

DEPARTMENT OF HISTORY
Undergraduate History Majors Handbook, 2008-2009

This handbook introduces the History Undergraduate Major, explaining how to declare the major and detailing requirements, advising, the Honors Program, activities, opportunities, and faculty profiles.

There are five options for completing the History major: through the General History pathway or through one of the four interdisciplinary pathways, *History, Literature, and the Arts, History of Science and Medicine, Public History/Public Service, and History and the Law*. All five pathways may be completed in conjunction with the Honors Program in History.

History teaches the knowledge and skills necessary to understand how the present emerges from the past. It is both an empirical and a creative discipline, founded in the investigation, collection and evaluation of evidence. Our faculty members teach their students to identify and examine sources and to convert their findings into a persuasive analysis. Graduates with a History major pursue graduate study and careers in law, public service, business, medicine, writing and education.

Welcome to the History Department community!

September 2008

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DECLARING A HISTORY MAJOR

Students wishing to major in History must first complete two History lecture courses (History 1-199). Winter/Spring IHUM History offerings are allowed.

A list of 2008-2009 courses fulfilling this requirement appears below.

The first step in becoming a History major is finding a Faculty Advisor. The best way to find an advisor is simply to take a variety of History courses, drop in during faculty office hours (posted in the History Department Office and on the Web), and introduce yourself as a prospective History major. Faculty are happy to suggest coursework and to offer counsel.

Next, complete a Declaration Form and have your advisor sign it.

Then submit your Declaration Form to the Undergraduate Student Services Officer in the History Department.

Finally, declare your History major over AXESS. Only students who have submitted a signed History Declaration Form will be approved on AXESS as History majors. This restriction ensures that all History majors have advisors.

A Note On Timing: Students usually declare in the freshman, sophomore, or early junior year. History majors are required to be declared **six quarters** prior to graduation; students declaring later than the Fall of their junior year need to submit a special petition (available from the Undergraduate Student Services Officer), accompanied by a plan for completing the major.

COURSES FULFILLING PRE-REQUISITE REQUIREMENTS (2 courses):

IHUM 4A,B. Mass Violence from Crusades to Genocides
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 137. The Holocaust
History 137A. Europe, 1945-2002
History 138A. Germany and the World Wars, 1870-1990

COURSES FULFILLING PRE-REQUISITE REQUIREMENTS (2 courses):

(continued from previous page)

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

SOURCES OF INFORMATION

The History Department Website at <http://history.stanford.edu> contains information on department programs and personnel. The Advising Zone on the Website offers up-to-date course listings, syllabi, course abstracts, faculty profiles, and faculty office hours.

The Undergraduate Student Services Officer in the History Department main office (room 113, Lane History Corner) is **Margo Richardson**. She maintains records for all History majors and is available for drop-in advising.

Faculty Advisors. Students are encouraged to meet regularly (at least once a quarter) with their faculty advisor. Continuity of academic advice is particularly advantageous to students who plan to apply to graduate school, enroll in a special or co-terminal program, write a senior honors thesis, or attend an overseas campus.

History Faculty Members. Office hours are listed in the department office and outside individual offices. Students can also meet with faculty by appointment.

The Director of Undergraduate Studies, Professor Jessica Riskin, reviews students' petitions and coordinates various undergraduate activities.

The Honors Program Director for the 2008-09 academic year is Professor Matt Sommer.

Bulletin Boards. In the inner lobby of the Department Office are postings about the undergraduate History curriculum and faculty (offices and phone numbers, office hours, sections numbers, and areas of scholarly interest). The bulletin boards in the hallways and rooms of History Corner display notices of relevant courses and seminars offered in other departments, information on summer programs, graduate school, the GRE, and fellowship information.

THE BACHELOR OF ARTS IN HISTORY

Five pathways lead to the A.B. in History at Stanford. The “**General Major**” and four “**Majors with Interdisciplinary Emphasis**” (a.k.a. “**History Interdisciplinary Programs**”).

The **General Major** emphasizes breadth of study among historical fields as well as depth of concentration in one selected area. To satisfy breadth, the department has designated four fields, three defined geographically and one chronologically, as follows: **Field I** (Africa, Asia, and Middle East); **Field II** (the Americas); and **Field III** (Europe, including Western Europe, Eastern Europe, and Russia), and **Field IV** (before 1700). To satisfy depth, the department has designated the **following geographical areas of concentration**: Africa, Asia, the Middle East, Eastern Europe and Russia, Europe before 1700, Europe since 1700, Latin America, and the United States. **Thematic concentrations are**: Comparative Empires and Cultures, International History, Science & Technology, Environmental History, War & Revolution, Jewish History, Family History, Labor History, Gender, and Popular Culture/High Culture. Thematic concentrations require departmental approval.

The four **Majors with Interdisciplinary Emphasis** (a.k.a. **History Interdisciplinary Programs**) combine the study of history with methods and approaches of other disciplines and require courses outside of History.

All five pathways may be completed in conjunction with the Honors Program in History.

All pathways to the History A.B. require that students complete a minimum of 13 courses in History with a minimum 63 unit total. All courses must be taken for 3 or more units and for a letter grade, and students must maintain a GPA of “C” or higher in History courses. The 13 courses must include the following:

- *at least 9 taught within the Stanford History Department* (transfer students and those who do study abroad may be granted exemptions from this rule at the discretion of the Director of Undergraduate Studies)
- *2 lecture courses* of which one must be a Europe or US survey course and the other must be in African, Asian, Middle East or Latin American history. Students may count the courses they took as prerequisites to the major toward this requirement. (See list under “Prerequisites to the History major”.)
- *2 undergraduate colloquia* in History
(History courses numbered 200-298 fulfill this requirement).
- *1 Sources and Methods Seminar* in History.
(History courses numbered 1S through 99S fulfill this requirement.)
- *1 Research Seminar for Majors*, to be taken in junior or senior year and after the Sources and Methods course is completed, in which students write their research essays or begin work on their honors theses. (Fulfills Writing-in-the-Major requirement.)

