

HISTORY

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Visiting Associate Professor: William Summerhill

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History courses teach the foundational knowledge and skills (analytical, interpretive, writing) necessary for understanding the deep connections between past and present. History is a pragmatic discipline in which the analysis of change over time involves sifting the multiple influences and perspectives that affect the course of events, as well as evaluating critically the different forms of evidence historians exploit to make sense of them. Teaching students how to weigh these sources and convert the findings into a 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, and education. Further information on the department, its programs, and faculty can be found at <http://www.stanford.edu/dept/history>.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The Department of History offers four pathways to the A.B. in History. The "General Major" emphasizes breadth of study among historical areas and periods as well as concentration in one selected field. The three "Majors with Interdisciplinary Emphasis" (Literature and the Arts, Social Science, Science) combine the study of history with the methods and approaches of other disciplines, and involve substantial course work outside of History.

All History majors require the following:

1. Completion of twelve courses of at least 3 units each, to include:
 - a) One Sources and Methods seminar
 - b) Two 200-level undergraduate colloquia
 - c) At least one other small-group course, to be chosen among the department's undergraduate colloquia, research seminars, or Stanford Introductory Seminars taught by History faculty members
2. All twelve courses must be taken for a letter grade, and the student must maintain a grade point average (GPA) in History courses of 'C' or higher.
3. At least six courses must be taken from regular members of the Department of History.

4. History's Writing-in-the-Major requirement is satisfied by completing one of the following: a WIM-option colloquium or seminar; an Honors thesis in History; or a 15-page research paper in History written under faculty direction. Work on the research paper must begin no later than Winter Quarter of the senior year (at least two quarters prior to graduation).
5. At least six quarters of enrollment in the major. Each candidate for the A.B. in History should declare a major by the Autumn Quarter of the third year of study (earlier, if possible).

One Directed Reading (200W) or Directed Research (200X) taken for 3-5 units and for a letter grade may be applied toward the twelve courses required for the A.B. in History. A maximum of five transfer courses may be applied toward the major. Advanced placement credits do not fulfill any major requirements.

Completion of the major requires planning. In Spring Quarter of the junior year, following consultation with faculty advisers, History majors are required to complete a departmental Degree Progress Review and submit it to the History office.

The department also strongly encourages students to acquire proficiency in foreign languages and study at one of Stanford's overseas centers. 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.

For information on specific History courses' satisfaction of major requirements, refer to the Department of History course information website: <http://history-db.stanford.edu/coursefinder.php3>.

THE GENERAL HISTORY MAJOR

In pursuing the above requirements for all History majors, the student in the General History major is required to satisfy breadth and concentration requirements.

1. *Breadth:* 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 may also count for Fields I-III.
2. *Concentration:* to develop some measure of expertise, students must complete four courses in one of the following fields of concentration: 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, Comparative Empires and Cultures; or a thematic subject treated comparatively, such as war and revolution, work, gender, family history, popular culture/high culture, and so on. The proposed concentration must be approved by the major adviser; a proposal for a thematic concentration must have the approval of both the adviser and the department's Undergraduate Studies Committee. At least one and preferably two of these four courses should be an undergraduate colloquium or seminar.

Certain Introduction to the Humanities courses taught by History faculty in a Winter-Spring sequence count toward the General History major.

HISTORY MAJORS WITH INTERDISCIPLINARY EMPHASIS (HMIE)

These majors are designed for several types of students: students interested in other disciplines who want to focus on the historical aspects of the subject matter covered by that discipline; students in History who want to understand how interdisciplinary approaches can deepen their understanding of history; and students 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, humanities, and social science. In pursuing the above requirements for all History majors, students in HMIE are required to complete their twelve courses for the major as follows:

Gateway Course (one course)—Students are required to take the appropriate gateway course for their interdisciplinary major. This 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.

Methodological Cluster (three courses)—This cluster is designed to acquaint students with the ways in which interdisciplinary methods are employed in historical scholarship, both by practicing historians and by 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.

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.

HMIE majors do not mandate the breadth or concentration requirements of the General History major. Introduction to the Humanities courses taught by History faculty may apply to HMIEs only insofar as their content is specifically appropriate to the particular methodological or geographic cluster. Courses preapproved for the clusters in Interdisciplinary tracks are listed on the History advising website.

HISTORY, LITERATURE, AND THE ARTS

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 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 204, History, Literature, and Arts, gives students a broad introduction to the study of literary texts in history.

Methodological Cluster—This cluster teaches students how historians, in particular, analyze literary texts as documentary sources. Students choose three courses from among the preapproved HLA Methodology curriculum; other courses must be approved by the HLA coordinator. These courses need not be in the student's geographic concentration.

Geographic Cluster—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 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.

HISTORY AND SOCIAL SCIENCE

History and Social Science HMIE is a collaborative program of the Department of History and the Social Science History Institute. The curriculum is designed to acquaint students with the application of the analytic and quantitative tools of the social sciences to issues in historical causality and explanation.

Gateway Course—History 206, The Logic of History, focuses on the way that historians sustain arguments on the basis of logical models and documentary evidence. It is divided into two modules: the first focuses

on readings in the philosophy of history and causal model building, the second focuses on the reading of a wide variety of historical scholarship in order to allow students to identify particular kinds of confirmatory logics in a practical sense.

Methodological Cluster—These History courses employ social scientific methods to address historical questions. The choice of courses depends on the student's particular methodological and substantive interests, and must be selected from courses preapproved for this cluster or approved in advance by the faculty adviser.

Geographic Cluster—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 courses required above.

Interdisciplinary Cluster—Students must define an interdisciplinary methodological cluster with the approval of their adviser. This cluster must constitute a coherent curriculum of tools oriented courses in the departments of Classics, Economics, Political Science, or Sociology. The cluster requirement may be fulfilled in either of two ways: by taking four courses in a single department; or by taking four courses that are built around a particular set of approaches in multiple departments. An example of the former might be a curriculum that allows a student to become acquainted with the methods and approaches of political science to the study of political history (what is often called "new political history"). Such a curriculum might include courses in the Department of Political Science on quantitative methods (Political Science 100A and 100B) along with courses in the historical analysis of American Politics. An example of the latter might be a focus on economic history, in which a student took American economic history, European economic history, and history of technological change in the Department of Economics, along with the ancient economy in the Department of Classics. In either case, the program of study must be approved in advance by the student's adviser. Courses in this cluster may not be double-counted towards a minor or major other than History.

HISTORY AND SCIENCE

History and Science is a collaborative program of the Department of History and 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; students in the humanities and social sciences whose interest in science is primarily historical and contextual; and 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 premed science requirements that give them a general grounding in science.

Gateway Course—206P, Many Histories of Science, is designed to introduce students to approaches and methods in the history of science, technology, and medicine. It is primarily concerned with definitions of scientific methodology, practice, and institutions, and exposes students to some of the fundamental debates in the history of science. Case studies vary depending upon the particular instructor.

Methodological Cluster—These History courses focus on the history of science, technology, and medicine. Courses must be approved by the student's adviser. The choice of courses depends on the student's particular interests (for example, premodern science, history of medicine and biology, history of technology, contemporary science).

Geographic Cluster—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 courses required above. 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—This four-course cluster can be defined in any of three ways: (1) a disciplinary concentration that entails taking

four courses in a single scientific discipline; (2) an interdisciplinary concentration that entails taking two anthropology of science, philosophy of science, or sociology of science courses, and two complementary science courses; or (3) a general science concentration, designed primarily for students contemplating medical school, in order to complement courses in the history of science and medicine with a broad background in the sciences. In all instances, the concentration must be approved in advance by the student's adviser. In addition to the usual science courses, students may also design concentrations in anthropology and computer science.

MINORS

Candidates for the minor in History must complete six courses, at least three of which must have a field or thematic focus. The department ordinarily defines fields in terms of geography or chronology, but it also invites students to pursue thematic topics that can be examined in broadly comparative terms. Students completing the minor may choose to concentrate in such fields as African, American, British, Asian, 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.

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 'C' or higher. Two of the six courses must be small-group in format (Stanford Introductory Seminars taught by History faculty, Sources and Methods Seminars, departmental colloquia and research seminars). History courses taken at overseas campuses may count toward the minor, but at least three of the six courses must be taken from Stanford faculty. One History course from Introduction to the Humanities may count toward the six-course requirement, but not for the field concentration. A maximum of three transfer courses may be used toward the minor. Advanced placement credits do not fulfill any minor requirements.

Students must declare the minor in History no later than the Autumn Quarter of the senior year. They do so through Axess under "Minor Declarations." Minor declarations are then approved by the Department of History and confirmation is sent via email to the student.

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 the Junior Honors Colloquium, 200H, students normally take 11 to 15 units of Senior Research, to be distributed as best fits their specific project. For students in the honors program, Senior Research units (200A,B,C) are taken in addition to the twelve 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 (200H). An exception to the latter requirement may be made for those studying overseas Spring Quarter of the junior year, but such students should consult with the director of the honors program, if possible, prior to going overseas. Under exceptional circumstances, students are admitted to the program in the Autumn Quarter of the senior year.

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 '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 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 Golden Medals, as well as for departmental James Birdsall Weter prizes.

SECONDARY (HISTORY) TEACHER'S CREDENTIAL

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

COTERMINAL A.B. AND A.M. PROGRAM

The department each year admits a limited number of undergraduates to work for coterminal A.B. and A.M. degrees in History. Applications for admission should be submitted by January 31 of the senior year. Applicants must meet the same general standards as those seeking admission to the A.M. program; they must submit a written statement of purpose, a transcript, and three letters of recommendation, at least two of which should be from members of the Department of History faculty. 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 216 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.

GRADUATE PROGRAMS

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.

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

MASTER OF ARTS

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

The department requires the completion of nine courses (totaling not less than 36 units) of graduate work; seven courses of this work must be Department of History courses. Of the seven, one must be a seminar and three 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 A.M. degree any work that has not received the grade of 'A,' 'B,' or '+.'

Terminal A.M. Program—Applicants who do not wish to continue beyond the A.M. 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 A.M. degree.

A.M. 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.

DOCTOR OF PHILOSOPHY

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 A.M. and Ph.D. programs should contact Graduate Admissions, the Registrar's Office, Old Union, in order to re-

ceive an application. Applications become available in September of the year prior to intended enrollment. The application filing deadline is January 1. 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 A.M. 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 she or he will be admitted to candidacy for the Ph.D. is normally made by the middle 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.

REQUIREMENTS

1. 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, 300-1400
 - Europe, 1400-1789
 - Europe since 1700
 - Jewish History
 - Russia
 - Eastern Europe
 - Middle East
 - East Asia before 1600
 - East Asia since 1600
 - Japan
 - Africa
 - Britain and the British Empire since 1460
 - Latin America
 - The United States (including Colonial America)
 - History of Science and Technology
2. 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.
3. 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.
4. 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:
 - a) One of the concentrations listed above (other than the student's major concentration).
 - b) 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 and Technology

- c) 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 about 1000 to the present as a secondary concentration.
- d) 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. Interdisciplinary concentrations 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.
5. Each student, before conferral of the Ph.D., is required to satisfy the department's teaching requirement.
6. 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, Latin, 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.
7. The student is expected to take the University oral examination in the major concentration early in the third graduate year.
8. 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.

JOINT Ph.D. IN HISTORY AND HUMANITIES

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

RESOURCES

The above section relates to formal requirements, but the success of a student's graduate program depends in large part on the quality of the guidance which he or she receives from the faculty and on the library resources available. Prospective graduate applicants are advised to study closely 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 below.

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, and in some respects unique, 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.

FINANCIAL SUPPORT

Students who are admitted with financial support are provided multiple years of support through fellowship, 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 residents who are interested in area language studies in East Asia, Latin America, Africa, and the republics of the former Soviet Union may request a Foreign Language and Area Studies (FLAS) fellowship application from:

FLAS Coordinator
(650) 723-0564

FLAS application deadline: mid-January

COURSES

See the *Time Schedule* for changes in course offerings each quarter, and check the web at <http://www-portfolio.stanford.edu> for updated information.

INTRODUCTORY UNDERGRADUATE

STANFORD INTRODUCTORY SEMINARS

Refer to the *Time Schedule* or contact the Stanford Introductory Studies office (123 Sweet Hall, telephone 650-723-4504) for applications and information.

18N. Stanford Introductory Seminar: Confronting Islam—The United States in the Middle East since 1967—Preference to freshmen. GER:3b (DR:9)

4 units, Aut (Beinin)

19N. Stanford Introductory Seminar: Peter the Great—The Individual Shaping History, History Shaping the Individual—Preference to freshmen. Praised by his subjects for rescuing Russia from the alleged

backwardness of the medieval past, Peter the Great became the subject of a powerful, yet contested, myth. Focusing on primary sources from the 17th to the 19th century (speeches, laws, travelers' accounts, literature, and art), emphasis is on the myth of the "Great Reformer," its makers and detractors, and its many variations. GER:3a (DR:7)

4 units, Win (Kollmann)

24N. Stanford Introductory Seminar: World War II—Preference to freshmen.

5 units, Spr (Weiner)

36N. Stanford Introductory Seminar: Gay Autobiography—Preference to freshmen. The issues of 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 come to view their sexual orientation as a defining feature of their selves? Is there a difference between the way men and women view the issue of identity? What kind of politics follow from these writers' experiences? GER:3a,4c (DR:7+)

4 units, Aut (Robinson)

41N. Stanford Introductory Seminar: Race, Sex and Class—England and the Empire, An Exploration through Novels—Preference to freshmen. Readings of works of fiction; what the British Empire meant for the British themselves and for those who were within the Empire. Conrad's *Heart of Darkness*, Kipling's *Kim*, Forster's *A Passage to India*, Orwell's *Burmese Days*, Porter's *The Lion's Share*, and works by Indian authors as they react to the experience of being part of the Empire. GER:3a (DR:7)

4 units (Stansky) not given 2000-01

42N. Stanford Introductory Seminar: The Invention of Liberty and the English Revolution, 1640-1660—Preference to freshmen. Between 1640 and 1660, England experienced a civil war and an 11-year period in which it became a republic, ruled not by a hereditary king but by a lord protector. During this revolutionary period, English men and women talked and wrote about freedom and liberty, in terms of the individual and the state and in terms of religion and society. What these writings on what freedom might and should mean, writings which sketched for the first time in premodern Europe what democracy and a democratic republic might entail. GER:3a (DR:7)

4 units, Spr (Seaver)

45N. Stanford Introductory Seminar: The Qur'an and its Interpreters—Preference to freshmen. A historical study of the Qur'an and other allied disciplines. Themes: the Islamic concept of the Qur'an, thematic and formal aspects of the Qur'an, modes of interpretation and principles of exegesis, and medieval and modern controversies regarding its history, formal structure, authorship, and authority. GER:3a (DR:7)

5 units, Spr (Dallal)

46Q. Stanford Introductory Seminar: The Evidence of Beauty—Blacks in Modeling and Fashion, 1945-2000—Preference to sophomores. Blacks pursued a goal of having their physical beauty and personal style more recognized alongside the anti-discrimination and nationalist campaigns of the 1940s-50s and the black modernization project in the post-war era. Blacks in the modeling field, beginning with 1950s pioneers (Ophelia DeVore). Black dress and designers, particularly African designers, and black fashion loyalties in so-called "street style." The postwar notions of black beauty.

