for future research. Topics include Islam and the environment, animals, environmentalism, gardens, colonialism, disease, water and irrigation, and science and technology.

4-5 units, Spr (Mikhail, A)

HISTORY 383. The New Global Economy, Oil, and Islamic Movements in the Middle East

(Same as HISTORY 283.) The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market combined with case studies of Egypt, Iraq, and Palestine.

4-5 units, Win (Beinin, J)

HISTORY 385A. Core in Jewish History, 17th-19th Centuries

4-5 units, not given this year

HISTORY 385B. Core in Jewish History, 20th Century

4-5 units, not given this year

HISTORY 387B. International Law and the Palestinian-Israeli Conflict

(Same as HISTORY 287B.) Topics include international legal recognition of the right of Jews for a state; legal implications of defining Israel as a Jewish state; Arab-Palestinians and the right of return; practices of land expropriation within 1948 Israel; norms of international law applicable in the West Bank and Gaza; the legality of Jewish settlements in the West Bank and Gaza; the status of Jerusalem after 1967; international law and the Palestinian uprisings; the separation fence; legal status of the Gaza Strip after the disengagement. Background in Israeli or international law not required.

4-5 units, Aut (Holzman-Gazit, Y), given once only

HISTORY 390. Han Chinese and the Global White: The Production of Ethnoracial Majorities, East and West

4-5 units, not given this year

HISTORY 390A. Major Topics in Modern Chinese History: Qing/Republican Transition

Continuities and discontinuities in society, economy, politics, culture, and thought during the transition from the Qing dynasty to the republic. May be repeated for credit.

4-5 units, Spr (Mullaney, T)

HISTORY 391. East Asia in the Early Buddhist Age

(Same as HISTORY 191.) Evolution of cities in imperial China through early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative examination of cases from European history.

4-5 units, not given this year

HISTORY 391A. Archaeology and Modernity in Asia: The Excavation of Ancient Civilizations in Modern Times

(Same as HISTORY 291A.) The interplay in Asia between antiquity and modernity, civilization and nation state, and national versus colonial science. The recent excavation of artifacts and places associated with Asian civilization such as the terracotta warriors in China and Angkor Wat in Cambodia. How Asian states have grappled with modernity and colonialism as they simultaneously dug up their ancient pasts.

4-5 units, not given this year

HISTORY 391B. The City in Imperial China

(Same as HISTORY 291B.) The evolution of cities in the early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative cases from European history. Readings include primary and secondary sources, and visual materials.

3-5 units, not given this year

HISTORY 391E. Maps, Borders, and Conflict in East Asia

(Same as HISTORY 291E.) The nature of borders and border conflicts in N.E. Asia from the 17th to the early 20th century. Focus is on contact zones between China, Russia, Korea, and Japan. The geopolitical imperatives that drove states to map their terrain in variable ways. Cultural, diplomatic, and imperial contexts. European pressures and contributions to E. Asian cartography; the uses of maps in surveillance, diplomacy, identity, and war. Student projects focus on a contested border zone.

4-5 units, Win (Wigen, K)

HISTORY 392. The Two Koreas

(Same as HISTORY 292.) Themes include historical and ideological origins of the division, the impact of the Japanese colonial rule, the Korean War, the ideas of key N. and S. Korean leaders, and the consolidation of the two different states after the Korean War.

4-5 units, Win (Moon, Y)

HISTORY 392B. Law and Society in Late Imperial China

(Same as HISTORY 293.) Connections between legal and social history. Ideology and practice, center and periphery, and state-society tensions and interactions. Readings introduce the work of major historians on concepts and problems in Ming-Qing history.

4-5 units, not given this year

HISTORY 392D. Japan in Asia, Asia in Japan

(Same as HISTORY 292D.) How Japan and Asia mutually shaped each other in the late 19th and 20th centuries. Focus is on Japanese imperialism in Asia and its postwar legacies. Topics include: pan-Asianism and orientalism; colonial modernization in Korea and Taiwan; collaboration and resistance; popular imperialism in Manchuria; total war and empire; comfort women and the politics of apology; the issue of resident Koreans; and economic and cultural integration of postwar Asia.

4-5 units, not given this year

HISTORY 392E. The Historical Roots of Modern East Asia

(Same as HISTORY 92A.) Focus is on China and Japan before and during their transition to modernity. The populous, urbanized, economically advanced, and culturally sophisticated Ming empire and Muromachi shogunate in the 16th century when Europeans first arrived. How the status quo had turned on its head by the early 20th century when European and American steamships dominated the Pacific, China was in social and political upheaval, and Japan had begun its march to empire.