One Directed Writing and Research (299S) taken for 3-5 units and for a letter grade may be applied toward the 13 courses and be granted appropriate credit towards

field requirements. History 299S does not qualify as a “small group” course, however.

The Junior Honors Colloquium (History 299H) may not be counted toward the 13-course requirement in History because it is a 1-unit, CR/NC course. The course is required of students planning to write an Honors thesis in the senior year. Senior Research units (299 A, B, and C), which students take in connection with the Honors project, apply **only** to the Honors program and **do not count** toward the 13-course requirement.

Certain Area One courses (“Ancient Empires,” “Worlds of Islam,” “World History of Science,” “Mass Violence from the Crusades to Genocide”, and “Origins of the World: Europe and Latin America”) are applicable toward the General major. “Mass Violence” counts as one course toward the Field IV pre-1700 requirement, one course in Field III and the Europe before 1700 concentration; the second quarter is applicable to Field III and the Europe since 1700. “Ancient Empires” counts as 2 courses in Field III and IV (pre-1700). “Worlds of Islam” counts as two courses in Field I, and one quarter of the two-quarter sequence can be counted for Field IV. “World History of Science” counts as one Field IV and one Field III. “Origins of the World” counts as one Field III and IV (first quarter) and one Field II (second quarter).

These Area One courses can be applied toward a History Interdisciplinary Program only insofar as their content is specifically appropriate to the student’s geographic cluster.

Since Stanford Introductory Dialogues and residence-based courses are 1- and 2-unit courses, they may not be used toward the major.

Advanced Placement units do not count toward any major requirements.

Transfer Courses may apply to the History major upon petition. Once a history course completed elsewhere has been granted “units towards graduation” by the Transfer Credit Evaluation Office of the University Registrar, a History major may then petition to have it count towards his/her History degree. Outside Coursework Petitions (available in the History Office) are reviewed regularly by the Director of Undergraduate Studies. Petitions to transfer coursework need to be accompanied by **syllabi** from the courses under review as well as copies of any papers written.

How to Complete History’s Writing-in-the-Major Requirement

Research Seminar for Majors (WIM requirement):

All majors must, during their junior or senior year, enroll in a Research Seminar for Majors and 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 should 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. This research essay or honors thesis will fulfill the department's Writing-in-the-Major (WIM) requirement.

History 209S. Research Seminar for Majors (offered in Spring, 2009)

Capstone:

The department organizes a series of lunchtime workshops in May at which students present their research essays and honors theses.

THE GENERAL HISTORY MAJOR

Choosing the General History Major allows students to complete coursework in both a broad range of study and a particular subject area. The General Major requires at least 13 courses and 63 units of coursework in History, satisfying the following requirements.

Breadth: geographical and chronological (six to eight courses) – Majors must take at least **two** courses 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) – and in the chronologically defined **Field IV** (before 1700). Any given course may be counted for both Fields I-III and the Field IV pre-modern period.

Concentration (four courses) – Students must complete **four** courses (including one colloquium or research seminar) in a single area. The proposed concentration must be approved by the major advisor; a proposal for a thematic concentration must have the approval of both the advisor and the department's Director of Undergraduate Studies.

Areas of concentration are: Africa, Asia, Eastern Europe and Russia, Comparative Empires and Cultures (see description below), Europe before 1700, Europe since 1700, International History (see description below) Jewish History, Latin America, Science and Technology, the United States, the Middle East; or a thematic subject treated comparatively, such as war and revolution, work, gender, family history, popular culture/high culture, and so on. A thematic concentration must receive departmental approval.

Any given course may be counted for both Fields I-IV and the concentration. Please see the Undergraduate Student Services Officer for information on the current course offerings and which area(s) they fulfill.

EMPIRES & CULTURES CONCENTRATION

The concentration in Comparative Empires and Cultures for the General Major represents a way of studying history that crosses traditionally conceived national boundaries and illuminates the shifting nature of those boundaries when viewed in global, historical perspective. Both empire and culture provide windows through which transnational histories and processes of change and exchange can be viewed. Empires and Cultures, then, explores the political, economic, and cultural processes through which one people can come to encounter, conquer, and dominate others, as well as the processes through which such domination has historically been resisted, weakened, and/or undone. Its purview includes:

- formal imperial rule – the Roman, Aztec, Asante, Chinese, Ottoman, Venetian, Islamic, Byzantine, Spanish, Portuguese, Russian, German, British, French, and United States empires;
- transitions from imperial formations to other political forms, including, but not limited to, the nation state;
- informal modes of domination, cultural manifestations of empire, and various forms of neo-colonial and post-colonial practices.

For a list of courses approved for the Comparative Empires & Cultures concentration, contact the Undergraduate Student Services Officer in the History Department.

INTERNATIONAL HISTORY CONCENTRATION

The concentration in International History for the General Major seeks to foster an understanding of the past, present, and future of world affairs through historical studies.

International History focuses on the history of international relations or diplomatic history, as they are traditionally understood: that is, the history of the relations between nations. The history of wars and of peacemaking; the history of the Cold War and Cold War Crises; and the history of alliances and their breakup fit under this rubric. International organizations and international movements for arms control, human rights, and international environmental and gender concerns similarly make up an important aspect of this course of study. NGOs and multilateral state organizations (NATO, EU, OPEC, Group of 7, etc.) – all significant actors in the international arena, large and small – also need to be studied in their historical contexts.