4 units, Spr (Jackson)

48Q. Stanford Introductory Seminar: South Africa—Contested Transitions—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.

3 units, Win (Samoff)

51N. Stanford Introductory Seminar: Abraham Lincoln—Myth and Reality—Preference to freshmen. What we know about Lincoln from documentary sources is compared with his image in American memory and mythology. Students read/discuss Lincoln's speeches and letters, a standard biography, essays on controversial aspects of his career, a study of how Lincoln has been remembered, and a recent novel based on his life. How history is made and remade by historians, artists, and interest groups within American society. GER:3a (DR:7)

3 units, Spr (Fredrickson)

52N. Stanford Introductory Seminar: The Atomic Bomb in Policy and History—Preference to freshmen. Emphasis is on declassified files from WW II and later interpretations, addressing the questions: Why did the U.S. drop A-bombs on Japanese cities in August 1945? Were there viable alternatives, and, if so, why were they not pursued? What did the use of the A-bombs mean then, and later? How have postwar interpreters explained and justified, or criticized, the A-bombings, and why? Various approaches from history, international relations, American studies, political science, and ethics address the underlying conceptions, the roles of evidence, the logic and models of explanation, ethical values, and cultural/social influences in the continuing dialogue on the atomic bomb. GER:3b (DR:9)

4 units, Spr (Bernstein)

85Q. Stanford Introductory Seminar: Jews and Muslims—Preference to sophomores. The history of Jewish communities in the lands of Islam and their relations with the surrounding Muslim populations from the time of Muhammad to the 20th century. Topics: the place of Jews in Muslim societies, Jewish communal life, variation in the experience of communities in different Muslim lands, the impact of the West in the Modern period, the rise of nationalisms, and the end of Jewish life in Muslim countries. GER:3b,4a (DR:9 or 2)

5 units, Win (Rodrigue)

90Q. Stanford Introductory Seminar: Buddhist Political and Social Theory—Preference to sophomores. Contemporary Buddhist political theory and its historical and textual roots, emphasizing Tibetan, Thai, and Sri Lankan Buddhism. Topics: society and polity in Buddhist thought, Buddhist spiritual practice as social and political practice, sovereignty, the individual and society, Buddhist economic theory and practice, Buddhism and the state, Buddhist political and social theory in practice, differences between Vajrayana (Tibetan) and Theravada (S. E. Asian) Buddhist social theory. GER:3b,4a (DR:9 or 2)

5 units, Spr (Mancall)

INTRODUCTORY LECTURES

For students with little or no previous experience in college-level history, these courses survey a specific topic and introduce the methods of the discipline. All are meant to serve as foundations for more advanced course work within the department.

13. The Emergence of Modern Medicine—How did medicine emerge as a distinctive body of knowledge and as a profession in the age of Vesalius and Harvey? Why did physicians, rather than other medical practitioners, come to dominate medicine? The history of medicine from approximately 1000 to 1700. Topics: the history of the body, the religious and cultural significance of disease, development of hospitals, the rise of public health system. Compares medical knowledge and institutions in western Europe and Islam.

5 units, Spr (Findlen)

14. Science, Technology, and Art—The Worlds of Leonardo—(Enroll in Science, Technology, and Society 102.)

3-5 units, Aut (Gorman)

24A,B. Ten Days that Shook the World—(Enroll in Introduction to the Humanities 24A,B.)

24A. 5 units, Win (Rodrigue)

24B. 5 units, Spr (Buc)

26A,B. Democratic Society in Europe and America: Origins, Crises, Dilemmas—(Enroll in Introduction to the Humanities 26A,B.)

26A. 5 units, Win (Kennedy, Lougee-Chappell)

26B. 5 units, Spr (Kennedy, L. Roberts)

28. The Second World War—(Formerly 128.) The diplomatic, military, and political history of the war in Europe and America. Themes: the crisis in the international state system following WW I, the origins of WW II, the nature of wartime leadership, the relationship between strategy and politics, the mobilization of societies for war, the character of combat, war and race, and the afterlife of the war in public and private memory.

5 units (Kennedy, Sheehan) not given 2000-01

33A. The Rise of Scientific Medicine—The intellectual, social, and institutional dimensions of the rise of scientific medicine in the 19th and 20th centuries. How did medicine become "scientific?" What differences did science make to the practicing physician? Why did it displace other approaches to medicine? Focus is on medicine in Europe and the U.S., 1800 to the present. Topics: the development of experimental physiology, bacteriology, pharmacology, biomedical technology, nuclear medicine, biomedical imaging, computers in medicine, and prospects for bedside gene therapies; the effects of scientific developments in biomedical science and of technology on medical practice and therapy; the professionalization of medicine in comparative European and American contexts. GER:3b (DR:9)

5 units (Lenoir) not given 2000-01

61. The Constitution and Race—The relation between the development of American constitutionalism and the politics and jurisprudence of slavery and race during the creation of the federal republic, the crisis of Civil War and Reconstruction, and the civil rights revolution of the mid-20th century. GER:4b (DR:3)

5 units (Rakove) not given 2000-01

65. Introduction to Comparative Studies in Race and Ethnicity—Introduction to how various disciplines approach the study of race and ethnicity; identifying important topics and issues central to the study of ethnic and race relations in the U.S. and elsewhere, and exposing students to several History and other senior faculty affiliated with the Program in Comparative Studies in Race and Ethnicity. Key faculty provide weekly lectures augmented by discussion sections taught by CSRE Teaching Fellows. GER:3b, 4b (DR:3 or 9)

5 units, Spr (Camarillo)

75. The United States and East Asia—Introduction to the history of political, social, military, and cultural interactions between the U.S. and the societies of E. Asia (China, Japan, Korea, Vietnam, and the Philippines) from the mid-19th century to the present. Major wars and diplomatic events, mutual perceptions, reciprocal consequences, and long-term trends generated by these events and the circumstances that brought them about. Structured as an American narrative with full voice to E. Asian perspectives. GER:3b (DR:9)

5 units, Win (Chang, Duus)

80. Culture, Politics, and Society in Latin America—Introduction to the political and social history of Latin America. Emphasis is on the interaction between institutional change, social structure, and political movements, emphasizing the environment and cultural values. GER:3b,4a (DR:2 or 9)

5 units, Win (Wirth)

87. Empires and Cultures in the Modern World—The formation of modern European empires and their expansion into Asia, Africa, and the Middle East. Topics: cultural encounters, military conquest, economic integration, the new imperialism, colonialism, nationalism, the mutual constitution of colonial power and forms of knowledge, and the culture and politics of the post-colonial world. Readings: historical texts, films, and novels. GER:4a (DR:2)

5 units (Staff) not given 2000-01

88. Imagining Jewish Civilization—(Same as Religious Studies 29.) Interdisciplinary introduction to the various forms of Jewish self-expression, literature, religion, and history from the Biblical period to the present. Topics: power and powerlessness, conflicting notions of the divine, evil, beauty, community, gender, and learning through the ages. Guest lectures, films, reading of primary and secondary texts.

5 units (Eisen, Zipperstein) not given 2000-01

92A. The Historical Roots of Modern East Asia—E. Asia (China, Korea, and Japan) in the 17th through the early 19th centuries. During this time, E. Asia comprised the most populous, urbanized, economically advanced, and culturally sophisticated societies in the world. Emphasis is on the complexity of “pre modern” E. Asia and understanding it on its own terms. GER:3a,4a (DR:2 or 7)

5 units, Aut (Kahn)

92B. East Asia in the Age of Imperialism—Recommended for students planning to do additional work on the region. Interdisciplinary introduction to the political, social, cultural, and economic development of E. Asia from 1840 to 1945. The various responses in China, Japan, and Korea to Western penetration of the region. Asian perspectives. GER:3b (DR:9)

5 units (Duus) not given 2000-01

SOURCES AND METHODS SEMINARS

These are intended to introduce the undergraduate major or prospective major to the processes of historical investigation and interpretation by which archival material becomes narrative description and explanation, and by which interpretation itself becomes open to disagreement and revision. The object is to take the beginning student into the historian's workshop and to provide first hand experience in interpreting documents, constructing a coherent story from them, interpreting their larger implications, and in discovering why it is possible to agree on the facts but to disagree on what they mean. These courses are numbered 1 through 99 followed by the letter ‘S.’

12S. Sources and Methods Seminar: Religion, Revolution, and Reaction in the German Reformation—In 1510, Germany and Switzerland were fundamentally unified in religion; by 1530, they were deeply, bitterly, and often violently divided in religion and politics. What factors contributed to this upheaval? How did people react to religious change, and what moved those who sought to create or suppress it? Did true Christianity mean the scriptural transformation of the individual, sociopolitical revolution, or fidelity to tradition? The period of the origins of modern Western Christian pluralism. Background readings plus primary sources in translation.

5 units (Gregory) not given 2000-01

13S. Sources and Methods Seminar: Reading Chinese Women—How well does our knowledge of Chinese women hold up to the rich historical records about women in traditional and modern China and in the Chinese diaspora? How should we read identity, gender, class, modernity, diaspora, state, social institutions and revolutions through the life of Chinese women? Sources: imperial documents, local gazetteers, print illustrations, fiction, poems and essays by and about women, oral narratives, and film.

5 units, Win (Fei)

15S. Sources and Methods Seminar: The Medieval Church and Violence—The opposition to and sanctification of war and violence, including early Christian pacifism, the origins of the idea of crusade and of knighthood, and the fate of the Peace Movement of the 11th century. Using primary sources and secondary works, assesses ecclesiastical participation in military action and peace-making, and its causes and effects on the political and cultural order.

5 units (Buc) not given 2000-01

20S. Sources and Methods Seminar: The Art of Coexistence: Multinational Communities in East-Central Europe—Recent events in the Balkans have led us to view multi-national regions of East-Central Europe as disasters in the making. Though there is precedent for conflict in this region, there is also one for peaceful coexistence. The charms and challenges of life in multinational communities though autobiography, literature, private correspondence, and film.

5 units (Naimark) not given 2000-01

28S. Sources and Methods Seminar: Mapping Central Europe—Regional Identities in the 19th and 20th Centuries—Does Central Europe exist? The visions of Central Europe (Germany, the Czech lands, Austria, and Hungary) in the 19th and 20th centuries. The political and cultural movements which sought to define the borders and character of Central Europe from the revolutions of 1848 to the fall of the Berlin wall. The attempt to divide Europe into distinct nations and states, even as artists and politicians drew on shared traditions to do so. Political documents, visual art, music, memoirs, and film.

5 units, Spr (Murdock)

29S. Sources and Methods Seminar: Religion and Politics in American Culture—The contours of early American culture were fundamentally shaped by the dynamic forces of religion and politics. From the Mayflower Compact to the rhetoric of the Civil War, God and government have had an intimate relationship in the American mind. How did this relationship change over time? What impact did it have on American institutions, practices, and attitudes? Sources range from witchcraft trials to *Uncle Tom's Cabin*.

5 units, Win (Holland)

31S. Sources and Methods Seminar: The France of Louis XIV—Primary sources (in English translation) are used to address: how great a king was Louis XIV, the chances of escaping starvation, how people “made it” during the Old Regime, Fouquet's guilt or innocence, what mattered at the court, why peasants rebelled, how people lived their religion, what regulated population size.

5 units (Lougee Chappell) not given 2000-01

32S. Sources and Methods Seminar: The Psychology of Warfare—“Just War” in the Middle Ages—What were the Crusades and how did they occur? How could churchmen foster notions of pacifism while facilitating violence and sanctifying war? Is “holy war” a contradiction? The origins of the crusades and the mentality of religious warfare are understood through an assessment of textual sources (personal letters, canon law, art, and architecture).

5 units, Win (Nava-Vaughn)

35S. Sources and Methods Seminar: 20th-Century History as Lived Experience—The great events of the 20th century in the form of autobiography and literature. What are the strengths and shortcomings of personal memory as a historical document of an era? What role do individuals play in the “politics” of remembering and forgetting? Readings: Vera Brittain, Winston Churchill, Arthur Koestler, Milan Kundera, Primo Levi, George Orwell, John Reed, etc.

5 units, Win (L. Roberts)

43S. Sources and Methods Seminar: Colonial Encounters—Life in African Cities—How does an examination of city life in colonial Africa shed light on processes and struggles for historical and social change?

African societies, from the early 20th century through independence, experienced social and economic transformations through the growth in space and population of urban spaces. In cities, African communities interacted with and contested against colonial states for control of political, economic, and social activities. Africans seized moments of fluidity in urban spaces to create new forms of social interaction and identity. The focus is on archival documents, films, and novels by African and European inhabitants of colonial cities in E., W., and Southern Africa.

5 units, Spr (Jean-Baptiste)

45S. Sources and Methods Seminar: First Americans—Indian Identities in the American West (1865-Present)—Native American citizenship has been continually invented and reshaped by Native Americans and Euroamericans, particularly in the 19th century. How was assimilation embraced or resisted? How did the reservation system and the Indian Citizenship Act of 1924 affect Native Americans' perceptions of themselves as Americans? How Indian identities, race, and gender roles changed over time, using school records, autobiographies, and newspaper accounts.

5 units, Spr (Warren)

50S. Sources and Methods Seminar: Race and Popular Culture (in Black and White)—The evolution of the racial categories of black and white in popular culture, focusing on the emergence of cultural forms, genres, and movements after Reconstruction through WW II (e.g., dialect fiction, musical theater, early film, Harlem Renaissance). Connected to the development of these new forms is the refashioning and rearticulation of American ideas of white and black. GER:4b (DR:3)

5 units (M. Thompson) not given 2000-01

51S. Sources and Methods Seminar: The Politics of Self-Definition—Ethnic Nationalism in the Civil Rights Era—How was Chicano related to Black Power in the late 1960s? The phenomenon of radical ethnic politics through a comparative look at position papers, speeches, letters, publications, poetry, and theater. How were political postures related to cultural postures? How were the boundaries of exclusion and inclusion determined? How were history, heritage, and legacy used in the rhetoric of these groups? How do these groups help us understand the U.S. in this period?

5 units, Spr (Chavez)

52S. Sources and Methods Seminar: Place and Identity in 19th-Century California—During the 19th century, California changed from a sparsely populated Spanish colonial outpost to a booming American state, bringing manifold peoples together and permanently altering the physical landscape. How have the people who have inhabited California made sense of the natural world and themselves? Contemporary sources are used to discover the shifting interplay between place and identity among the diverse peoples and landscapes of 19th-century California.

5 units, Win (St. John)

53S. Paris, Capital of the 19th Century—The philosopher, historian, and cultural critic Walter Benjamin described Paris as the "capital of the 19th century." The history of Parisian culture and the methods of the cultural historian are examined by following Benjamin on his perambulations through the city. Themes: urbanism, consumerism, working-class militancy, and radicalism in philosophy and the arts.

5 units, Spr (Kafka)

56S. Sources and Methods Seminar: Advertising and Consumer Culture in the United States—The history of modern materialism through the study of advertising. Theoretical and critical perspectives on consumption and recent historical interpretations of advertising and consumer culture in the U.S., focusing on the problems of using advertisements as sources for historical analysis.