4-5 units, not given this year

HISTORY 392F. Readings in Korean History

Topics: the characteristics of the Choson dynasty, the reform movements and rebellions in the 19th century, Korean nationalism, the debates on modernity in colonial Korea, and decolonization and the Korean War. Comparative perspective concerning how Korea's path to modernity differed from those of China and Japan.

4-5 units, Aut (Moon, Y)

HISTORY 393. Frontier Expansion and Ethnic Statecraft in the Qing Empire

The legacy of the Qing dynasty in the territorial boundaries claimed by the People's Republic of China including the frontier zones that lie outside China proper. How the Qing acquired and ruled its frontier territories. Growth and migration of the Han Chinese population. How the dynasty's Manchu rulers managed ethnic difference. Consequences of Qing expansionism and ethnic statecraft for subject peoples and for the dynasty itself. At what point and by what processes did the Qing become China.

4-5 units, not given this year

HISTORY 393A. State, Society, and Economy in Qing Dynasty China

Historical scholarship on China during the Qing period, including the gentry, civil examinations, and the debate about social mobility; merchants, cities, and the debate about civil society/public sphere; taxation, local security, and famine relief; heterodoxy, collective violence, and rebellion; and rival approaches (neo-Malthusian, neo-conservative, and neo-Marxist) to understanding the high Qing economy.

4-5 units, Aut (Sommer, M)

HISTORY 393B. Homosexuality in Historical and Comparative Perspective

(Same as HISTORY 293B.) Comparative history of homoerotic desire, relations, and identity through scholarship on different historical periods and parts of the world: the classical Mediterranean, early modern European cities, late imperial and modern China, Tokugawa and modern Japan, and the U.S.

4-5 units, Spr (Sommer, M)

HISTORY 393D. Empire and Cosmopolitanism: Traveling Ideas in Global Political Thought

(Same as HISTORY 293D.)

4-5 units, Spr (Kumar, A)

HISTORY 395F. Race and Ethnicity in East Asia

(Same as HISTORY 295F.) Historical, cultural, political and theoretical perspectives. Commonly misunderstood as an ethnically homogeneous country, the People's Republic of China is home to 55 officially recognized minority groups, many of whom inhabit the strategic border regions of the country. How similar assumptions of ethnic and racial homogeneity in Taiwan, Japan, and Korea are being reexamined by scholars in disciplines including anthropology, history, and political science.

4-5 units, Win (Mullaney, T)

HISTORY 396D. Modern Japan

Major historical problems and historiographic trends in from the Meiji period to the present. Themes include late Meiji culture and politics, the formation of imperial subjects and citizens, agrarian society and politics, gender in modern Japan, empire and modernity, total war and transwar state and society, U.S. occupation, and postwar Japan.

4-5 units, not given this year

HISTORY 396E. Contentious Identities: The Formation of Race, Ethnicity, and Nationhood in Modern Japan

(Same as HISTORY 296E.) Exclusion and assimilation of minority groups including Ainu, Burakumin, Okinawans, Koreans, and Taiwanese; how this process was related to the construction of national, racial, and ethnic self-understanding in modern Japan. Ethno-racial formation and nationalism in Japanese society.

4-5 units, Spr (Staff)

HISTORY 399A. Design and Methodology for International Field Research

(Same as HISTORY 299X.)

1 unit, Spr (Kollmann, N; Roberts, R)

HISTORY 399W. Graduate Directed Reading

1-10 units, Aut (Staff), Win (Staff), Spr (Staff), Sum (Staff)

HISTORY 401A. Spatial History: Concepts, Methods, Problems

(Same as HISTORY 201A.) Technical training in GIS, with modules taught by Stanford Spatial History Lab staff; conceptual work in the use of these techniques in spatial historical analysis. Students develop their own spatial history projects and produce beta versions of dynamic visualizations.

4-5 units, Aut (White, R; Frank, Z)

HISTORY 401B. Spatial History, Part II

Prerequisite: 401A.