International History encompasses a wide variety of international experiences that go beyond the strict boundaries of formal relations between states. The contact, interaction and conflict between cultures is important to International History, as are such transnational historical phenomena as imperialism, colonialism, racism, and anti-colonialism. In this connection, in particular, International History overlaps with the History concentration in Comparative Empires and Cultures. Transnational ideological movements – communism, fascism, and nationalism (both religious and ethnic) are also the subjects of International History.

The International History concentration seeks to examine the ways in which nations, peoples, and cultures have dealt with each other in the distant and recent past. International society is as much the subject of inquiry as the relations between states. By placing “globalization” in historical context, the concentration asks questions about its meaning in the past and present. Students will be encouraged to analyze the functioning of the International System in the present and the past.

Introductory Courses

Participating students are required to take History 102: International System. (formerly History 102A). This course will not be offered in 2008-09.

Students are urged to take one or more of the other introductory lecture courses: History 70 (Culture, Politics & Society in Latin America) ; History 92A (Historical Roots of Modern East Asia); History 110 A,B,C (Europe survey).

Applicable Courses

To inquire about which courses are applicable to the International History concentration, please contact the Undergraduate Student Services Officer in the History Department.

2008-2009 Course* that fulfill Fields I, II, III, and IV:

*All courses are subject to change without notice.

Courses fulfilling 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 182. Medieval Islamic History, 600-1500
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 Tienanmen
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 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 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 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
History 291D. Traitors and Collaborators in Colonial History

Courses fulfilling Field II (The Americas):

Econ 116. American Economic History
Econ 226. U.S. Economic History
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 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
 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

Courses fulfilling Field III (Western and Eastern Europe, Russian, Eurasia):

Econ 115. European Economic History
 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 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 218A. Muslim Minorities in History
 History 221B. The Woman Question in Modern Russia
 History 223. Art and Ideas in Imperial Russia
 History 225A. The End of Communism in Europe
 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
 IHUM 4A,B. Mass Violence from Crusades to Genocides
 IHUM 11A. Origins of the World: Europe and Latin America

Courses fulfilling Field IV (pre-1700):

ClassGen 22N: Technologies of Civilization: Writing, Numbers, and Money
 ClassGen 66: Herodotus
 ClassHis 60. The Romans
 ClassHis 101. The Greeks
 ClassHis 105. History and Culture of Ancient Egypt

ClassHis 137. Models of Democracy
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 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 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
IHUM 4A. Mass Violence from Crusades to Genocides
IHUM 6A. World History of Science
IHUM 11A. Origins of the World: Europe and Latin America

HISTORY INTERDISCIPLINARY PROGRAMS

History, Literature, and the Arts
History, Science and Medicine
History and the Law
Public History and Public Service

The four History Interdisciplinary Programs (HIPs) include substantial coursework outside of the History Department. They are designed for students whose interests range across different areas and for those who want to study subjects in the arts, literature and the sciences from a historical perspective. Students in History Interdisciplinary Programs must work closely with their faculty advisors to design a study plan that both fulfills all of the requirements for an A.B. in History and also includes the coursework described below. Students must also get formal approval of their study plans in advance from their faculty advisors.

Gateway Course – This course introduces students to their chosen area. (Note: There is no gateway course for the History and the Law track. Instead, students take an additional methodology course.)

Methodological Cluster - This cluster acquaints students with the methods that historians employ, and especially, with how historians draw upon other disciplines for important tools of research and modes of analysis. Students must get approval in advance from their advisors for the three courses they choose to satisfy this requirement. (Note: Public History and Public Service has a 2-course methodology requirement plus a Public Service/Service-learning Internship requirement.)

Geographic Cluster - Students select a geographic region and complete four courses in that area. Examples of geographic clusters are Africa, Asia, the Middle East, Eastern Europe and Russia, Britain, Continental Europe, Latin America, or North America.

Interdisciplinary Cluster - These courses, taken *outside* the department, introduce students to the methods and approaches of another discipline appropriate for the interdisciplinary study of history. Students must get approval in advance from their advisors for the four courses they choose to satisfy this requirement. *Courses in the Interdisciplinary Cluster do not fulfill any of the other requirements for a History major.*

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, LITERATURE, AND THE ARTS

Faculty Coordinator: Carolyn Lougee Chappell

The History, Literature, and the Arts major is designed for the student who wishes to complement his or her work in history with study in the arts or

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. HLA 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 literature in history. **This course will be offered in Autumn quarter, 2008.** (Note: History 239E. History, Literature and the Arts in Britain, formerly the gateway course for HLA, may also be used to fulfill the Gateway requirement.)

Methodological Cluster – This 3-course cluster teaches students how historians, in particular, analyze literary texts and other forms of cultural production and use them as documentary sources. For 2008-2009, the following courses are approved for the Methodology cluster.

AmStud 114N. Visions of the 1960s
AmStud 160. Perspectives on American Identity
AmStud 203A. Children in American History
AmStud214. The American 1960s: Thought, Protest, and Culture
ClassGen 66. Herodotus
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 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
OSPOXFRC 15. British Architecture and the Renaissance, 1500-1850

Students may petition to use other courses for the HLA Methodology Cluster, if appropriate.

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

Interdisciplinary Cluster—These four courses, taken outside the Department of History, must address the literature, broadly defined, of the area chosen for the geographic concentration.

Research Seminar for Majors: History 209S (Fulfills Writing-in-the-Major Requirement)

General Requirements: Students must complete a Sources & Methods seminar, two 200-level courses, and one other small group class from amongst the 8 history courses. In addition, the writing-in-the-major (WIM) requirement must be completed.

Major Proposals must be approved in advance by one's faculty advisor. Substitutions must also be approved by the advisor.