5 units (Corn) not given 2000-01

60S. Sources and Methods Seminar: France in the Enlightenment—The social and cultural landscape of the French Enlightenment. How was "enlightenment" produced, packaged, and marketed in the 18th century? Do books cause revolutions? Emphasis is on the process of secularization, the rise of public opinion, and the emergence of critical conscience. These themes and related issues are investigated through primary sources in philosophy, autobiography, periodicals, forbidden works of literature, music, political caricature, etc.

5 units, Aut (Coleman)

62S. Sources and Methods Seminar: Unimagined Futures—The Environmental History of the Suburban West—The West has long been the nation's most urbanized region. After WW II, old and new Westerners poured into suburban centers from Anchorage to Tijuana, reshaping society and landscape. What made the suburban West distinctive? How do historians relate social change to changes in the land? The primary historical record, emphasizing Stanford collections.

5 units, Aut (Booker)

96S. Sources and Methods Seminar: Searching for Self—Biographies and Autobiographies in China—Texts from the 1st to 20th centuries. The various articulations of self-conception and self-expression in social, political, and religious contexts. Emphasis is on questions of the role of family and gender. GER:3a,4a (DR:2 or 7)

5 units (Neskar) not given 2000-01

UNDERGRADUATE LECTURES

100 through 199 are lecture courses.

GENERAL

102A. The International System—The history and analysis of world politics and international relations from the dominance of empires and nation-states at the turn of the century until the present. The influence of communism, fascism, and anti-imperialism on the system, and the emergence of "society" as a factor in international relations. Questions of sovereignty vs. the "new world order." GER:3b (DR:9)

5 units, Win (Naimark, Simons)

CLASSICS

102. Roman History I: The Republic—(Enroll in Classics 102.)

4-5 units, Win (Treggiari)

103. Roman History II: The Empire—(Enroll in Classics 103.)

4-5 units, Spr (Treggiari)

105. History and Culture of Egypt—(Enroll in Classics 105.)

4-5 units, Spr (Manning)

EASTERN EUROPE AND RUSSIA

119. Aristocracies and Absolutism: Early Modern Eastern Europe, 1400-1800—The societies and culture of E. Europe (Belorussia, Bohemia, Hungary, Poland, Ukraine) in the late medieval and early modern periods. The conflict of aristocratic parliamentary governments with absolutist states (Austria, Hungary, Prussia, Russia). E. Europe's development is contrasted to the Russian historical experience. GER:3b (DR:9)

5 units, Aut (Kollmann)

120A. Early Modern Russia, 1400-1762—Chronicles in the context of international trade and geopolitics. The expansion of Russia from its 14th-century origins to its achievement of a multiethnic empire stretching from Poland to Siberia, the Far East, and the Black Sea by the 18th century. Governance and society in conditions of autocracy: institutions of rule, social hierarchy, interethnic relations in empire, tension between the center and periphery, serfdom and agrarian economy, social values and gender roles, popular religiosity, Russian Orthodoxy as institution and as arbiter of high culture, 18th-century immersion in European culture and attendant social tensions. Interdisciplinary: guest lectures on art and literature. Eras of rapid change and social mobilization (Ivan IV,

Peter I, Catherine II) are placed in the long-term context.

5 units (Kollmann) not given 2000-01

120B. Imperial Russia, 1762-1917—State, society, empire, and the international relations of Imperial Russia (18th-19th centuries to 1917) Alternate years with 120D. GER:3a (DR:7)

5 units (Emmons) not given 2000-01

120C. 20th-Century Russian and Soviet History—Survey and analysis of Russia in the 20th century, focusing on Soviet policy from its revolutionary advent in 1917 to its dramatic collapse in 1991. GER:3a (DR:7)

5 units, Aut (Weiner)

120D. Russian Intellectual and Cultural History to 1917—Companion to 120B. The development of Russian intellectual and cultural life under the impact of Western influences, from the reign of Peter the Great to the end of the Empire. Focus is on primary texts and cultural products. Recommended: 120B. GER:3a (DR:7)

5 units, Win (Emmons)

121. Russian Jewish History, 1772-1917—The social, economic, cultural, and political trends in Russian Jewish life from the Polish partitions until the 1917 Revolution: popular and elite cultures, changing family and social patterns, government attitudes toward Jews, perceptions of Jews in Russian culture, Jewish political cultures, and political radicalism. Emphasis is on regional differences and their impact on the character of Jewish life in the areas of Belorussia, Lithuania, Ukraine, etc.

5 units (Zipperstein) not given 2000-01

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.

5 units, Spr (Jolluck)

MEDIEVAL AND EARLY MODERN EUROPE

100A. Europe from Late Antiquity to 1500—Themes of group identity, power, and religion, surveying the transformations of European society and power-structures from Augustus to Machiavelli. How did groups fashion and refashion themselves through contact with other groups, the pressures of politics, and the utilization of sacred norms? How did religions influence societies and how were religions transformed by societies? GER:3a (DR:7)

5 units, Aut (Buc)

100B. Machiavellian Moments: Europe's History, 1492-1793—Survey of the intellectual and social currents from the voyages of Columbus to the French Revolution.

5 units (Lougee Chappell) not given 2000-01

100C. Introduction to Modern Europe—European history since the French Revolution has been a persistent attempt to come to terms with the promise and perils of the great revolutions of the 18th century. Readings: von Gentz, Adams, Marx, Fanon, Freud, de Beauvoir.

5 units (Sheehan) not given 2000-01

105A. Introduction to Medieval Culture—(Same as English 165A, Medieval Studies 165.) Introduction to the development of medieval culture through religious, philosophical, literary, artistic, social, and political sources, with emphasis on the interrelationships among them. GER:3a,4c (DR:7† or 8†)

5 units, Win (Brown, Miller)

110. Storming Heaven: Christianity in Conflict in Early Modern Europe—What happens when a culture holds that right religion is absolutely necessary for salvation, yet disagrees about its content? A multi-perspectival view of divergent Christian traditions from the early

16th to the mid-17th centuries, with parallels to religious “hot spots” in our own world. Topics: the character of the late medieval Church, humanism and Catholic reform, Luther and the early evangelical movement, the rise and spread of Anabaptism, Calvin and the exportation of Calvinism, the Council of Trent and Counter-Reformation, the Wars of Religion in France and the Netherlands, and the process of confession-alization. GER:3a (DR:8)

5 units, Win (Gregory)

MODERN EUROPE

130. From Enlightenment to Revolution: France in the 17th and 18th Centuries

5 units (Baker) not given 2000-01

130B. France from 1750 to the Present—France has long been viewed as the epitome of civilized values and cultural distinction; but it has also been associated with chronic political instability, violent revolution, and anarchistic artistic rebellion. The diverse and contradictory features of one of world's great powers, starting in the 18th century where France produced Voltaire, Rousseau, and the Enlightenment, and Robespierre, and to the present. Use of literature, art, and film.

5 units (M. L. Roberts) not given 2000-01

134. European Economic History—(Enroll in Economics 115.)

5 units, Aut (Greif)

136A. European Thought and Culture in the 19th Century—Major European thinkers and intellectual movements from the Enlightenment to Modernism. Readings: Matthew Arnold, Jane Austen, Karl Marx, John Stuart Mill, Friedrich Nietzsche, Emile Zola, etc.

5 units (Robinson) not given 2000-01

136B. European Thought and Culture in the 20th Century—Important European thinkers and intellectual movements of the 20th century, from Freud to Foucault.

5 units (Robinson) not given 2000-01

137. The Holocaust—The emergence of modern racism and radical antisemitism. The Nazi rise to power and the Jews. Anti-semitic legislation in the 1930s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry.

5 units (Rodrigue) not given 2000-01

HISTORY OF SCIENCE AND TECHNOLOGY

106. The Prehistory of the Computer—(Enroll in Science, Technology, and Society 126.)

3-5 units, Spr (Gorman)

133. The Darwinian Revolution—(Same as 333.) The conceptual developments leading to establishment of the major unifying paradigm of biological science, the theory of evolution by natural selection. Biological thought before Darwin (1800 to 1836). The voyage of the Beagle and the formation of Darwin's thought in terms of its broader intellectual and social context. *The Origin of Species. Descent of Man.* The difficulties the theory had to overcome and their resolution in the union of evolutionary biology and population genetics in the 1930s and '40s.

4 units (Lenoir) not given 2000-01

133B. The Sociology of Scientific Knowledge—Classical problems in the sociology of knowledge in the writings of Marx, Durkheim, and Mannheim. Recent works in the social construction of scientific knowledge, emphasizing the historical sociology of experimental science and lab practice. Case studies and the anthropological approaches in the works of Mary Douglas, Pierre Bourdieu, and others are used to explore a theory of practice and a critique of historically situated practical reason as the foundation of the sociology of scientific knowledge.

4 units (Lenoir) not given 2000-01

139. The Scientific Revolution—Recent studies and related primary materials (in translation) reassess the claims made for the “scientific revolution.” Studies of early modern science have broadened our understanding of the period, from work on museums and gentlemanly trust to the sciences of non-European cultures.

5 units (Staff) not given 2000-01

BRITAIN

141. Yorkist and Tudor England—The Making of a Modern State—The transition from the late medieval realm to the Renaissance monarchy, Henry VIII, the English Reformation, and the new conservatism of the Elizabethan regime.

5 units (Seaver) not given 2000-01

142. Revolutionary England, 1603-1689—Analysis of the conditions that led to the first of the modern revolutions, the collapse of the Stuart monarchy, the beheading of the king, the first and only English experiment with a republic, the attempt of the Restoration to recreate a stable royal absolutism, and its final defeat in the “Glorious Revolution” of 1688-89. Radical ideas emerging in the heat of revolution.

5 units (Seaver) not given 2000-01

143. Shakespeare’s England, 1558-1640—Introduction to a period of early modern English history when England was still a minor power and when Elizabeth Tudor and then her Stuart cousins tried to exploit the new powers acquired by the monarchy under Henry VIII, before the society was torn apart by civil war. This society produced three of its greatest dramatists, perhaps its greatest philosopher of science, and an unrivaled outpouring of poetry. It would be reductionist to argue that social, political, and economic developments “explain” this period of literary production, but the social, political, and religious world in which it took place is sketched. GER:3a (DR:7)

5 units, Aut (Seaver)

144. Britain, 1688-1832—(Same as 244.) Survey/colloquium. Alternate meetings provide a broad knowledge of British society in its political, social, intellectual, and cultural aspects, and considers one text in depth (a historical study, novel, etc.) for what it may say about Britain from the Glorious Revolution of 1688 to the Great Reform Act of 1832.

5 units (Stansky) not given 2000-01

145C. Modern Britain—(Same as 245C.) Survey/colloquium. Alternate meetings provide a sense of British history in the 19th and 20th centuries in its political, social, intellectual, and cultural aspects and considers one text in depth (a historical study, novel, etc.) for what it may tell us, in the broadest and most particular senses, about the recent history of Britain.

5 units (Stansky) not given 2000-01

AFRICA

147A. African History in Novels and Film—The principal episodes in African history have been captured in novels and, to a lesser extent, in film. What happens to history and historical understanding as they undergo transformation in imaginative literature and film. Does the African novel fairly represent history? Is film only an imperfect vision of African past events? GER:4a (DR:2)

5 units (Jackson) not given 2000-01

147B. The Idea of Africa among African Americans—No group within the Black diaspora has developed more notions, sometimes competing, of Africa than African Americans since the late 18th century. The crucial moments in that envisioning of Africa, from the free Black identifications of the 1770s-1840s to Marcus Garvey’s 1920s homeland ideologies and the 1990s Mandela fever. GER:4b (DR:3)

5 units (Jackson) not given 2000-01

148. Introduction to African History—African history from the discovery of early humans in E. Africa to the 1990s. Geared to students who want to master the basics of Africa’s past while engaging more advanced

analysis. Films, novels, autobiographies, slides, readings. GER:3a,4a (DR:2 or 7)

5 units, Aut (Jackson)

148B. Northeast Africa and the Red Sea: Imperialism, Regional Identities, Postcolonial Conflicts—The ancient historical linkages between the Nile Valley, Red Sea, and Abyssinian highlands. The effect of successive imperialist projects (Ottoman, Egyptian, British, Italian, Ethiopian) on the formation of new political identities and economic relationships in what are today the countries of Sudan, Ethiopia, and Eritrea. Emphasis is on the roots of the Eritrean/Ethiopian conflict and the north/south conflict in Sudan. Analysis of key post-colonial issues, including the linkage between nationalist wars and regional famines; the politics of refugee resettlement; the rise of politicized Islam; the failure of women’s emancipation projects; and the environmental and social impact of agricultural modernization schemes.

5 units, Win (Killion)

148C. Africa in the 20th Century—The challenges facing Africans from when the continent fell under colonial rule until independence. Lectures are organized around case studies of colonialization and its impact on African men and women drawn from West, Central, and Southern Africa. Discussions on novels, plays, polemics, and autobiographies written by Africans. GER:3a,4a (DR:2 or 7)

5 units, Spr (R. Roberts)

THE UNITED STATES

115. Technology and Culture in 19th-Century America—The social and cultural aspects of technological change from the American Revolution through WW I. Emphasis is on technologies of production and consumption (armory practice, department stores); of temporal and spatial transformation (telegraphic time signals, railroads), simulation and reproduction (photography, phonograph), and communication and control (telephone, scientific management). GER:3b (DR:9)

4-5 units, Spr (Corn)

150A. African-American History to the 20th Century—African-American history through the Civil War. Slavery in Africa, the development of slavery in the Western Hemisphere, and the Atlantic slave trade. The evolution of slavery as an institution in America and the development of slave culture. The free black population and the emergence of abolitionism, growing regional tensions and war, and emancipation and its immediate effects. GER:3a,4b (DR:3 or 7)

5 units, Aut (M. Thompson)

150B. Introduction to African-American History: The Modern Black Freedom Struggle—(Formerly 157.) The 20th-century civil rights movements and political/racial thought. Using recent historical scholarship and audio-visual materials, lectures examine the racial advancement strategies of such leaders as Booker T. Washington, W. E. B. DuBois, Mary M. Bethune, Ella Baker, Martin Luther King, Jr., Malcolm X, and Jesse Jackson. GER:3b,4b (DR:3 or 9)

5 units, Spr (Carson)

152. American Spaces: An Introduction to Material Culture and the Built Environment—(Same as American Studies 152.) American history through the evidence of things, e.g., spaces, buildings, and landscapes of the “built environment.” How to “read” such artifacts using methods and theories from anthropology, cultural geography, history, and other disciplines.

5 units (Corn) not given 2000-01

159. 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. Lectures/discussion. GER:3b,4b (DR:3 or 9)

4-5 units, Spr (Chang)

163A. The Transformation of American Thought and Culture, 1865 to the Present—(Enroll in American Studies 151.)

5 units, *Win (Gillam)*

165A,B,C. United States History from the Revolution to the Present—General sequence emphasizing political, social, and institutional history. Provides a broad foundation in U.S. history on which to base further work in history, literature, economics, political science, religious studies, art history, etc. Three parts form an integrated whole; any portion may be taken independently. Recommended as a prerequisite for advanced work in American history.