4-5 units, Win (White, R; Frank, Z)

HISTORY 414A. Medieval History

4-5 units, not given this year

HISTORY 414B. Medieval History

4-5 units, not given this year

HISTORY 421A. Early Modern Russia

4-5 units, Win (Kollmann, N), Spr (Kollmann, N)

HISTORY 422A. Research Seminar on the History of the Russian Empire

4-5 units, not given this year

HISTORY 422B. Research Seminar in Imperial Russia

4-5 units, not given this year

HISTORY 424A. The Soviet Civilization

Socialist visions and practices of the organization of society and messianic politics; the Soviet understanding of mass violence, political and ethnic; and living space. Primary and secondary sources. Research paper or historiographical essay.

4-5 units, not given this year

HISTORY 424B. The Soviet Civilization

4-5 units, not given this year

HISTORY 424C. The End of Communism in Europe

Causes, course, and consequences.

4-5 units, Spr (Weimer, A)

HISTORY 430. Graduate Research Seminar: Early Modern Europe, 1400-1800

Prerequisite: 332D or 332H.

4-5 units, Spr (Findlen, P)

HISTORY 433A. European History

4-5 units, Aut (Sheehan, J)

HISTORY 433B. European History

4-5 units, Win (Sheehan, J)

HISTORY 438. European History Workshop

All European history graduate students in residence register for this workshop, at which dissertation chapters and prospectuses, papers, and grant proposals by students and faculty are read and discussed.

1 unit, Spr (Robinson, P)

HISTORY 439A. Graduate Research Seminar: Modern Britain and the British Empire

4-5 units, not given this year

HISTORY 439B. Graduate Research Seminar: Modern Britain and the British Empire II

4-5 units, not given this year

HISTORY 443A. Human Origins: History, Evidence, and Controversy

(Same as HISTORY 243S.) Research seminar. Debates and controversies include: theories of human origins; interpretations of fossils, early art, and the oldest tools; the origin and fate of the Neanderthals; evolutionary themes in literature and film; visual rhetoric and cliché in anthropological dioramas and phyletic diagrams; the significance of hunting, gathering, and grandmothering; climatological theories and neocatastrophic geologies; molecular anthropology; the impact of racial theories on human origins discourse. Background in human evolution not required.

4-5 units, not given this year

HISTORY 444C. The History of the Body in Science, Medicine, and Culture

(Same as HISTORY 244C.) The human body as a natural and cultural object, historicized. The crosscultural history of the body from the 18th century to the present. Topics include: sciences of sex and race; medical discovery of particular body parts; human experimentation, foot binding, veiling, and other bodily coverings; thinness and obesity; notions of the body politic.

4-5 units, not given this year

HISTORY 445A. Research Seminar in African History

Primary sources such as government records and missionary archives. Students present work in progress. Prerequisite: consent of instructor.

4-5 units, not given this year

HISTORY 445B. Research Seminar in African History

Primary sources such as government records and missionary archives. Students present work in progress. Prerequisite: consent of instructor.

4-5 units, not given this year

HISTORY 446A. Research Seminar: African Nationalism and Beyond

(Same as HISTORY 246S.) African intellectual, political, social and cultural institutions confronting issues of sovereignty, authority, heterarchy, and power during the 19th and 20th centuries.

4-5 units, not given this year

HISTORY 446B. Research Seminar: African Nationalism and Beyond

Prerequisite: 446A and consent of instructor.

4-5 units, not given this year

HISTORY 448A. African Societies and Colonial States

(Same as HISTORY 248S.) The encounter between African societies and European colonialism in the colony or region of their choice. Approaches to the colonial state; tours of primary source collections in the Hoover Institution and Green Libraries. Students present original research findings and may continue research for a second quarter.

4-5 units, Win (Roberts, R)

HISTORY 448B. African Societies and Colonial States

4-5 units, Spr (Roberts, R)

HISTORY 461A. U.S. Women's Family and Sexual History

Research, design, research methods, and historical writing on topics in the history of women, the family, or sexuality in the U.S. Prepares graduate students for dissertation work. Workshop model involves exchanging preliminary prospectus, outline, writing sample, and draft for peer responses. Article-length original paper based on primary sources, to be completed by the end of Spring Quarter.

4-5 units, Win (Freedman, E)

HISTORY 461B. U.S. Women's Family and Sexual History, Part II

Prerequisite: 461A.

4-5 units, Spr (Freedman, E)

HISTORY 470A. Research Seminar in Latin American Social History

How to use primary sources such as government records, estate inventories, and parish records for social history. 470A: methodological readings in social history and the development of a research project. 470B: research and writing of a seminar paper. Prerequisite: consent of instructor.