HISTORY, SCIENCE AND MEDICINE

Faculty Coordinator: Jessica Riskin

The History, Science and Medicine major is a collaboration of the Department of History with the Program in the History and Philosophy of Science. The major is designed for the science student who wishes to complement his or her work in science with a History major that focuses explicitly on science; for students in the humanities and social sciences whose interest in science is primarily historical and contextual; and for students contemplating medical school who are interested in a History major that allows them to study the history of medicine, biology, and allied sciences in conjunction with fulfilling the pre-med science requirements that give them a general grounding in science.

Gateway Course—**History 140A (formerly History 232F): The Scientific Revolution** will be the designated gateway course for the History, Science and Medicine track in 2008-09, and will be offered in **autumn quarter**.

Methodological Cluster—Three additional History courses focusing on the history of science, technology, and medicine. Approved for 2008-2009 are:

ClassGen 22. Technologies of Civilization: Writing, Numbers, and Money
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

Geographic Cluster—Four courses in a given geographic area (for example, North America, Latin America, Europe, Asia, or Africa). Students can use courses in the history of science, technology, and medicine with a geographic focus to fulfill this requirement but cannot double-count these for the methodological cluster.

Interdisciplinary Cluster—Four courses in scientific disciplines and/or in philosophy of science, anthropology of science or sociology of science. The faculty coordinator must pre-approve all courses in this cluster.

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 AND THE LAW

Faculty Coordinator: Jack Rakove

The History and Law (HL) interdisciplinary history major is designed for students who wish to explore the intersections between historical and legal studies. The HL curriculum will focus on the role of legal institutions, policies, and structures in various societies.

Gateway Course: There is no Gateway course for this HIP. Instead, students take an extra course in the Methodological Cluster.

Methodological Cluster: Students will 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. *Please note:* the Methodological Cluster for this HIP contains one extra course since there is no Gateway course.

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

IHUM 4A. Mass Violence from Crusades to Genocides

OSPMADRD26. Issues in European Law

Geographical Cluster: Students will select four History courses in one geographic area. Examples include: United States, Europe, Latin America, Asia, Middle East, or Africa.

Interdisciplinary Cluster: Students will select four courses from outside the History Department including courses offered in the School of Law and the School of Education. The faculty coordinator must pre-approve all courses in this cluster.

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.

Research Seminar for Majors: History 209S (Fulfills Writing-in-the-Major Requirement)

General Requirements: Students must enroll in one Sources and Methods course and at least two 200-level small group courses while completing the three Core Courses and the five-course Geographical Cluster. The Writing in the Major (WIM) requirement must be completed in a History Department WIM-designated course.

PUBLIC HISTORY/PUBLIC SERVICE

Faculty Coordinator: Albert Camarillo

The Public History/Public Service interdisciplinary history track is designed for students interested in applying historical studies in public settings such as museums and heritage sites, national and state parks, public agencies and private foundations, and in public service settings in nonprofit organizations, public agencies, and educational institutions.

Gateway Course—provides a broad exposure to students about the types of public history practiced in various venues (e.g., museums, historical sites, parks, non-profit organizations including local historical societies). It will be offered in autumn quarter, 2008.

History 201. Introduction to Public History in the U.S., Nineteenth Century to the Present

Methodological Cluster—Students must enroll in one Sources and Methods course (History 1S-99S), and one additional 200-level small group course, other than the Gateway and Research Seminar for Majors.

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

Interdisciplinary Cluster—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 (available in the History Department office). The faculty coordinator must pre-approve all courses in this cluster.

Public Service/Service-learning Internship—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 (lists are available in the History Department office). 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 must either complete an additional history course, or enroll in 3 units of History 299S with the faculty coordinator and write a 20-page research paper on the internship work. This paper is in addition to that required in 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 (WIM requirement).

TYPES OF UNDERGRADUATE HISTORY COURSES

Stanford Introductory Seminars in History (1N-99N; 1Q-99Q)

These seminars are designed primarily for students at the freshman and sophomore levels. Those taught by History faculty members may be applied towards the 4-course small group course requirement for the History major and towards subject-area designations (Field, Concentration, and Cluster).

Sources and Methods Seminars (1S-99S)

These seminars are designed to introduce students to the interpretation of primary sources, including archival manuscripts and published texts of all kinds: newspapers and journals, memoirs and diaries, government documents, court cases, quantitative data. These seminars also acquaint students with historians' interpretations of primary sources through an examination of secondary literature. (These courses are usually taught by advanced graduate students.)

Introductory Lecture Courses (1-99)

These courses address issues of broad interest. They have no prerequisites and assume no prior knowledge.

Lecture Courses (100-199)

These courses are more specialized than the introductory lecture courses and more narrowly focused upon a given historical period and/or thematic topic.

Colloquia (200-299)

These are small-group, conversation-oriented classes. As such, they focus upon the discussion of historical themes and problems. It is therefore helpful to have a general background in history before enrolling in these courses, for example, to have taken some lecture courses in relevant areas

Research Seminars (200S-299S)

Research seminars train students to sustain a primary research project and to present their research findings in a substantial paper.

Individual Study Courses (299S and 299W)

299S: Undergraduate Directed Research and Writing (1-5 units)

299W: Undergraduate Directed Writing (1-5 units)

Junior Honors Colloquium (299H)

For juniors who plan to write a History Honors thesis during their senior year. The course is taken in winter quarter of the junior year.

COURSE NUMBERING BY SUBJECT MATTER

The History Department completely re-numbered its course offerings, effective for the 2005-2006 academic year. Students should take care not to enroll in the same course(s) they've already taken under different (former) course numbers (to avoid generating the "RP" - repeated course - notation on the transcript). If in doubt, contact the Undergraduate Student Services Officer.