165A. 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:3b (DR:9)

5 units, *Aut (Wells)*

165B. 19th-Century America—The history of the U.S. in the 19th century, emphasizing the causes and consequences of the Civil War. Topics: Jacksonianism and the market revolution, slavery and the old south, sectional conflict, the rise and fall of Reconstruction, late 19th-century society and politics, and the crisis of the 1890s. GER:3b,4b (DR:3 or 9)

5 units, *Win (White)*

165C. The United States in the 20th Century—Major political, economic, social, and diplomatic developments in the U.S. since the end of the 19th century. Themes: debates over 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 1950s 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, WW II, and the Cold War). GER:3b,4b (DR:3 or 9)

5 units, *Spr (Kennedy)*

166. American Economic History—(Enroll in Economics 116.)

5 units, *Win (Wright)*

172A. The United States since 1945—Analyzes foreign policy and politics, dealing with social themes and intellectual history. GER:3b (DR:9)

4-5 units, *Win (Bernstein)*

173B. U.S. Women's History, 1820-1980—The transformation of Victorian womanhood in the late 19th century, including the workforce participation of immigrant and black women and the educational and professional opportunities for middle-class white women, the impact of wars and depression on 20th-century women's lives, and the rebirth of feminism.

5 units, *Spr (Horn)*

173C. Introduction to Feminist Studies—(Same as Feminist Studies 101.) How gender inequality is created and perpetuated, and when feminist theory and movements emerge to respond to gender inequality. Topics: theories of inequality; history of feminism; international and multi-cultural perspectives on feminism; women's work, health, and sexuality; creativity, spirituality, and movements for social change. GER:3b,4c (DR:9†)

5-6 units, *Win (Freedman)*

LATIN AMERICA

177. Modern Latin America—Latin America since the early 19th century, concentrating primarily on Mexico, Brazil, Argentina, and Cuba. Emphasis is on Latin America's role in the world economy and the ef-

fect that this has had on economic growth, social structure, and politics. GER:4a (DR:2)

5 units (*Haber*) not given 2000-01

178. Colonial Latin America—The Iberian and indigenous roots of Latin American culture and society. The colonial era: the encounter and conquest through the eyes of the victors and the vanquished; strategies of domination and resistance for Central Mexico, the Andes, and Brazil. The mature structures of colonial life, socioeconomic and cultural; sources of tension and change within colonial Latin America during the 18th century. Interpretations of the breakdown of colonial authority and the rise of independence movements.

5 units, *Aut (Frank)*

180. 20th-Century Brazil—Brazil, a continent-sized nation and multi-ethnic society, is at a crossroad: how to achieve economic growth with social and regional equity in an era of trading blocs. Brazilian efforts to come to terms with its long colonial history based on export agriculture, slavery, and extractive industries, while developing an urban-based, industrial society. Brazil's rise as a middle range economic power and the development of a dynamic national culture. GER:3b,4a (DR:2 or 9)

5 units, *Spr (Wirth)*

JEWISH HISTORY

184. Jews in the 20th-Century United States

5 units (*Zipperstein*) not given 2000-01

188B,C. Jewish History from the Medieval Period to the Present—Designed as a sequence, but may be taken independently. (188B is in department fields III and IV; 188C is in III.)

188B. Jews in the Medieval World—The legal status, economic activities, communal organization, religious, intellectual, and social life of Jews in medieval societies from the beginnings of the Jewish settlement into the 16th century, in Christendom and under Islam. Rabbinic culture and medieval Jewish philosophy, Jewish self-perceptions and attitudes to non-Jews, Jewish-Christian polemics, Church attitudes and policies to the Jews, anti-semitism, expulsion and anti-Jewish violence.

5 units (*Rodrigue*) not given 2000-01

188C. Jews in the Modern World—Jewish history in the modern period. Possible themes: the fundamental restructuring of all aspects of Jewish existence under the impact of the Enlightenment and legal emancipation at the end of the 18th century in Western Europe, the transformation of Jewish life in Eastern Europe under the authoritarian Russian regime, the experience of colonialism in the Sephardi world, and the range of new ideologies (Reform Judaism and various Jewish nationalisms), the persistence and renewal of anti-semitism, the destruction of European Jewry under the Nazis, the rise of new Jewish centers in the U.S., and the emergence of the State of Israel. GER:3a (DR:7)

5 units, *Aut (Zipperstein)*

MIDDLE EAST

185. Introduction to Islamic Civilization—Introduction to the societies and cultures in which Islam has been the dominant religious tradition, focusing on the Middle East. Topics: the faith of Islam; the career of the prophet Muhammad; Islamic political theory; Islamic law, philosophy, and science; relations among Islam, Christianity, and Judaism; modern currents in Islam. GER:3a,4a (DR:2 or 7)

5 units, *Aut (Dallal)*

187. Palestine, Zionism, and the Arab-Israeli Conflict—The Arab-Israeli conflict from the beginnings of Zionist settlement in Palestine in 1882 to the present. Topics: the emergence of modern political Zionism, Arab and Palestinian nationalism, the Palestinian Mandate, establishment of the state of Israel, the Arab-Israeli wars, the Palestine Liberation Organization, U.S. policy toward the territories, the Palestinian Intifada,

and the Oslo Accords. Readings from a range of viewpoints with vigorous discussion.

5 units (Beinin) not given 2000-01

187B. The Middle East in the 20th Century—The history of the Middle East since WW I, focusing on the eastern Arab world, Egypt, the Fertile Crescent, and the Arabian Peninsula (The Mashrig), with some attention to Turkey, Iran, and Israel. GER:3b,4a (DR:2 or 9)

5 units, Win (Beinin)

187C. Women in the Modern Middle East—Women's role in the modern Middle East. Topics: work, religious expression, politics, and family life. Format: one film showing per week with associated lecture and discussion. GER:4c (DR:†)

5 units (Beinin) not given 2000-01

189A. Israel: 1880 to the Present—The beginnings of the Zionist Movement, the establishment of the State of Israel, and the development of Israeli society, culture, and politics. Analysis of the ideologies and institutionalization of the Zionist movement and Jewish nationalism in its various forms; Ottoman and Mandate Palestine and the growth of the Jewish settlement there, including social experimentation, relationships with the Palestinians and their responses to Zionism; the revolt against the British. Israel since independence: its institutions, international relations, and relations with Jewish communities outside of Israel. GER:4a (DR:2)

5 units (Mancall) not given 2000-01

189B. Ottoman Empire—From the 14th through the 19th century. The Balkans and the Middle East under Ottoman rule. Systems of governance and economy of the Ottoman Levant. The onset of weakness and decline in the 17th century; European imperialism in the Middle East; westernizing reforms in the 19th century; the Balkan Wars, WW I, and the collapse of the Ottoman Empire. GER:4a (DR:2)

5 units (Rodrigue) not given 2000-01

SOUTH ASIA

186A. Modern South Asia: History, Society, Cultures—(Same as Cultural and Social Anthropology 75/175.) Surveys S. Asia, concentrating on the period after the 16th century. The relationship between geography and society. Traditional society, culture, and politics. Mughal India and its culture. The British Raj. Indian response and resistance. Independence movements in S. Asia. The multi-ethnic Indian state. Pakistan, Sri Lanka, and Nepal in search of national identities. Political culture and style. Secularism and communalism. Development and environment. Inter-regional and international relationships. GER:3b,4a (DR:2 or 9)

5 units, Win (Mancall, Pandya)

190A. Introduction to the History of Buddhism—Survey of the history of Buddhism, focusing primarily on Central, South, and S. E. Asia. The historical Buddha. The development, evolution and spread of Buddhist institutions and Buddhist practices. Political, social, and economic aspects. Buddhism and the state. Buddhist law and social thought. Modern and contemporary Buddhist social movements. The spread of Buddhism in the West.

5 units (Mancall) not given 2000-01

EAST ASIA

192A. Chinese History to the 13th Century—From Peking Man to Khubilai Khan. Emphasis is on social, religious, and intellectual developments from the Earliest Times through the Mongol dynasty. GER:3a,4a (DR:2 or 7)

5 units, Aut (Neskar)

192B. Chinese History from the Mongols to Early Modern Times—From the late Yuan to the Taiping Rebellion. Emphasis is on socio-economic rather than the political history to expose students to a

sophisticated society very different than their own. Recommended: 192A. GER:4a (DR:2)

5 units (Kahn) not given 2000-01

192C. Modern China—China's development from the relative peace and prosperity of the late 18th century through the wars and imperialist incursions of the 19th century, and the struggle in the 20th century to create a modern nation-state and regain a position of wealth and power in an often-hostile world. The crushing of the pro-democracy movement at Tiananmen in 1989 and its consequences. Chinese materials in translation (novels, autobiographies, newspaper accounts, reports, and films) explore how individuals experienced the major political, cultural, social, and economic transformations of the past two centuries. Recommended: 92A,B, 192A,B, or Political Science 115. GER:3b,4a (DR:2 or 9)

5 units, Spr (R. Thompson)

194A. Japan from Earliest Times to 1560—The prehistoric origins of the people and culture, and emergence of the first polity, Chinese influences, the flowering of the native culture, samurai and feudal government. GER:3b (DR:9)

5 units, Aut (Mass)

194B. Late Medieval and Early Modern Japan—From the Warring States Period to the establishment and rise of the last Shogunal house, the Tokugawa. The social, religious, and political contours of the age.

5 units (Staff) not given 2000-01

194C. 19th-Century Japan

5 units (Staff) not given 2000-01

194D. The Rise of Modern Japan—Japanese history from 1840 to the present. Topics: the Meiji Restoration and its background, building a modern state, industrialization of the economy, the emergence of an imperialist power, the reorientation of postwar Japan, and the "economic miracle." Socio-economic change and political developments. GER:3b,4a (DR:2 or 9)

5 units, Spr (Duus)

UNDERGRADUATE COLLOQUIA AND RESEARCH SEMINARS

Colloquia consist of reading and discussion on specific historical themes. Short papers, reports, historiographical essays, and a final exam may be required. In all cases, colloquia are designed to examine issues of historical interpretation. Oral presentations are encouraged.

Undergraduate research seminars provide students with opportunities to conduct research using primary documents, engage in historiographical debate, or to interpret major historical events. Seminars may be offered for one or two quarters and they may be combined with a colloquium. In all cases, students write preliminary drafts of their research findings, present oral reports, and revise their papers.

Courses 200 through 299 are primarily for juniors and seniors majoring in history. Admission is by consent of the instructor.

200A,B,C. Senior Research I, II, and III—(WIM)

1-5 units (Staff)

200H. Junior Honors Colloquium

3 units, Spr (Gregory)

200M. Undergraduate Directed Research: Martin Luther King, Jr. Papers Project

units by arrangement (Carson)

200W. Undergraduate Directed Reading

units by arrangement (Staff)

200X. Undergraduate Directed Research and Writing—(WIM)

units by arrangement (Staff)

GENERAL

201. Undergraduate Colloquium: Varieties of Islamic Revival since 1870—Revivalist and modernist thought and movements in the Islamic world in their evolving sociopolitical contexts (imperialism at its height and in decline; independence in Cold War conditions; globalization). Variants from across the Islamic world, Arab and non-Arab, and impulses from within Islamic traditions and outside pressures. The conceptual focus is on Islam and the state.

5 units, Spr (Simons)

201B. Undergraduate Colloquium: Great Ideological Movements of the 20th Century—Socialism and the Islamic Revival—(Same as 301B.) Surveys and compares two ideological responses to the challenges of modernization and globalization in traditional societies and polities. For socialism, the focus is on the European East and the first half of the 20th century; for the Islamic revival, the Arab world and S. Asia in the last 50 years. Readings and analysis of key thinkers in their sociopolitical contexts, drawing on the professor's quarter-century of diplomatic and personal experience in the U.S.S.R., Eastern Europe, and S. Asia.

5 units (Simons) not given 2000-01

201F. Undergraduate Colloquium: 20th-Century Turkey, Iran, and Pakistan—(Same as 301F.) The histories of three non-Arab Muslim countries as they stayed independent and struggled with their Islamic identities in the shadow of their great northern neighbor. The hypothesis is that their success or failure in adapting to today's challenges will decide whether the nations between Morocco and the Philippines play the same world role in the 21st Century that the European East has played in ours. Professor draws on his half-century of personal and diplomatic experience in Pakistan and with communism.

5 units (Simons) not given 2000-01

202. Undergraduate Colloquium: Introduction to Problems of Historical Interpretation and Explanation—(Same as 302A.) Focus is on problems of historical narrativity: the relationship between the past and stories about the past, history and the novel; other epistemological issues.

5 units, Spr (Emmons)

202D. Undergraduate Colloquium: Biological Approaches to History—History can be understood by studying changes in the biological features of human kind through the systematic analysis of information on health, nutrition, demographic behavior, and living standards of different societies over time. Emphasis is on the impact of historical events (revolutions or wars) on the material quality of life.

5 units, Win (López-Alonso)

203. Undergraduate Colloquium: India, Pakistan, and U.S. Policy since the Cold War—Case study of issue and policy formation in a major world region in post-Cold War circumstances. The interplay of internal and external pressures: economic crisis and liberalization as key foreign partners fade at Cold War's end; democratic experiment in Pakistan, Congress decay and the rise of the BJP in India; arms control progress and the 1998 nuclear explosions; shifting configurations (involving the U.S.) since then. Instructor draws on his experience as U.S. ambassador to Pakistan 1996-1998.

5 units, Spr (Simons)

205A. Undergraduate Colloquium: Private Lives, Public Stories—Autobiography in Women's History—Autobiographies and other sources. The changing contexts of women's lives and the way women's actions have shaped and responded to those contexts. GER:4c (DR:†)

5 units, Spr (Lougee Chappell)

INTERDISCIPLINARY GATEWAY COLLOQUIA

204. Undergraduate Colloquium: History and the Arts—Britain in the 20th Century—Using British examples, the historical significance of novels, poetry, art, film, music, etc. (WIM)

5 units, Aut (Stansky)

206. Undergraduate Colloquium: The Logic of History—(Same as 306.) Introduction to the literature for students in history and the social sciences. How do historians advance and sustain arguments? What is evidence and how is it treated? What are the rules of argumentation that underlie different types of history, and how do these differ from those found in the social sciences? In the writing of history, what constitutes a truth claim? Readings/discussion of the literatures on case study methods, the philosophy of history and social science, and actual historical case studies.

5 units (Haber) not given 2000-01

206B. Design and Methodology for International Field Research—(Same as 306B.)

1 unit, Win (Kollmann, R. Roberts)

206P. Undergraduate Colloquium: The Scientific Revolution—(Same as 306P, History and Philosophy of Science 206P.) What sort of tools do historians use to understand and interpret science? How did science emerge as a distinctive kind of knowledge? Introduces the history of science as a field of study, using the Scientific Revolution of the 16th and 17th centuries, the age of Copernicus, Galileo, Kepler, and Newton, as a case study in the historical interpretation of science. The intellectual, cultural and institutional context in which western science emerged. How historians have explained and debated the birth pangs of modern science.