4-5 units, not given this year

HISTORY 470B. Research Seminar in Latin American Social History II

How to use primary sources such as government records, estate inventories, and parish records for social history. 470A: methodological readings in social history and the development of a research project. 470B: research and writing of a seminar paper. Prerequisite: consent of instructor.

4-5 units, not given this year

HISTORY 486A. Graduate Research Seminar in Jewish History

4-5 units, not given this year

HISTORY 486B. Graduate Research Seminar in Jewish History

4-5 units, not given this year

HISTORY 492. Society in Ancient and Medieval China

Proseminar on conducting research in ancient or medieval China. Focus is on the theme of the emotions of the period. Sources include theoretical and comparative materials in secondary literature and primary sources. Students present research paper to class.

5 units, not given this year

HISTORY 495A. Qing Legal Documents

How to use Qing legal documents for research. Winter: sample documents that introduce the main genres including: the Qing code and commentaries; magistrates' handbooks and published case collections; and case records from Chinese archives. Spring: class meets occasionally; students complete research papers. Prerequisite: advanced reading ability in Chinese.

4-5 units, not given this year

HISTORY 497A. Maps and Gazetteers as Sources for East Asian History

For graduate students of early modern or modern East Asia. Includes weekend workshop on Chinese historical GIS with Harvard's Peter Bol. Students work with the Stanford Spatial History Lab to develop analytical techniques. Prerequisite: background in GIS.

4-5 units, Win (Wigen, K)

HISTORY 497B. Maps and Gazetteers as Sources for East Asian History, Part 2

Prerequisite: HISTORY 497A.

4-5 units, Spr (Wigen, K)

HISTORY 499X. Graduate Research

Units by arrangement. May be repeated for credit.

1-10 units, Aut (Staff), Win (Staff), Spr (Staff), Sum (Staff)

OVERSEAS STUDIES COURSES IN HISTORY

For course descriptions and additional offerings, see the respective "Overseas Studies" courses section of this bulletin or <http://bossp.stanford.edu>. Students should consult their program's student services office for applicability of Overseas Studies courses to a major or minor program.

BERLIN HISTORY COURSES**OSPBER 70. The Long Way to the West: German History from the 18th Century to the Present**

5 units, Spr (Jander, M)

FLORENCE HISTORY COURSES**OSPFLOR 33. The Americanization of Italy**

4 units, Spr (Scarpellini, E)

OSPFLOR 49. The Cinema Goes to War: Fascism and World War II as Represented in Italian and European Cinema

5 units, Win (Campani, E)

OSPFLOR 106V. Italy: From Agrarian to Postindustrial Society

4 units, Aut (Mammarella, G)

MADRID HISTORY COURSES**OSPMADR 25. European Legal History**

5 units, Aut (Herzog, T)

OSPMADR 26. Issues in European Law

4 units, Aut (Herzog, T)

OSPMADR 34. Modern Spain

5 units, Win (Herzog, T)

OSPMADR 35. Issues in Spanish History

4 units, Win (Herzog, T)

OSPMADR 67. Women in Spain: From Tradition to Postmodernity

5 units, Spr (Botella Ordinas, E)

MOSCOW HISTORY COURSES**OSPMOSC 75. Soviet and Post-Soviet Leaders**

5 units, Aut (Weiner, A)

OSPMOSC 76. Soviet History in Present-Day Russian Media

3 units, Aut (Weiner, A)

OXFORD HISTORY COURSES**OSPOXFRD 15. British Architecture and the Renaissance: 1500-1850**

4-5 units, Aut (Tyack, G)

OSPOXFRD 66. Oxford: The Culture of the City

3 units, Aut (Chance, H), Win (Chance, H)

OSPOXFRD 70. The History of London

5 units, Spr (Tyack, G)

OSPOXFRD 221Y. Art and Society in Britain

4-5 units, Win (Tyack, G)

PARIS HISTORY COURSES**OSPPARIS 81. France During the Second World War: Between History and Memory**

5 units, Win (Virgili, F)

SANTIAGO HISTORY COURSES**OSPSANTG 62. Topics in Chilean History**

4-5 units, Win (Jaksic, I)

OSPSANTG 68. The Emergence of Nations in Latin America

4-5 units, Aut (Jaksic, I), Spr (Jaksic, I)