Undergraduate courses are listed in the following subsection order in the Course Bulletin:

International, Global, Thematic & Methodology (100-109, 200-209)

Europe Survey (110A, B, C)

Ancient & Medieval Europe (111-119, 211-219)

Eastern Europe, Russia, & Eurasia (120-129, 220-229)

Early Modern & Modern Europe (130-139, 230-239)

History of Science & Technology (140-144, 240-244)

Africa (145-149, 245-249)

United States Survey (150A, B, C)

United States (151-169, 251-269)

Latin America (170-179, 270-279)

Middle East (180-184, 280-284)

Jewish History (185-189, 285-289)

Asia (190-198, 290-298)

Individual Work (299 + suffix)

Junior Honors Colloquium: History 299H

KEY: Suffixes A,B, or A,B,C or A,B,C,D indicate a course sequence. Such courses are designed to fit together. However, unless otherwise stated, A courses are not prerequisites to B courses, and so on; and students need not take the entire sequence. Other letter suffixes (and numbers without suffixes) denote stand-alone courses.

Recommended entry points to historical study are:

History 110A, B, C - Europe Survey
History 150A, B, C - U.S. Survey

THE HISTORY MINOR

The department's program for the undergraduate minor in History requires the following:

- Registration in the Department of History by Autumn Quarter of the senior year.
- Declaration of the minor on AXESS.
- Completion of at least six courses in History. All courses must be taken for at least 3 units, and all must be taken for a letter grade.
- Up to three courses from other institutions may transfer to the minor. These require departmental approval.
- Of the six History courses required, a minimum of three must be taken from members of the History department faculty. Advanced placement credits may not be used to fulfill any departmental requirements.
- Completion of two small group courses. Small group courses include any of the following four categories:
 - Sources and Methods seminars (1S-99S)
 - Stanford Introductory Seminars taught by History faculty (1N-99N; 1Q-99Q)
 - 200-level undergraduate colloquia (200-298)
 - History research seminar (201S-298S).
- A concentration of at least three courses within one of the following: Africa, Asia, Eastern Europe and Russia, Empires and Cultures, Europe before 1700, Europe since 1700, Jewish history, Latin America, science and technology, the United States, the Middle East; or a thematic subject treated comparatively, such as war and revolution, work, gender, family history, popular culture/high culture. Thematic concentrations require departmental approval.
- One course from History's Area One sequences ("Ancient Empires," "Worlds of Islam," "Mass Violence from Crusades to Genocide," "World History of Science," and "Origins of the World: Europe and Latin America") counts toward the six-course requirement, but not for the three-course concentration.

Note: Individual Study Courses (299S and 299W) or tutorials may not be used to fulfill the history minor requirements.

ADVANCED PROGRAMS

The Honors Program in History

For a limited number of undergraduate majors, the department offers a special program leading to Honors in History. Both the General History Major and the Interdisciplinary Major may be completed with Honors, and the thesis may be written on any approved topic – it needn't relate to a student's particular concentration or course clusters. Students accepted for this program will complete an honors essay, on which work will normally begin in winter quarter of the junior year (beginning with the History 299H/Honors Colloquium) and be completed by mid-May of the senior year. Eleven to fifteen units of honors work will be distributed as best fits the student's program. These Senior Research units (299A,B,C) are taken *in addition* to the 13 required courses in History. In February of the senior year, students give an oral presentation, during which they present their work in progress to a small group including their advisor, secondary reader, and a peer reader. On Honors Day in late May, Honors students share their research findings in a public presentation to which faculty and students are invited.

In considering an applicant for such a project, the advisor and director of the honors program take into account general preparation in the field of the project and expect a minimum GPA of 3.3 (B+) in the student's previous work in history and in the University. The student must be accepted by a member of the department who will agree to advise him or her on the essay, and must enroll in the winter quarter honors colloquium. An exception to the latter requirement may be made for those going overseas winter quarter of their junior year, but such prospective honors students must consult the Director of the Honors Program prior to going overseas. (Under exceptional circumstances, students may petition for admission to the program in the autumn quarter of their senior year if they find a member of the faculty willing to advise them and obtain the permission of the Director of Honors.) Students are required to submit the Honors Registration form at the History Office and are expected to attend Honors Program events (writing workshops, etc.).

History 299H. Junior Honors Colloquium does not count towards the 13-course, 63-unit minimum requirements because it is a 1-unit, CR/NC course.

Students completing the thesis with a grade of B+ or higher are eligible for graduation "with Departmental Honors," which is indicated on the student's transcript and diploma.

Students may not be simultaneously enrolled in the Honors Program and the Co-terminal BA/MA program.

James Birdsall Weter Prizes and Golden Medals are awarded each year for outstanding Honors essays. The Weter Prize is awarded by the History Department, and Golden Medals are given by the School of Humanities and Sciences. Presentations are made at the diploma ceremony in mid-June.

Honors Funding

Funding is available for thesis research and writing. Undergraduate Research Opportunities (URO) makes funding available through quarterly Small Grants and annual Golden Grants. Contact URO for details and deadlines. A student may wish to apply for History Department Brand Funds, which reimburse small expenses such as photocopying, microfilming of data, computer time, and possibly travel expenses. Brand Fund applications are available from the Undergraduate Assistant and are due in late May.

Fischer grants are available to Honors Program students to fund return trips to archives, etc. during either winter break or spring break for the purpose of finishing honors thesis work. The application process is described in the Honors Handbook. Fischer grants may not be used to fund initial research.