5 units, Win (Gorman)

EASTERN EUROPE AND RUSSIA

217. Undergraduate Colloquium: Men, Women, and Power in Early Modern Russia, 1500-1800—Social values, gender relations, and social change in an era of rapid change; challenges to established norms by new constructions of deviance (witchcraft, religious reform, and revolt) and by new standards of civility; encounters with non-Russians and the construction of national consciousness. Social values as political ethos: patrimonial autocracy and the reality of female rule in the late 17th and 18th century. (WIM)

5 units, Spr (Kollmann)

219S. Undergraduate Research Seminar: The Soviet Civilization—(Same as 419.) Socialist visions and practices of the organization of society and messianic politics; the Soviet understanding of mass violence, political and ethnic; and living space. Readings of secondary and primary sources and writing of a research paper or a historiographical essay.

5 units (Weiner) not given 2000-01

221C. Undergraduate Colloquium: Historiography of the Soviet Union—(Same as 321C.) Introduces the 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 the current postmodernist theories.

5 units, Win (Weiner)

221S. Undergraduate Research Seminar: Wartime and Postwar Poland—The problems of German and Soviet occupation. Polish resistance during the war, dilemmas of Polish politics, the end of the war and beginning of peace. The relationship between social changes and political movements. The complex nationality issues involving Germans, Jews, Poles, Russians, and Ukrainians.

5 units (Naimark) not given 2000-01

222A. Undergraduate Colloquium: Myths and Identities in Modern Ukraine—(Same as 322A.) The evolution and interaction between various national identities of stateless Ukrainian populations throughout the century, until Ukrainian statehood in 1991. Focus is on the core of the Ukrainian population; the Soviet Union; and Ukrainian populations in Poland, Czechoslovakia, Romania, and Hungary. Ethnic, regional, and political visions of national identities, the emergence of mass political movements, the rise of radical ideologies and regimes, the experience of

WW II and the unification of Ukrainian land and people, and the struggle for definitive national myths to the present.

5 units (Weiner) not given 2000-01

223. Undergraduate Colloquium: Honor, the Law, and Modernity in Early Modern Europe—(Same as 323.) How individuals constructed their sense of honor in Europe (including Russia) from medieval times to the 18th century, and how they defended honor through law and litigation, extra-legal sanctions (feuds, duels), and ritual (charivari). The rise of the duel as a turning point in Europe towards modern concepts of honor and civility, social hierarchy, and legal practice.

5 units (Kollmann) not given 2000-01

224. Undergraduate Colloquium: Stalinism in Eastern Europe—(Same as 324.) The origins and history of Stalinism in Eastern Europe. The ways E. European countries confronted the Stalinist past. Readings on historical and literary representations of Stalinist theory and practice.

5 units, Spr (Naimark)

225. Undergraduate Colloquium: The Russian Revolutionary Tradition—(Same as 325.) The history and myths behind the Russian Revolution.

5 units (Emmons) not given 2000-01

225D. Undergraduate Colloquium: East European Women and War in the 20th Century—Societies in Eastern Europe during war and occupation, WW I to the crisis in Bosnia. Women's experiences in war, including changes in their lives from war, how they interpret these changes, how women participate, and how they are used physically and metaphorically by belligerents and compatriots. The interplay of gender nationality in the construction and manipulation of identities. Emphasis is on sources, historiography, theoretical approaches, and comparisons with Western Europe and the former Soviet Union.

5 units, Win (Jolluck)

226. Undergraduate Colloquium: Modernity, Revolution, and Totalitarianism—(Same as 326.) Analysis of modern revolutionary and totalitarian politics based on readings of monographs on the medieval, Reformation, French Revolutionary, and the Great War eras which deal with relevant themes. Topics: the essence of modern ideology, the concept of the body national, state terror, charismatic leadership, gender assignments, private and public spheres, and identities.

5 units, Win (Weiner)

MEDIEVAL AND EARLY MODERN EUROPE

207. Undergraduate Colloquium: Jews, Christians, and Muslims—Medieval Spain—(Same as 307.) From the Islamic conquest of 711 A.D. to the Christian expulsion of the Jews in 1492. Forms of confrontation (theological debate to systemic violence) and forms of confluence (conversion to cultural overlap), and hostile indifference between Jews, Christians, and Muslims. What were the undercurrents of aggression that gave rise to persecution of the "other" in medieval Spain? What were the elements of commonality between groups that gave rise to great intellectual advancements? The dynamics of the three religions elsewhere in the medieval Mediterranean.

5 units, Spr (Miller)

208. Undergraduate Colloquium: The Conversion of Europe—The formation of Christian Europe is examined through the conversion experiences (actual and remembered) of historical figures and communities. The riddle of the first Christian emperor, Constantine; the Christianization of Germanic society, Scandinavia; and the issue of conversions to more spiritual ways of life within the Christian faith.

5 units (Buc) not given 2000-01

209A. Undergraduate Colloquium: Law, Society, and Identity in Christianity and Islam, 500-1500—(Same as 309A.) Introduction to Mediterranean society and the interplay of law, morality, and social customs in the Middle Ages. Sources of law, forms of legal reasoning and

procedure (courts to informal dispute settlements), coercive mechanisms for enforcing rules, and religious obligations in Christian and Islamic communities. Spain and Egypt as case studies. How do groups use law to build communities? When does law create order and when does it reproduce exploitative relations? What is the relation between law and gender?

5 units (Miller) not given 2000-01

209B. Undergraduate Colloquium: Crusades, Pilgrimages, and Voyages of Discovery—The Expansion of Medieval Europe—(Same as 309B.) Medieval Mediterranean travelers, their motivations (religious, military, economic, scholarly) and how they perceived the cultures they encountered. Readings: a Muslim scholar's travels, letters of Jewish merchants to their families, the report of a 10th-century Christian ambassador to Constantinople, and a 20th-century novel that reconstructs the peregrinations of a 12th-century Indian slave based on medieval Jewish sources from Egypt.

5 units, Win (Miller)

210A. Undergraduate Colloquium: The Language of Politics in the Middle Ages—(Same as 310A.) The different methods through which political theory was articulated and communicated and a culture of politics created: language proper and its grammar (as in biblical exegesis and other mediums), gestures (and the theory of gestuality), royal proclamations, rituals (peace-making and conflict-resolution, royal funerals, advents, and coronations), and iconography.

5 units (Buc) not given 2000-01

211. Undergraduate Colloquium: Body, Gender, and Society in Medieval Europe—(Same as 311.) Secondary sources (historical, literary, theological, and anthropological studies). Issues: transformations in representations of the body, gender, sexuality, and in women's place in society (or social representation) in Western Europe between the 3rd and 14th century. Were these processes related with one another and with social changes? Analytically straddles the realm between bodification of spiritual powers and control (or manipulation) of the body in society, from the cult of relics to asceticism. GER:4c (DR:†)

5 units, Spr (Buc)

213A. Undergraduate Colloquium: New Worlds, Imaginary Worlds—(Same as 313A.) Why does the idea of "utopia" first emerge in the Renaissance and Reformation? What does it mean to imagine a society? During the 16th and 17th centuries, Europeans developed greater knowledge of other parts of the globe (the Americas, Asia) and began to explore questions of nature and society in new ways, looking more critically at their own society and others. Topics: travel, knowledge, and experience; changing definitions of humanity; reason and imagination; order and deviance in the age of Columbus, More, Galileo, and Kepler.

5 units (Findlen) not given 2000-01

213B. Undergraduate Colloquium: Heretics, Prostitutes, and Merchants—Venice and its Empire—(Same as 313B.) Why was the myth of Venice so powerful? Between the 13th and 17th centuries the Republic of Venice created a powerful empire that controlled much of the Mediterranean. Situated at the boundary between East and West, Venice established a thriving merchant society that allowed many social groups, religions and ethnicities to coexist within its borders. The essential features of Venetian society, as a microcosm of late medieval and early modern Europe. The relationship between center and periphery, order and disorder, orthodoxy and heresy, and the role of politics, art, and culture in the Venice Renaissance. The decline of Venice as a political power and its reinvention as a tourist site, living museum, and subject for literature and film. (WIM)

5 units (Findlen) not given 2000-01

213C. Undergraduate Colloquium: Power, Art, and Knowledge in Renaissance Italy—(Same as 313C.) What were the defining features of the society that gave us the idea and art of the Renaissance? The world

of Leonardo, Machiavelli, and Michelangelo. The intersections of history, politics, art, and literature in the 15th and 16th centuries. The relationship between the Renaissance and the Reformation.

5 units (Findlen) not given 2000-01

215. Undergraduate Colloquium: Religion and Society in Early Modern Europe—Introduction to recent research on Christianity in early modern Europe, supplemented with primary sources. The dialectical relationship by which religion influenced other domains of human life, and was in turn influenced by them. Possible topics: religion in relationship to gender and family life, the Reformation in urban context, printing and literacy, oral and visual communication, individual and collective devotion, confessionalization, and refugees and religious minorities. Readings are multinational and multiconfessional to acquaint students with the range and diversity of the phenomenon.

5 units (Gregory) not given 2000-01

216. Undergraduate Colloquium: When Worlds Collide—The Trial of Galileo—(Same as 316.) In 1633, the Italian mathematician Galileo was condemned by the Catholic Church for the heresy of believing the sun to be the center of the universe. Not until 1992 did the Catholic Church officially admit that Galileo was right. What does this highly publicized event tell us about the long and complex relationship between science and religion? Why has the Galileo affair continued to be 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 are examined in order to create a microhistory of this event. The historians' interpretations of the trial in relation to its documentation. The different histories that can be produced from the historical encounter with a controversial past. (WIM)

5 units, Win (Findlen)

MODERN EUROPE

227. Undergraduate Colloquium: War and Peace in the 20th Century—(Same as 327.) The diplomatic and military crises from the origins of WW I to the collapse of Yugoslavia. Readings include historical analyses and original documents.

5 units (Sheehan) not given 2000-01

229S. Undergraduate Research Seminar: The Second World War in Europe and America—See 28. Prerequisite: 28.

5 units (Kennedy, Sheehan) not given 2000-01

232A. Undergraduate Colloquium: Shopping—A History—European consumer culture from its inception in the 18th century to its increasing dominance of all aspects of life in the 20th century. Why have commodities come to play such an important part in our culture? How was the creation of the department store a watershed event in modern history? What are the politics of consumerism, from the bread riots of the French Revolution to the fashions of the 1920s? Emphasis is on the relation between gender and commodity culture, particularly the image of woman as family consumer and "kleptomaniac."

5 units, Aut (M. L. Roberts)

238A. Undergraduate Colloquium: Autobiography—The self-creation of the individual in autobiographical writings from the Enlightenment to the present. Jean-Jacques Rousseau, John Stuart Mill, Mary McCarthy, Malcolm X, and Jean-Paul Sartre.

5 units (Robinson) not given 2000-01

238B. Undergraduate Colloquium: Marx, Darwin, and Freud—(Same as Interdisciplinary Studies in Humanities 191R.) Read/discuss the seminal works of the three most influential European thinkers of the modern era. Marx, Darwin, and Freud are the creators of powerful and distinctive intellectual systems (theories of society, nature, and the self) that invite comparison in terms of their structure and of their broad impact on life and thought.

5 units, Spr (Robinson)

238S. Undergraduate Research Seminar: Europe 1880-1918—The Fin de Siècle and the Great War—The period from 1880-1914 represents a transition from an optimistic, naive age to one that knew moral relativism, total war, material comfort, and great genius. Through art, fiction, autobiography, psychology, and cultural history, how the "age of innocence" ended and the 20th century began.

5 units (M. L. Roberts) not given 2000-01

HISTORY OF SCIENCE AND TECHNOLOGY

205. Undergraduate Colloquium: Bodies and Machines—From Descartes to Frankenstein—(Enroll in Science, Technology, and Society 131.)

3-5 units, Aut (Wilding)

206P. Undergraduate Colloquium: The Scientific Revolution—(Same as 306P; enroll in Science, Technology, and Society 123.)

5 units, Win (Gorman)

212. Before Babel—Knowledge and Communication in Early Modern Europe—(Enroll in Science, Technology, and Society 122.)

5 units, Spr (Wilding)

262S. Undergraduate Research Seminar: Science and High Technology in the Silicon Valley, 1930-1980—(Same as 462.) The technological, political, economic, and spatial dimensions of the rise of Silicon Valley from the 1930s to the early 1980s. How did Silicon Valley arise? What sustained its growth? How did it function? How did it evolve? Archival research and oral history. Focus is on radiotubes, microwave devices, semiconductors, and computers; economies of skills; university-industry relations; political dissent and the counterculture; and the techno-scientific policies of the Cold War state. Comparison with Route 128.

5 units, Aut (Lenoir)

274A. Undergraduate Colloquium: Body Works—Medicine, Technology, and the Body in Late 20th-Century America—(Same as 374A; English 263, Comparative Literature 274A.) The influence of new medical technologies (organ transplantation, endoscopic surgery, genetic engineering, computer-aided tomography, medical imaging) on the American imagination from WW II to the 1990s.

4-5 units, Win (Bender, Lenoir, Taylor)

BRITAIN

240. Undergraduate Colloquium: Shakespeare's London—The Social and Cultural Consequences of Growth—Between 1500 and 1700 London grew from a late medieval town of 50-60,000 to a metropolis of more than 500,000, the largest city in Western Europe. The problems such unprecedented growth generated, ranging from Crown attempts to limit and control growth to the city magistrates' measures to meet the needs of the growing number of the poor and sick. The official image the city presented in its Lord Mayor's shows and the image of urban life presented in the new popular theater. (WIM)

5 units, Win (Seaver)

241S. Undergraduate Research Seminar: From Reformation to Revolution in Early Modern England—Sources for England from 16th-century Protestant Reformation to the civil wars and revolution in the mid-17th century are unusually rich. The types of records (private diaries and letters to the official proclamations, and state papers) define the question that shapes the investigation. Critiques of a draft of the research paper.

5 units (Seaver) not given 2000-01

242S. Undergraduate Research Seminar: Exploring Modern Britain through Documents and Images Held at Stanford—Students choose a British text, artifact, or picture from the Stanford collections from a preselected list and discover British society by writing about it.

5 units (Stansky) not given 2000-01

244. Undergraduate Colloquium: Britain, 1688-1832—(Same as 144.)

5 units (Stansky) not given 2000-01

245C. Undergraduate Colloquium: Modern Britain—(Same as 145C.)

5 units (Stansky) not given 2000-01

AFRICA

246. Undergraduate Colloquium: Successful Futures for Africa—An Inventory of the 1990s-2000s—(Same as 346.) With an Africa of crises and setbacks, the question arises as to whether African states and peoples are creating new visions of the future. If so, what are those ideas and experiments and are they viable? The research in the newest options, from the last decade.

5 units, Spr (Jackson)

246S. Undergraduate Research Seminar: Popular Culture in Africa—(Same as 446.) African culture rarely appears in historical research. The classics in this field; case-studies such as the role of the griot, women as diviners and seers, Euro-African dress and fashion, the image of Europeans in Africa, highlife music in Ghana, emblems in the Mau Mau rebellion, etc.