Summer Honors College

The Summer Honors College is a unique opportunity for a select number of honors students from all over the university to begin serious work on their theses prior to the start of the autumn quarter. The number of History honors participants has steadily increased since the program's inception. Activities of the Honors College include sessions with reference librarians, writing workshops, individual conferences with history faculty, and presentations of work in progress. Participants will also have the chance to interact with honors students from other disciplines, allowing for an exchange of ideas and thesis research strategies.

Multiple Majors and Double Degrees

Although most students declare only one major, a student may formally declare more than one major within a single Bachelor's degree program (A.B., B.S., or B.A.S.). The student may do this either at the time of initial major declaration or by amending the original declaration. Note that courses may not be "double-counted" – that is, one course cannot be counted toward degree requirements in both majors; coursework must be distinct for each major.

For more complete information on multiple majors and dual degrees, please refer to the *Stanford Bulletin*.

Co-Terminal A.B. - A.M. Program in History

Admission

Each year the department admits a limited number of undergraduates to its program leading to a co-terminal A.B. - A.M. degree in History. The application deadline will be December 9, 2008 for co-terming in the 2009-2010 academic year.

Some students apply in their junior year and complete their M.A. studies in their fourth year at Stanford; others apply in the senior year, planning their M.A. coursework for their fifth year at Stanford. It is advisable for senior-status applicants to track closely their completed units toward graduation. As soon as a co-term student reaches 180 units, s/he will be registered immediately with graduate status. Accordingly, such students will no longer have the option to "stop out" or to apply for PSO (Permit for Services Only) registration – both are options restricted to undergraduates. Achieving graduate status may have other consequences, depending upon each student's unique situation. For this reason, seniors at the time of application are advised to meet with the Registrar in order to plan wisely.

Applicants must meet the same general standards as those seeking admission to the M.A. program: they must take the GRE exam, specify a field of study, select a faculty advisor, and should have a 3.75 GPA in history courses or the equivalent if they are entering without a history major. The application form, together with a written statement of purpose, a transcript, and three letters of recommendation, at least two of which should be from History faculty must be submitted. One recommendation letter should be from the current faculty advisor, one from the prospective M.A. advisor, and one other of the student's choice). Students may be pursuing the A. B. in a field other than History if preparation for graduate work in History is adequate. Admissions decisions rest with the Graduate Admissions Committee.

Requirements

Coterminal students must complete 15 full-time quarters cumulatively (or the equivalent including transfer credit) *or* 3 full quarters after completing 180 units, for a total of 225 units. Nine graduate-level courses (a minimum of 45 units) must be completed with "B" or better. All courses must be completed with a letter grade, and with the following distribution of coursework:

- at least one history graduate seminar (400-level);
- at least four history graduate colloquia (300-level), (not History 304);
- three courses within a single Ph.D. field of study (Africa, East Asia, Latin America, Europe, or the U.S.);
- no more than 2 courses taken outside History may be counted to the M.A.;
- no more than 2 may be Directed Reading or other individualized courses.

Students must meet all requirements for both degrees; no course may be "double-counted."

During the senior year students may, with the consent of the instructor, register for as many as two graduate courses. **Students may not be simultaneously enrolled in the Honors Program and the co-terminal BA/MA program.**

Stanford Teaching Credential

Applicants for the Single Subject Teaching Credential (Secondary) in Social Studies may get details about the requirements by applying to the Credential Secretary, School of Education.

ACTIVITIES AND OPPORTUNITIES

Herodotus

Herodotus, a journal of student essays on historical themes, is the oldest continuously published undergraduate journal at Stanford. Calls for papers are sent out once a year in late winter quarter/early spring quarter. History majors and minors are encouraged to work on the journal as editors and to submit papers.

Information on prizes for outstanding undergraduate work is available through the department or university is available from the Undergraduate Student Services Officer.

Martin Luther King, Jr., Education Institute. Clayborne Carson directs this 20-year research project whose mission is assembling and publishing a 14-volume scholarly edition of the speeches, sermons, correspondence, and other writings of Martin Luther King. Paid student positions are usually available, or students can enroll in units of History 299M for academic credit. For information, see the King Institute listing on the Stanford web site *or* telephone 723-2092.

The Bill Lane Center for the Study of the North American West is an interdisciplinary program co-chaired by History Professors David M. Kennedy and Richard White. The Center has internships available for summers and, occasionally, throughout the year. These internships in the past have included

Yellowstone and Yosemite National Parks, Golden Gate National Recreation Area, and the San Francisco Estuary Institute. Julie Martinez is the internship coordinator.

Overseas Studies. The Department encourages students to think seriously about pursuing acquisition of foreign languages and/or study at one of Stanford's overseas centers. The overseas centers usually offer a few courses that fulfill the departmental major requirements. Classes pre-approved by the History Department or taken from a member of the department teaching at an overseas campus may be applied toward the major. Lists may be obtained from the Bing Overseas Studies Program Office. In addition, one History Tutorial at an overseas campus may count toward requirements with departmental approval (please save all coursework and syllabi to ensure proper documentation). Tutorials may not be applied to History Minor requirements.

Undergraduate Research and Advising maintains information on and administers numerous scholarship and research funding programs. They coordinate Major and Small Grants for undergraduate research, the Chappell-Lougee Scholarship Program for Sophomores, the Mellon Minority Fellowship Program, and the newly launched Research Assistantship and Research Awards Programs (for students wishing to supplement their financial aid). UAR coordinates Summer Honors College.

Other on-campus offices that offer opportunities for independent research or internships that might be combined with work in History include the Haas Center for Public Service, Career Development Center, Center for Chicano Research, Center for Comparative Study of Race and Ethnicity, Feminist Studies Program, and the Jewish Studies Program.