5 units (Jackson) not given 2000-01

247. Undergraduate Colloquium: Greater East Africa and Its Historical Writing—(Same as 347.) Greater E. Africa contains Kenya, Tanzania, Uganda, Ethiopia, parts of Zaire, and Mozambique. From this area has come a dynamic historical literature (especially about women, the colonial period, and the purpose of history). (WIM)

5 units (Jackson) not given 2000-01

247A. Undergraduate Colloquium: African Identity in a Changing World—Interdisciplinary approach to changing identities in precolonial, colonial, and contemporary Africa. Emphasis is on the impact of religion, colonialism, education, language, politics, and economic development on African identities.

5 units (R. Roberts) not given 2000-01

247B. Undergraduate Colloquium: Health and Society in Africa—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.

5 units (R. Roberts) not given 2000-01

247C. Undergraduate Colloquium: Africa and African Americans since World War II—(Same as 347C.) The most intense, profound, and contradictory dialogue by African Americans on Africa has occurred since WW II, an event that unleashed new political forces in Black communities worldwide. The dialogue and the impact events in Africa (e.g., the 1950s-'60s surge of African nationalism, and the ascendancy of Nelson Mandela) on Black American consciousness.

5 units (Jackson) not given 2000-01

247D. Undergraduate Colloquium: African Coiffure and Its Legacy in the Americas—(Same as 347D.) Offered in connection with the Cantor Museum exhibit on "Hair in African Art and Culture." The role played by hair notions and hair adornment in Africa, the inheritance of this hair culture in the New World, and the place of hair in black cultures as a repository of notions about personality, group politics, style, collective anxieties, art, and futurisms.

4 units, Aut (Jackson)

247S. Undergraduate Research Seminar: The Great Mau Mau Rebellion in 1950s Kenya—(Same as 447.) The Mau Mau rebellion in 1950s Kenya was significant and controversial. Within the last decade,

literature has emerged to sort out the rebellion: novels, film, autobiographies, historical writing, and popular culture artifacts.

5 units (Jackson) not given 2000-01

248. Undergraduate Colloquium: Governance and Civil Society in Africa—Africa has been a laboratory for the experimentation of different forms of governance. The nature of power, authority, and the constitution of civil society in precolonial, colonial, and postcolonial Africa, e.g., acephalous societies to precolonial empires, from colonial policies of indirect rule to colonial efforts to orchestrate a transition to independence, postcolonial experiments in democracy, socialism, and military rule. Postcolonial transitions to democracy and the persistence of precolonial models of governance in the independence era. Taught in a simultaneous web-based environment with faculty and students from UC-Berkeley.

5 units, Win (R. Roberts)

248A. Undergraduate Colloquium: The End of Slavery in Africa and the Americas—(Same as 348A.) Comparative social history of the end of slavery in the Caribbean, the American South, and Africa. Interpretations of the social transformations. Topics: motivations for abolition of slavery, meanings of freedom in different societies, and processes of adaptation to new political economies of work.

5 units (R. Roberts) not given 2000-01

248D. Undergraduate Colloquium: Law and Colonialism in Africa—(Same as 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.

5 units (R. Roberts) not given 2000-01

248S. Undergraduate Research Seminar: Colonial States and Societies in Africa—(Same as 448A.) Students examine 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 their original research findings and may continue research for a second quarter.

5 units, Win, Spr (R. Roberts)

249A. Undergraduate Colloquium: The Issue of Greatness in Black History—(Same as 349A.) A major tension in the writing of Black history is between the public demand for greatness, achievements, monuments, and firsts, and the academic historian's skepticism about this approach. Why greatness is thought essential in Black mass history and how academic historians have reacted to this pressure.

5 units (Jackson) not given 2000-01

249B. Undergraduate Colloquium: Black Visual Arts and Black History—(Same as 349B.) The subject matter of the Black past has been used repeatedly in the Black visual arts in this century. From the 1920s-'30s works of Aaron Douglass, Jacob Lawrence, and Lois Mailou Jones to the 1990s works represented in the avant-garde Paris-based Revue Noire, Black visual artists have wrestled with the problem of how "to show" the Black past. Case studies of artists from African-America, Africa, and the Caribbean. Original research by students is encouraged in this unexamined field.

5 units (Jackson) not given 2000-01

249D. Undergraduate Colloquium: African Cultural History in the 20th Century—(Same as 349D.) Popular culture in Africa and the cultural products of African intellectuals. Emphasis is on pathbreaking popular culture and avant-garde intellectual cultures—those instances that created a sense of the "new" over the 20th century. Primary sources research.

5 units, Win (Jackson)

THE UNITED STATES

250. Undergraduate Colloquium: American Popular Culture—The development and evolution of popular culture in the U.S. The 19th-century emergence of blackface minstrelsy and popular entertainments such as domestic fiction (authored primarily by women), vaudeville and musical theater, dime novels, early film, and jazz. Emphasis is on race, class, and gender analyses.

5 units, Win (M. Thompson)

250B. Undergraduate Colloquium: Constitutional Interpretation in History and Theory—Problems of enumerating, defining, justifying, and protecting constitutional rights; the adoption of the Bill of Rights and the 14th Amendment; 20th-century controversies over incorporation, equality, and autonomy; and the contemporary debate over “rights talk.”

5 units, Win (Rakove)

250C. Undergraduate Colloquium: Thomas Jefferson and His World—The multiple facts of Jefferson’s life; his views of politics and society, constitutions and revolutions, nation and state, Old World and New, slavery and race; his place in the national memory; and the problem of passing moral judgments on historical actors. Extensive readings in primary and secondary sources.

5 units (Rakove) not given 2000-01

251A,B. Undergraduate Colloquium: Poverty and Homelessness in America—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 required readings/discussions. Prerequisite: interview with the instructor.

8 units (Camarillo) not given 2000-01

252. Undergraduate Colloquium: Decision-Making in International Crises—The A-bomb, the Korean War, and the Cuban Missile Crisis—(Same as 352.) For advanced undergraduates and graduate students. Integrates primary documents and secondary literature to understand the three sets of events.

5 units, Aut (Bernstein)

252S. Undergraduate Research Seminar: Museums and History—How museums and historic sites have interpreted the past. The history of museums, the relationship of academic scholarship to popular exhibition, the politics of public memory, and the effect of museum display on the meaning of objects. Required field trips.

5 units (Corn) not given 2000-01

253. Undergraduate Colloquium: Topics in African American History—The Great Migration—Focus is on the massive movement of African Americans from the rural south to the urban north from Reconstruction through WW I. The motivations for and consequences of this migration. Topics: urbanization, immigration, class dynamics within the African American community, gender roles, race progress and leadership, color consciousness, and the emergence of African American urban culture.

5 units (M. Thompson) not given 2000-01

254. Undergraduate Colloquium: Nature—The natural and the social are very hard to disentangle. When Americans have written about nature, they revealed much about what they thought about society. How Americans have constructed nature and “nature’s nation” by examining some classic American texts from Thomas Jefferson’s *Notes on the State of Virginia* through Rachel Carson’s *Silent Spring*. How ideas about the social order, the economy, racial relations, etc., are often embedded in discussions of the natural world.

5 units (White) not given 2000-01

254S. Undergraduate Research Seminar: U.S. Women’s History—For History or Feminist Studies majors only. Students learn bibliograph-

ic, research, and writing skills through the study of 20th-century women’s reform efforts, utilizing primary sources available in Green Library and culminating in a substantial research paper. Prerequisite: at least one U.S. history course, consent of instructor. Recommended: 173B.

5 units (Freedman) not given 2000-01

255. Undergraduate Colloquium: The History of Multiraciality in America—In the 21st century, multiracialism and multiculturalism are increasingly common and publicly debated. The historical origins of America’s multiracial and multicultural roots and experiences. The major themes and issues surrounding intermarriage, miscegenation, interracial sex, biraciality, mixed-heritage, multiracial identity, and multicultural communities of the African American, Asian American, Chicano/Mexican American, and Native American Indian people. The growing presence of people of mixed-cultural heritage and multiraciality of America is examined through the interplay of growing cultural and social similarities and through the context of persisting inequalities by race, gender, class, and culture.

5 units, Aut (Pang)

255A. Undergraduate Colloquium: Culture and Ideologies of Race—(Same as 355A.) How culture is used to create, reify, and subvert categories of race in the U.S. The processes of cultural exchange and contestation which forge and dismantle racialized identities. Topics: the uses of memory and nostalgia, the introduction of new cultural technologies, and gender and class as categories which define and are defined by race.

5 units, Aut (M. Thompson)

255S. Undergraduate Research Seminar: African American History—Liberation Curriculum Workshop—As part of a cooperative effort of Stanford University’s King Papers Project and the Oakland Unified School district’s Urban Dreams Project, students assist the King Project’s staff and Oakland school teachers in the creation of the Liberation Curriculum, a set of web-based, age-specific, educational materials based on the modern African-American freedom struggle.

5 units, Aut (Carson)

256. Undergraduate Colloquium: Topics in Mexican American History—(Same as 356.) Topics from the 19th and 20th-century: immigration from Mexico, the Americanization of Mexican society in the Southwest, the Mexican working class, intra-ethnic conflict, the Chicano movement of the 1960s, the making of barrios, the role of Mexican American women, etc. Focus is on the 20th century. GER:4b (DR:3)

5 units (Camarillo) not given 2000-01

257. Undergraduate Colloquium: Immigrants and Racial Minorities in American Cities—Comparative Perspectives—The urbanization of major ethnic immigrant and racial minority groups in American cities during the 20th century. Historical case studies of different groups, and social science theories and historical interpretations. The urban histories of Euro-Americans, African Americans, Mexican Americans, Asian Americans, and Native Americans in comparative perspective.

5 units (Carson) not given 2000-01

258. Undergraduate Colloquium: Modern America in Historical Perspective—The historical roots of several issues in contemporary American society: changing patterns of income distribution, the legacy of the “Great Society” and Reagan-era policies, the evolution of political parties, the changing situation of women, race relations, and immigration. Recommended: background in 20th-century American history.

5 units (Kennedy) not given 2000-01

259. Undergraduate Colloquium: Race and Ethnicity in the United States and South Africa—(Same as 359.) The comparative history of black-white relations in the U.S. and S. Africa. Topics: white racist ideologic patterns of segregation, Ethiopianism, Pan-Africanism and the Garvey Movement, nonviolent protest, and Black Power/Black con-

sciousness. Prerequisite: 157 or 164, or equivalent.

5 units (*Fredrickson*) not given 2000-01

259S. Undergraduate Research Seminar: The United States and the Vietnam War

5 units (*Chang*) not given 2000-01

260A. Undergraduate Colloquium: Perspectives on American Identity—(Same as American Studies 200.) Analysis of the changing interpretations of American identity and “Americanness.” (WIM) GER:3a (DR:8)

5 units, Spr (*J. Corn*)

260S. Undergraduate Research Seminar: The American 1960s: Thought, Protest, and Culture—(Enroll in American Studies 214.)

5 units, Aut (*Gillam*)

261. Undergraduate Colloquium: Nuclear Weapons and International Relations—Theories and History—(Same as 361.) Case studies involving nuclear weapons and related international relations theory.

5 units (*Bernstein, Holloway*) not given 2000-01

262S. Undergraduate Research Seminar: Science and High Technology in Silicon Valley, 1930-1980—(Same as 462.) See “History of Science and Technology” above.

5 units, Aut (*Lenoir*)

263A. Undergraduate Colloquium: The Automobile Industry in 20th-Century America—One of the nation’s major industries is examined from the perspective of its products, workers, and wide-ranging influences. Topics: the origins and consequences of the industry’s geographical concentration in Michigan; the evolution of assembly line work and other forms of automotive labor; the influence of automobiles on the built and natural environments; cars and government regulation; and recent challenges to the industry stemming from technological change, foreign competition, and environmentalism.

5 units (*Corn*) not given 2000-01

264S. Undergraduate Research Seminar: Martin Luther King, Jr. and the Modern Civil Rights Movement—Supervised research projects use the resources of the King Papers Project at Stanford.

5 units (*Carson*) not given 2000-01

265. Undergraduate Colloquium: New Research in Asian American History—(Same as 365.) Asian American studies is a rapidly developing field, with new narrative material and methodologies. Newly published studies in history and related disciplines. Discussion of texts and exploration of possible research work. Recommended: previous exposure to Asian American studies.

5 units (*Chang*) not given 2000-01

265A. Undergraduate Colloquium: The History of Sexuality in the United States—(Same as 365A.) Priority to History and Feminist Studies majors; a limited number of graduate students may be admitted. Readings on the social construction of sexuality, primarily U.S., in the 19th and 20th centuries. Topics: reproduction, sexual identities, and race and sexuality. Prerequisite: consent of instructor.

5 units, Spr (*Freedman*)

267. Undergraduate Colloquium: Yesterday’s Tomorrows—Technology and the “Future” in History—The changing American expectations regarding the development and consequences of science and technology in the future. Topics: the emergence of a culture of prognostication in the late 19th century (Edward Bellamy, H. G. Wells); the turn-of-the-century reception of new communications technologies; 1930s world’s fairs and Depression “futures;” the 1960s, “technology assessment,” and anti-technology (“the future isn’t what it used to be”).

5 units (*Corn*) not given 2000-01

269. Undergraduate Colloquium: The African-American Community Organizing Tradition—(Same as 369.) Because the political rights of African-Americans have often been restricted, black people have developed innovative ways of mobilizing their collective power to achieve group advancement. The history of modern African-American grassroots movements and the organizing techniques that have enabled people without many resources to liberate themselves. Focus is on the Student Nonviolent Coordinating Committee (SNCC), the Southern Christian Leadership Conference (SCLC), the Black Panther Party (BPP), etc.

5 units (*Carson*) not given 2000-01

270S. Undergraduate Research Seminar: North American West—The modern American West is a recent historical creation dependent on the emergence of the nation states of Canada, the U.S., and Mexico. It is the product of processes of migration, state formation, new technologies, capital flows, and environmental changes still at work in N. America. The emergence of the American West in regional terms vis a vis the East, and in relation to Mexico, Canada, Indian nations, and the larger world of the Pacific Rim.

5 units, Spr (*White*)

272A. Undergraduate Colloquium: War and Society, 1941-68—Briefly considers WW II. The focus is on the early Cold War and the Vietnam War: dissent and the impact of the “national-defense system” on major domestic institutions, and their relationships to American culture. Readings: John Dower, Paul Fussell, George Kennan, Dwight Macdonald, Robert McNamara, bringing together different approaches from International Relations and American Studies.

5 units (*Bernstein*) not given 2000-01

274A. Undergraduate Colloquium: Body Works—Medicine, Technology, and the Body in Late 20th-Century America—(Same as English 263, History 374A, Comparative Literature 274A.) See “History of Science and Technology” above.

4-5 units, Win (*Bender, Lenoir, Taylor*)

LATIN AMERICA

276. Undergraduate Colloquium: The Creation of North America—(Same as 376.) Responding to rapid changes in the world economy, Canada, the U.S., and Mexico are developing common interests in a shared regional space. This convergence is transforming relations between three sovereign states, each with its distinct political system, national history, cultures, and identities. The historical origins of the convergence, from the clash of European empires and native societies, to the development of viable nation states in Canada and Mexico as influenced by the American Civil War and the intersecting of frontiers and railroads, and the effects of WW II through the movement of peoples and development of complex identities today.

5 units (*Wirth*) not given 2000-01

277. Undergraduate Colloquium: History and Public Policy—The Political Economy of Economic Growth—How have different countries in the Americas created different systems to regulate economic development? What effects have these regulatory systems had on the course of growth? What are the political reasons that explain why different countries have regulated economic activity in different ways? These interrelated questions are addressed through the study of regulation and its impact in Brazil, Mexico, and the U.S., drawing on the literatures of law and economics, development economics, positive political economy, and economic history.

5 units, Aut (*Lopez-Alonso*)

278. Undergraduate Colloquium: Historical Aspects of Underdevelopment in Latin America—The methods and approaches of economic history. Emphasis is on the critical analysis of scholarly studies of issues in Latin American economic growth addressed by economic historians, including the creation of national transport systems, the growth of

industry, the economics of slavery, and the long-term effects of export oriented growth.

5 units (Haber) not given 2000-01

279. Undergraduate Colloquium: Latin American Development: Economy and Society, 1800-2000—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. By 1900, an enormous economic gap had grown between these two regions. What explains this divergence in economic development? Why are some Latin American nations relatively rich and others so poor? Why is income so poorly distributed throughout most of the region? The interpretive frameworks are Marxist, dependency, neoclassical, and institutionalist. The effects of “globalization” on Latin America’s economic growth, autonomy, and potential for social justice.

5 units, Win (Frank)

280. Undergraduate Colloquium: Modern Mexico—Interdisciplinary analysis of Mexico since the Revolution of 1910. Studies of political economy written by historians, economists, anthropologists, and novelists. Recommended: prior study of Latin American history, politics, or economic development.

5 units (Staff) not given 2000-01

281. The Family in Latin America—The history of the Latin American family. Colonialism and family structure interacted in diverse ways depending on, e.g., social class, region, and ethnicity. During the 19th century, political independence, nation-state formation, immigration, and economic development radically transformed the context within which families existed. In the 20th century, families succumbed to the modern solvents of mobility and divorce, and, in business and politics to impersonal corporations, bureaucracies, and political systems. Readings in scholarly texts and literary sources; emphasis is on the shifting, variegated role of class and gender in Latin American families.

5 units, Win (Frank)

281A. Undergraduate Colloquium: Environmental History of the Americas—(Same as 381A.) Environmental history is approached topically, using examples from N. and S. America to survey and evaluate the current state of research.

5 units, Spr (Wirth)

282. Undergraduate Colloquium: The Agrarian Origins of Underdevelopment in Latin America—(Same as 382.) Introduction to the study of Latin American agrarian economic history. The relationship between the productive organization of agriculture and long run economic growth, focusing on Mexico during the 18th, 19th, and 20th centuries. Works by development economists, social historians, and economic historians.

5 units, Spr (Summerhill)

283. Undergraduate Colloquium: The Process of Industrialization—Europe, the United States, and Latin America—(Same as 383.) Introduction to comparative economic history for graduate students. The literature on the transition to industrial societies during the 19th and 20th centuries in a variety of national contexts. Readings from the institutional, cliometric, and Marxist schools of economic history.

5 units (Haber) not given 2000-01

JEWISH HISTORY

285. Undergraduate Colloquium: Jewish Biography in the 19th and 20th Centuries—(Same as 385.) How one examines history through the prism of biographical writing. A wide range of biographical literature seeks to illuminate the texture of Jewish life in the last two centuries, including writing on the obscure and famous, men and women, the pious and the secular, the assimilated and the assertive Jews. An exploration of the lives of Sephardic and Ashkenazic Jews. (WIM)

5 units, Win (Zipperstein)

285B. Undergraduate Colloquium: The Bible (“Old Testament”)—Focus is on the Hebrew Bible, in English translation, from the perspective of the social sciences, as a document of social, political, institutional, economic, and cultural history. The society and mentality of the peoples of the Bible is discussed through the examination of selected books and passages.

5 units, Aut (Mancall)

287. Undergraduate Colloquium: The Jews of Russia—(Same as 387.) Russian Jewish history, culture, and political and economic life from the late 18th until the end of the 20th century. Possible topics: governmental policy toward Jews under the Romanovs and the following 1917 Revolution. Urban and shtetl life, the rise of modern Hebrew and Yiddish literature, the consolidation of hasidism, and other forms of traditional Judaism, the impact of Jewish socialism, Zionism, and Communism. (WIM)

5 units, Spr (Zipperstein)

287A. Undergraduate Colloquium: Modern Jewish Identity—(Same as 387A.)

5 units (Rodrigue) not given 2000-01

289B. Undergraduate Colloquium: Zionism and its Critics—(Same as 389B.) The major texts produced by the Zionist movement, emphasizing its early years between the 1880s and the 1917 Balfour Declaration. One of a range of forces in Jewish politics, Zionism was subjected to sustained scrutiny by orthodox Jews, liberals, socialists, etc. The movement and the criticisms engendered by it, within and beyond the Jewish world, especially in prestate Palestine.

5 units (Zipperstein) not given 2000-01

MIDDLE EAST

285A. Undergraduate Colloquium: Problems in Israeli History—The National Identity and Political Culture of the Israeli State—Focus is on ideology, institutions, and politics. Themes: Zionism, non-Zionism, and anti-Zionism; religion and secularism; multi-ethnicism; socialism; symbols; law.

5 units (Mancall) not given 2000-01

286. Undergraduate Colloquium: Economic and Social History of the Modern Middle East—(Same as 386.) 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 are combined with possible case studies of Egypt, Iraq, and Palestine.

5 units, Spr (Beinin)

287S. Undergraduate Research Seminar: Topics in the Modern History of Egypt, Palestine, and Israel—(Same as 487.) Student-selected research topics with guided historiographical reading and discussions as an introduction.

5 units (Beinin) not given 2000-01

288. Undergraduate Colloquium: Palestine and the Arab-Israeli Conflict—(Same as 388.) The Palestine-Zionist conflict 1882 to the present through reading and comparing representative expressions of competing historical interpretations. U.S. policy towards the conflict since 1948. (WIM)

5 units, Aut (Beinin)

289. Undergraduate Colloquium: Islamic Reform on the Eve of Modernity—(Same as 389.) An examination of the main Islamic movements and the major themes addressed by Muslim thinkers in the early modern period. Emphasis is on Islamic networks and regional movements, questions of continuity in the Islamic intellectual traditions, and European influence on Islamic reformative thought. (WIM)

5 units, Win (Dallal)

289A. Undergraduate Colloquium: The Ottoman Empire—(Same as 389A.) The rise of the Ottoman Empire from the 14th to 16th centuries. The Balkans and the Middle East under Ottoman rule. Systems of governance and the economy of the Ottoman Levant. The onset of weakness and decline after the 17th century. European imperialism in the Middle East. Ottoman westernizing reforms in the 19th century. The rise of nationalism. The Balkan Wars, WW I, and the collapse of the Ottoman Empire.

5 units (Rodrigue) not given 2000-01

290. Undergraduate Colloquium: Science in the Islamic World—The origins, development, and cultural significance of science in the Islamic World. Emphasis is on the world view and achievements of individual scientists, issues of progress and decline, and the special role of science in an Islamic religious and political context.

5 units, Aut (Dallal)

EAST ASIA

291A. Undergraduate Colloquium: The Chinese Revolution—Key passages in China's revolutionary struggle, beginning with Sun Yat-sen and the 1911 Revolution and ending with the pro-democracy movement and events at Tiananmen in 1989. The May 4th Movement, Chiang Kai-shek's National Revolution of 1925-27, Mao Zedong's peasant-based Communist revolution, and the Cultural Revolution are explored from social, cultural, and political perspectives. First-person accounts, e.g., Edgar Snow's *Red Star Over China*, primary documents, classic and revisionist scholarly works, Chinese literature in translation, and films, e.g., *Yellow Earth* and *Farewell, My Concubine*.

5 units (R. Thompson) not given 2000-01

292. Undergraduate Colloquium: Postwar Japan—(Same as 392.) Discussion of various aspects of Japanese social history since 1945: the postwar emperor system, economic growth and urbanization, middle class culture, new religions, citizens' movements, the transformation of village life, the search for national identity, and popular media.

5 units (Duus) not given 2000-01

292A. Undergraduate Colloquium: Japanese Lives—Autobiography and History—(Same as 392A.) The consciousness of self and history in modern Japan as reflected in autobiographical and semi-autobiographical literature. Works by Kurosawa Akira, Kaneko Fumiko, Arai Hakuseki, Fukuzawa Yukichi, Mishima Yukio, etc.

5 units (Duus) not given 2000-01

292B. Undergraduate Colloquium: Aspects of Chinese Economic History from the High Middle Ages to Modern Times—Premise: economic information changes in meaning as history moves into different social formations. Where the ancient imperial state left its agrarian imprint on land formations and ownership patterns, 1,000 years of growth and the development of commerce, the emergence of complex systems of land ownership and tenancy, the appearance in late imperial and early modern times of demographic problems, questions of agrarian stagnation, rural commercialization, and the beginnings of an industrial economy.

5 units (Kahn) not given 2000-01

292S. Undergraduate Research Seminar: China in the Western Imagination, 16th-20th Century—500 years of the reinvention of China in the Western mind. Through the use of Jesuit correspondence, diplomatic reminiscence, missionary memoirs, modern journalism, travelers' accounts, and military logs, students construct a research project which explores subject (the viewer) and object (the viewed) in the early modern history of China.

5 units (Kahn) not given 2000-01

294. Undergraduate Colloquium: Law and Order in Premodern China—(Same as 394.)

5 units, Spr (Neskar)

295. Undergraduate Colloquium: The Meiji Restoration—The origins and consequences of the Meiji Restoration of 1868, the first nationalist revolution in Asia. The ideological environment of the late Tokugawa Japan, the foreign intrusions of the 1850s, the emergence of the loyalist movement, the overthrow of the Tokugawa shoguns, the establishment of a new imperial regime, and post-Restoration cultural and intellectual change. Readings in historical interpretive works, original documents, autobiographies, and historical fiction.

5 units, Win (Duus)

295D. Undergraduate Colloquium: Modern Chinese Social History—(Same as 395D.) A comprehensive exploration of key themes and topics in the social, cultural, economic, and political histories of late-imperial and modern China. Long-term processes such as China's interaction with the West, the demise of the imperial system and the creation of a Western-influenced structure of government, the globalization of the economy, the rise of a Western-oriented bourgeoisie, and an agrarian crisis form the backdrop to the Opium Wars, the Taiping Rebellion, the Boxer Uprising, the 1911 Revolution, the Chinese Renaissance, and the rise of the Nationalist and Communist parties. Continued in 295S.

5 units, Aut (R. Thompson)

295S. Undergraduate Research Seminar: Creating Modern China—From Empire to Nation in the Age of Imperialism—80 years of transformation. A voluminous documentary record in Western languages is part of the legacy of the "opening" of the countryside in 1860 to missionaries and the growing number of "treaty ports" inhabited by diplomats and businessmen. Students use primary sources (diplomatic records, newspapers, Chinese material in translation, and archival documents) to write original research papers. Prerequisite: 295D, or consent of instructor.

5 units (R. Thompson) not given 2000-01

296. Undergraduate Colloquium: Ordinary Lives—The Social History of Early Modern China—Ways of studying people who were not prominent in the conventional spheres of authority or high culture. Topics: migrations, disease, production and consumption, gender and family, popular culture and entertainments, the politics of banditry, etc., during Ming-Quing (16th-19th centuries). Prerequisite: consent of instructor. GER:4a (DR:2)

5 units (Kahn) not given 2000-01

298. Undergraduate Colloquium: Imperialism, Colonialism, and National Identity in Modern Japan—(Same as 398.) The linkages between state building, economic change, territorial expansion, and national consciousness in late 19th- and early 20th-century Japan. Topics: the construction of race, the alien and the barbarian; the nature of the modern Japanese state; the economic roots of territorial expansion; styles and schemes of colonial domination and management; debates on Japan's relationships with Asia, the West, and its colonial subjects.

5 units (Duus) not given 2000-01

298A. Undergraduate Colloquium: Visions of Utopia—Travelers to China, 9th-20th Century

5 units (Kahn) not given 2000-01

299. Undergraduate Colloquium: Japan in the Age of Courtiers and Warriors, 1180-1333—Government and society during the period of Japan's transition from its classical to its medieval phase. Topics: law, justice, family, inheritance, war, religion, and the economy through the analysis of primary documents, chronicles, and sources in translation.

5 units, Win (Mass)

GRADUATE

300W. Graduate Directed Reading
units by arrangement (Staff)

GENERAL

301. Graduate Colloquium: Historiography of American Education—(Same as Education 301.) Analysis of the literature of American education history for students who wish to do further work in the field. Weekly discussions, plus an opportunity to pursue specialized topics in small group tutorial sessions. Limited enrollment. Prerequisite: consent of instructor.

3-4 units (Williamson) given 2001-02

301C. Graduate Colloquium: Early Greece

4-5 units (Morris) not given 2000-01

301F. Graduate Colloquium: 20th-Century Turkey, Iran, and Pakistan—(Same as 201F.)

5 units (Simons) not given 2000-01

302. Graduate Colloquium: Problems in Modern British History—Using British material, introduces students to three aspects of being a professional historian: the nature of professional journals, the writing of dissertation/grant proposals, and what it means to change a dissertation into a book.

5 units, Win (Stansky)

302A. Graduate Colloquium: Introduction to Problems of Historical Interpretation and Explanation—(Same as 202.)

4-5 units, Spr (Emmons)

304. Approaches to History—Required of all first-year History Ph.D. students.

1-3 units, Aut (Lougee-Chappell)

304A. Graduate Colloquium: Critical Studies—Science, Language, and Culture—Critical approach to theoretical issues at the intersection of science, language, and culture. Topics: structuralism, post-structuralism, sociology of scientific knowledge, anthropology of science, feminism, cultural studies, postmodernism, and postcolonialism. Readings: Saussure, Wittgenstein, Derrida, Foucault, Bourdieu, Butler, Haraway, Latour, Baudrillard, and Deleuze. Recent issues: virtuality, chaos, complexity, and constitution of the subject.

4-5 units (Lenoir) not given 2000-01

305. Graduate Workshop in Teaching—Introduction to teaching, lecturing, and curriculum development.

1 unit, Spr (R. Roberts)

306. Graduate Colloquium: The Logic of History—(Same as 206.)

4-5 units (Haber) not given 2000-01

306A. Graduate Colloquium: The Modern Tradition—Capitalism, Imperialism, and their Critics—The tradition of social theory, beginning with Marx's concept of capitalism and Lenin's theory of imperialism, is elaborated by examining works arguing that gender and racial hierarchies are constitutive of capitalism. The dimensions of ideological and cultural domination, using the writings of Marx, Gramsci, and representatives of the cultural studies and subaltern studies schools including Start Hall, Gyan Prakash, Edward Said, and Paul Gilroy. The debate over postmodernism/late capitalism, and theory and strategy after the Gulf War.

4-5 units (Beinin) not given 2000-01

306B. Design and Methodology for International Field Research—(Same as 206B.)

1 unit, Win (Kollmann, R. Roberts)

306C. History Wired—Overview, theoretical and applied, of electronic media as they relate to the various disciplines of historical research and teaching.