PLANNING FOR GRADUATE SCHOOL

Extended Work in the Field

Students who plan to go on to graduate school should talk to their advisors and several other professors. The choice of an appropriate graduate school is an important decision, since even in the best History departments strength in one area of specialization does not imply equal strength in others. Individual History professors will usually have definite ideas as to which institutions are outstanding in their own particular fields of specialization and will be glad to discuss with students the pros and cons of the universities they are considering. Students may also wish to consult Peterson's *Guide to Graduate Study* and the collection of school catalogs which is maintained in the Undergraduate Advising Center, Sweet Hall.

Applying to Graduate School

Before September of the senior year, students should write for information and applications for admission and financial aid; the applications generally must be completed by January 1 or earlier. Students should complete most of their applications by the end of autumn quarter.

Students should plan to take the Graduate Record Examination (GRE) in October. Scores are reported to the schools designated approximately six weeks after the test date, so if students wait until the mid-December date, their scores may arrive too late for consideration. The deadlines for applying to take the GRE precede the test date by several weeks. Application packets are available in the Undergraduate Advising Center, Sweet Hall.

Most schools require three personal references. Students should decide on their recommenders and discuss their applications with them. It is helpful to give each professor a brief biography, listing grades, interest, and relevant activities. Students who have been out of contact with a professor are advised to prepare a portfolio of their work (papers, exams, etc.) for the professor. Students should remember that it is important to choose professors who know them and their work. Professors expect to be asked to help undergraduates in this manner; students in return should be as helpful as possible in assisting them to evaluate their work.

Fellowships & Scholarships for Graduate Study: Information can be found at the Career Development Center, Bechtel International Center, and the Undergraduate Advising and Research offices in Sweet Hall.

FACULTY LIST

Keith M. Baker, J.E. Wallace Sterling Professor of Humanities and Professor of Early Modern European History. B.A., M.A., Cambridge; Ph.D., University College, London and the Institute for Historical Research, London. Member of the American Academy of Arts and Sciences.

Joel Beinín, Professor of Middle Eastern History. B.A., Princeton University; A.M., Harvard University; A.M.L.S., Ph.D., University of Michigan. Dean's Award for Distinguished Teaching, 1990

Barton J. Bernstein, Professor of American History. B.A., Queens College; Ph.D., Harvard University. Dean's Award for Distinguished Teaching, 1977.

Philippe Buc, Professor of Medieval History. B.A., Swarthmore; M.A., University of California at Berkeley; Ph.D., Ecole des Hautes Etudes en Sciences Sociales, Paris. Walter J. Gores Award for Excellence in Teaching, 1996.

Albert Camarillo, Miriam and Peter Haas Centennial Professor in Public Service and Professor of American History. B.A., University of California at Berkeley; Ph.D., University of California at Los Angeles. Walter J. Gores Award for Excellence in Teaching (1994) and Lloyd W. Dinkelspiel Award for Outstanding Service to Undergraduate Education (1988).

James Campbell, Edgar E. Robinson Professor of United States History. B.A. Yale University, M.A. and Ph.D., Stanford University.

Clayborne Carson, Professor of American History and Editor of the Martin Luther King, Jr. Papers Project. B.A., Ph.D., University of California at Los Angeles.

Gordon Chang, Professor of American History. B.A., Princeton University; Ph.D., Stanford University.

David R. Como, Associate Professor of Early Modern British History, B.A., Stanford University, Ph.D., Princeton University.

Robert Crews, Assistant Professor of Imperial Russian History. B.A., University of North Carolina; M.A., Columbia University; Ph.D., Princeton University

James P. Daughton, Assistant Professor of Modern European History. M.Phil., Cambridge University, Ph.D., UCLA

Paula Findlen, Ubaldo Pierotti Professor of Italian History and History Department Chair. B.A., Wellesley College; Ph.D., University of California at Berkeley.

Zephyr Frank, Associate Professor of Latin American History. B.A., UC-Santa Barbara; Ph.D. University of Illinois.

Estelle B. Freedman, Edgar E. Robinson Professor of United States History. B.A., Barnard College; Ph.D., Columbia University. Dean's Award for Distinguished Teaching, 1978. Dinkelspiel Award for Outstanding Service to Undergraduate Education, 1981.

Stephen H. Haber, Professor of Latin American History. B.A., George Washington University; Ph.D., University of California at Los Angeles. Dean's Award for Distinguished Teaching, 1992. Director, Social Science History Institute.

Sean Hanretta, Assistant Professor of African History. B.A., The Colorado College, M.A., Ph.D., University of Wisconsin

Tamar Herzog, Professor of Latin American and Spanish History, Ph.D., Ecole des Hautes Etudes en Sciences Sociales, Paris.

Allyson V. Hobbs, Assistant Professor of United States History. B.A. Harvard University, M.A. and Ph.D., University of Chicago.

David Holloway, Spruance Professor of International History in the Departments of Political Science and History; Co-Director of CISAC, and Senior Fellow, IIS. B.A., M.A., Ph.D., Cambridge University

Katherine Jolluck, Senior Lecturer in East European History, B.A. Harvard University, Ph.D., Stanford University

David M. Kennedy, Donald J. McLachlan Professor of American History Emeritus. A.B., Stanford University; Ph.D., Yale University. Member of the American Academy of Arts and Sciences. Dean's Award for Distinguished Teaching, 1988. Awarded the Pulitzer Prize in History, 2000.

Herbert Klein, Consulting Professor of Latin American History and Director of Latin American Studies. B.A., M.A., Ph.D., University of Chicago

Nancy S. Kollmann, William H. Bonsall Professor of Russian History. B.A., Middlebury College; Ph.D., Harvard University. Dean's Award for Distinguished Teaching, 1986. Director, Center for Russian and East European Studies. Walter J. Gores Faculty Achievement Award, 2002.

Aishwary Kumar, Assistant Professor of Modern South Asian History, B.A. University of Delhi, M.A. Jawaharlal Nehru University, Ph.D., Trinity College, University of Cambridge.

Mark E. Lewis, Kwoh-Ting Li Professor in Chinese Culture, B.A. and Ph.D., University of Chicago.

Martin W. Lewis, Senior Lecturer in International History. B.A., UC-Santa Cruz, M.A., Ph.D. UC-Berkeley.

Carolyn Lougee Chappell, Professor of Early Modern European History and Martin Family University Fellow in Undergraduate Education. A.B., Smith College; Ph.D., University of Michigan. Dinkelspiel Award for Outstanding Service to Undergraduate Education, 1980.

Dean's Award for Distinguished Teaching, 1976, Allan V. Cox Medal for Excellence in Fostering Undergraduate Research, 1987.

Kathryn Miller, Assistant Professor of Medieval History. B.A., Dartmouth College; Ph.D., Yale University.

Yumi Moon, Assistant Professor of Korean History. B.A., M.A., Seoul National University; Ph.D., Harvard University

Ian Morris, Jean and Rebecca Willard Professor in Classics and Professor of Ancient History. B.A., Birmingham University; Ph.D., Cambridge University.

Thomas Mullaney, Assistant Professor of Chinese History. B.A, M.A., Johns Hopkins University. M.A. (History), M.Phil. (History), and Ph.D., Columbia University

Norman Naimark, Robert and Florence McDonnell Professor in East European Studies. A.B., M.A., Ph.D., Stanford University. Director, Overseas Studies Program.

Robert Proctor, Professor of the History of Science, Ph.D., Harvard University

Jack Rakove, William Robertson Coe Professor of History and American Studies. A.B., Haverford College, Ph.D., Harvard University. Awarded the Pulitzer Prize in History, 1997.

Jessica Riskin, Associate Professor of the History of Science, B.A. Harvard University, Ph.D., UC-Berkeley.

Richard L. Roberts, Professor of African History. Vice Chair, Department of History. B.A., University of Wisconsin; Ph.D., University of Toronto. Director, Center for African Studies. Dean's Award for Distinguished Teaching, 1999. Kahn-Van Slyke Faculty Mentor Award, 2003.

Paul Robinson, Richard W. Lyman Professor in the Humanities and Professor of Modern European History. B.A., Yale University; Ph.D., Harvard University. Member of the American Academy of Arts and Sciences. Dean's Award for Distinguished Teaching, 1980. Dinkelspiel Award for Outstanding Service to Undergraduate Education, 1989. Director, Interdisciplinary Studies in the Humanities Program.

Aron Rodrigue, Eva Chernov Lokey Professor of Jewish Studies. B.A., University of Manchester, England; Ph.D., Harvard University. Director, Stanford Humanities Center.

Richard Saller, Vernon R. & Lysbeth Warren Anderson Dean of the School of Humanities and Sciences, Professor of Classics and Professor of History, B.A., University of Illinois; Ph.D., University of Chicago

Priya Satia, Assistant Professor of Modern British History. B.A., B.S. Stanford University, Ph.D. UC-Berkeley

Londa Schiebinger, John L. Hinds Professor in the History of Science, and the Barbara D. Finberg Director of the Clayman Institute for Gender Research; Ph.D., Harvard University

James J. Sheehan, Dickason Professor in the Humanities and Professor of Modern European History Emeritus. Ann & Robert Bass University Fellow in Undergraduate Education. A.B., Stanford University; Ph.D., University of California at Berkeley. Member of the American Academy of Arts and Sciences. Gores Award for Excellence in Teaching, 1993, Dean's Award for Distinguished Teaching, 1993.

Matthew Sommer, Associate Professor of Chinese History, B.A. Swarthmore College, M.A., University of Washington, Ph.D., UC-Los Angeles.

Laura Stokes, Assistant Professor of Early Modern European History, B.A. Reed College, M.A. and Ph.D., University of Virginia.

Jun Uchida, Assistant Professor of Japanese History. B.A., Cornell University; M.A., UC-Berkeley, Ph.D. Harvard University

Amir Weiner, Associate Professor of Soviet History. B.A., Hebrew University of Jerusalem; Ph.D., Columbia University.

Richard White, Margaret Byrne Professor of American History. B.A., University of California, Santa Cruz; M.A. and Ph.D., University of Washington.

Karen E. Wigen, Associate Professor of Japanese History, B.A. University of Michigan, Ph.D., UC-Berkeley

Caroline Winterer, Associate Professor of American History. B.A., Pomona College, M.A., Ph.D., University of Michigan

Steven J. Zipperstein, Daniel E. Koshland Professor in Jewish Culture and History. B.A., Ph.D., University of California at Los Angeles.

Post-Doctoral Fellows, 2008-2009:

Peter Alagona (Bill Lane Center for the Study of the North American West)

Visiting Faculty and Lecturers, 2008-2009:

Mary Felstiner (Spring)

Jonathan Herzog (Autumn/Winter)

Abbas Kadhim (Spring)

Hwa-Ji Shin (Spring)

Maria Emma Mannerelli (Spring)

Carol McKibben (Autumn/Spring)

Edith Sheffer (Aut/Win/Spr)

Bradley Naranch (Aut/Win/Spr)

Joel Samoff (Winter)

Camilo Trumper (Aut/Win/Spr)

Alan Mikhail (Aut/Win/Spr)

James Ward (Aut/Win/Spr)

Gabriel Wolfenstein (Spring)

Huseyin Yilmaz (Aut/Win)

Yifat Holzman-Gazit (Aut)

Steven Uran (Win/Spr)