3 units (Lougee Chappell, Lenoir) not given 2000-01

306P. The Scientific Revolution—(Same as 206P.)

4-5 units, Win (Gorman)

EASTERN EUROPE AND RUSSIA

320A. Graduate Colloquium: Topics in Early Modern Russian History

4-5 units (Kollmann) not given 2000-01

320B. Graduate Colloquium: Topics in Imperial Russian History

4-5 units (Emmons) not given 2000-01

320C. Graduate Colloquium: Topics in 20th-Century Russian and Soviet History

4-5 units (Weiner) not given 2000-01

321A. Graduate Colloquium: Topics in Early Modern Russian Historiography

4-5 units, Aut (Kollmann)

321B. Graduate Colloquium: Topics in Modern Russian Historiography

4-5 units (Emmons) not given 2000-01

321C. Graduate Colloquium: Historiography of the Soviet Union—(Same as 221C.)

4-5 units, Win (Weiner)

322A. Graduate Colloquium: Myths and Identities in Modern Ukraine—(Same as 222A.)

4-5 units (Weiner) not given 2000-01

323. Graduate Colloquium: Honor, the Law, and Modernity in Early Modern Europe—(Same as 223.)

4-5 units (Kollmann) not given 2000-01

324. Graduate Colloquium: Stalinism in Eastern Europe—(Same as 224.)

4-5 units, Spr (Naimark)

325. Graduate Colloquium: The Russian Revolutionary Tradition—(Same as 225.)

4-5 units (Emmons) not given 2000-01

326. Graduate Colloquium: Modernity, Revolution, and Totalitarianism—(Same as 226.)

4-5 units, Win (Weiner)

MEDIEVAL AND EARLY MODERN EUROPE

307. Graduate Colloquium: Jews, Christians, and Muslims—Medieval Spain—(Same as 207.)

5 units, Spr (Miller)

307A. Graduate Core Colloquium in Medieval European History

4-5 units, Aut (Buc)

307B. Graduate Core Colloquium in Medieval European History

4-5 units (Miller) not given 2000-01

309A. Graduate Colloquium: Law, Society, and Identity in Christianity and Islam, 500-1500—(Same as 209A.)

4-5 units (Miller) not given 2000-01

309B. Graduate Colloquium: Crusades, Pilgrimages, and Voyages of Discovery—The Expansion of Medieval Europe—(Same as 209B.)

4-5 units, Win (Miller)

310A. Graduate Colloquium: The Language of Politics in the Middle Ages—(Same as 210A.)

4-5 units (Buc) not given 2000-01

311. Graduate Colloquium: Body, Gender, and Society in Medieval Europe—(Same as 211.)4-5 units, *Spr* (Buc)**313A. Graduate Colloquium: New Worlds, Imaginary Worlds**—(Same as 213A.)

4-5 units (Findlen) not given 2000-01

313B. Graduate Colloquium: Heretics, Prostitutes, and Merchants—Venice and its Empire—(Same as 213B.)

4-5 units (Findlen) not given 2000-01

313C. Graduate Colloquium: Power, Art, and Knowledge in Renaissance Italy—(Same as 213C.)

4-5 units (Findlen) not given 2000-01

315A. Graduate Colloquium: Topics in Reformation History

4-5 units (Gregory) not given 2000-01

316. Graduate Colloquium: When Worlds Collide—The Trial of Galileo—(Same as 216.)5 units, *Win* (Findlen)**316A. Graduate Core Colloquium: Europe in the 15th and 16th Centuries**4-5 units, *Win* (Gregory)**316B. Graduate Core Colloquium: Europe in the 17th and 18th Centuries**

4-5 units (Baker, Lougee-Chappell) not given 2000-01

WESTERN EUROPE

327. Graduate Colloquium: War and Peace in the 20th Century—(Same as 227.)

4-5 units (Sheehan) not given 2000-01

328A. Graduate Colloquium: Problems in German Historiography

4-5 units (Sheehan) not given 2000-01

330A. Graduate Colloquium: The French Revolution

4-5 units (Baker) not given 2000-01

331C. Graduate Core Colloquium on Modern Europe: Enlightenment to Revolution4-5 units, *Aut* (Baker, Bien)**331D. Graduate Core Colloquium on Modern Europe: Intellectual History**

4-5 units (Robinson) not given 2000-01

331E. Graduate Core Colloquium on Modern Europe: The 19th Century4-5 units, *Win* (M. L. Roberts)**331F. Graduate Core Colloquium on Modern Europe: Women and Gender**

4-5 units (M. L. Roberts) not given 2000-01

331G. Graduate Core Colloquium on Modern Europe

4-5 units (Naimark) not given 2000-01

332. Graduate Colloquium: Culture and Politics in Modern France

4-5 units (M. L. Roberts) not given 2000-01

334. European Economic History—(Enroll in Economics 227.)

5 units, not given 2000-01

HISTORY OF SCIENCE AND TECHNOLOGY

306P. The Scientific Revolution—(Same as 206P.)4-5 units, *Win* (Gorman)**333. The Darwinian Revolution**—(Same as 133.)

2-4 units (Lenoir) not given 2000-01

374A. Graduate Colloquium: Body Works—Medicine, Technology, and the Body in late 20th-Century America—(Same as English 263, History 274A, Comparative Literature 274A.)4-5 units, *Win* (Bender, Lenoir, Taylor)

BRITAIN

341A. Graduate Colloquium: Topics in Politics and Society in England, 1500-17004-5 units, *Aut* (Seaver)**344A. Graduate Colloquium: Problems in Modern Britain**

4-5 units (Stansky) not given 2000-01

AFRICA

346. Graduate Colloquium: Successful Futures for Africa—An Inventory of the 1990s-2000s—(Same as 246.)5 units, *Spr* (Jackson)**347. Graduate Colloquium: Greater East Africa and Its Historical Writing**—(Same as 247.)

4-5 units (Jackson) not given 2000-01

347B. Graduate Core Colloquium in African History: The Colonial Period4-5 units, *Aut* (R. Roberts)**347C. Graduate Colloquium: Africa and African Americans since World War II**—(Same as 247C.)

4-5 units (Jackson) not given 2000-01

347D. Graduate Colloquium: African Coiffure and Its Legacy in the Americas—(Same as 247D.)4 units, *Aut* (Jackson)**348A. Graduate Colloquium: The End of Slavery in Africa and the Americas**—(Same as 248A.)

4-5 units (R. Roberts) not given 2000-01

348D. Graduate Colloquium: Law and Colonialism in Africa—(Same as 248D.)

4-5 units (R. Roberts) not given 2000-01

349. Graduate Core Colloquium: Precolonial Africa

4-5 units (R. Roberts) not given 2000-01

349A. Graduate Colloquium: The Issue of Greatness in Black History—(Same as 249A.)

4-5 units (Jackson) not given 2000-01

349B. Graduate Colloquium: Black Visual Arts and Black History—(Same as 249B.)

4-5 units (Jackson) not given 2000-01

349D. Graduate Colloquium: African Cultural History in the 20th Century—(Same as 249D.)5 units, *Win* (Jackson)

THE UNITED STATES

351A,B,C,D,E,F. Graduate Core Colloquium in American History
24-30 units

- 351A. Graduate Core Colloquium in American History—Part I**
4-5 units, Aut (Wells)
- 351B. Graduate Core Colloquium in American History—Part II**
4-5 units (White) not given 2000-01
- 351C. Graduate Core Colloquium in American History—Part III**
4-5 units, Win (Fredrickson)
- 351D. Graduate Core Colloquium in American History—Part IV**
4-5 units (Thompson) not given 2000-01
- 351E. Graduate Core Colloquium in American History—Part V**
4-5 units, not given 2000-01
- 351F. Graduate Core Colloquium in American History—Part VI**
4-5 units, Spr (Bernstein)

352. Graduate Colloquium: Decision-Making in International Crises—The A-Bomb, the Korean War, and the Cuban Missile Crisis—
(Same as 252.)
4-5 units, Aut (Bernstein)

355A. Graduate Colloquium: Culture and Ideologies of Race—
(Same as 255A.)
4-5 units, Aut (M. Thompson)

356. Graduate Colloquium: Topics in Mexican American History—
(Same as 256.)
4-5 units (Camarillo) not given 2000-01

359. Graduate Colloquium: Race and Ethnicity in the United States and South Africa—(Same as 259.)
4-5 units (Fredrickson) not given 2000-01

361. Graduate Colloquium: Nuclear Weapons and International Relations—Theories and History—(Same as 261.)
4-5 units (Bernstein, Holloway) not given 2000-01

365. Graduate Colloquium: New Research in Asian American History—(Same as 265.)
4-5 units (Chang) not given 2000-01

365A. Graduate Colloquium: The History of Sexuality in the United States—(Same as 265A.)
4-5 units, Spr (Freedman)

367. Problems in American Economic History—(Enroll in Economics 226.)
5 units, Aut (David)

369. Graduate Colloquium: The African-American Community Organizing Tradition—(Same as 269.)
4-5 units (Carson) not given 2000-01

372. Graduate Colloquium: Creating the American Republic
4-5 units (Rakove) not given 2000-01

LATIN AMERICA

376. Graduate Colloquium: The Creation of North America—(Same as 276.)
4-5 units (Wirth) not given 2000-01

377. Graduate Colloquium: History and Public Policy—The Political Economy of Economic Growth
4-5 units (Haber) not given 2000-01

378. Frontiers, Backlands, and Boundaries in Latin America—The history of frontier development in Latin America from encounter and conquest to the present. Emphasis is on the struggle for land, relations between settlers and indigenous peoples, and environmental history. When frontiers have “closed,” there remain vast regions cut off from city and coast. These backlands form an important part of the political

economy of Latin America and play a critical part in the imagery and ideology of nation-state formation. The boundaries between these states have been sites of conflict; and the tissue through which people and ideas have crossed. Emphasis is on the frontiers, backlands, and boundaries in Mexico, Brazil, and Argentina.
5 units, Spr (Frank)

381A. Graduate Colloquium: Environmental History of the Americas—(Same as 281A.)
4-5 units, Spr (Wirth)

382. Graduate Colloquium: The Agrarian Origins of Underdevelopment in Latin America—(Same as 282.)
4-5 units, Spr (Summerhill)

383. Graduate Colloquium: The Process of Industrialization—Europe, the United States, and Latin America—(Same as 283.)
4-5 units (Haber) not given 2000-01

JEWISH HISTORY

384A. Graduate Core Colloquium in Jewish History, 17th-19th Centuries
4-5 units, Aut (Rodrigue)

384B. Graduate Core Colloquium in Jewish History, 20th Century
4-5 units (Zipperstein) not given 2000-01

385. Graduate Colloquium: Jewish Biography in the 19th and 20th Centuries—(Same as 285.)
5 units, Win (Zipperstein)

387. Graduate Colloquium: The Jews of Russia—(Same as 287.)
5 units, Spr (Zipperstein)

387A. Graduate Colloquium: Modern Jewish Identity—(Same as 287A.)
4-5 units (Rodrigue) not given 2000-01

MIDDLE EAST

386. Graduate Colloquium: Economic and Social History of the Modern Middle East—(Same as 286.)
4-5 units, Spr (Beinin)

388. Graduate Colloquium: Palestine and the Arab-Israeli Conflict—(Same as 288.)
4-5 units, Aut (Beinin)

389. Graduate Colloquium: Islamic Reform on the Eve of Modernity—(Same as 289.)
5 units, Win (Dallal)

389A. Graduate Colloquium: The Ottoman Empire—(Same as 289A.)
4-5 units (Rodrigue) not given 2000-01

389B. Graduate Colloquium: Zionism and Its Critics—(Same as 289B.)
4-5 units (Zipperstein) not given 2000-01

EAST ASIA

390A. Graduate Colloquium: Topics in Middle-Period Chinese History
4-5 units (Neskar) not given 2000-01

390B. Graduate Colloquium: Topics in Late Traditional Chinese History
4-5 units, Win (Kahn)

390C. Graduate Colloquium: Topics in Modern Chinese History
4-5 units, Win (R. Thompson)

391. Graduate Colloquium: Popular Religion in Premodern China
5 units, Win (Neskar)

392. Graduate Colloquium: Postwar Japan—(Same as 292.)
4-5 units (Duus) not given 2000-01

392A. Graduate Colloquium: Japanese Lives—Autobiography and History—(Same as 292A.)
4-5 units (Duus) not given 2000-01

394. Graduate Colloquium: Law and Order in Premodern China—
(Same as 294.)
5 units, Spr (Neskar)

395A. Graduate Colloquium: Early and Medieval Japan
4-5 units, Aut (Mass)

395B. Graduate Colloquium: Late Medieval and Early Modern Japan, 1560-1800
4-5 units, Win (Staff)

395C. Graduate Colloquium: Modern Japan
4-5 units, Spr (Duus)

395D. Graduate Colloquium: Modern Chinese Social History—
(Same as 295D.)
5 units, Aut (R. Thompson)

398. Graduate Colloquium: Imperialism, Colonialism, and National Identity in Modern Japan—(Same as 298.)
4-5 units (Duus) not given 2000-01

ADVANCED GRADUATE

Courses numbered 400 to 499 are intended primarily for second- and third-year graduate students, but other qualified students may be admitted by consent of instructor.

400X. Graduate Research
units by arrangement (Staff)

405. Gender, Race, and Colonialism: On the Politics of Knowledge—
(Enroll in Cultural and Social Anthropology 250A.)
5 units, Aut (Stoler)

CLASSICS

401C. Graduate Seminar: Early Greece—Prerequisite: 301C.
4-5 units (Morris) not given 2000-01

EASTERN EUROPE AND RUSSIA

419. Graduate Research Seminar: The Soviet Civilization—(Same as 219S.)
4-5 units (Weiner) not given 2000-01

420. Graduate Research Seminar: Russian Historiography
5 units, Win, Spr (Staff)

420B. Graduate Seminar: Modern Russia
8-10 units (Emmons) not given 2000-01

433. Graduate Seminar: Modern Eastern Europe
4-5 units (Naimark) not given 2000-01

MEDIEVAL AND EARLY MODERN EUROPE

411A. Graduate Seminar: Medieval History, Part 1
4-5 units, Win, Spr (Miller)

411B. Graduate Seminar: Medieval History, Part 2
4-5 units, Spr (Buc)

413. Graduate Research Seminar: Early Modern Europe
4-5 units, Spr (Findlen)

MODERN EUROPE

430. Graduate Seminar: The French Revolution
4-5 units (Baker) not given 2000-01

433A,B. Graduate Seminar: European History
8-10 units (Sheehan) not given 2000-01

437. Graduate Seminar: Modern European Cultural and Intellectual History
4-5 units (Robinson) not given 2000-01

437A. Graduate Seminar: Modern European History
5 units, Win, Spr (Robinson)

438. Graduate Seminar: The European Enlightenment
8-10 units (Staff) not given 2000-01

499. Graduate Seminar: European History Workshop—All European history graduate students in residence enroll in the weekly workshop, at which dissertation chapters and prospectuses, papers, and grant proposals by students and faculty are read and discussed.
1 unit, Spr (Robinson)

HISTORY OF SCIENCE AND TECHNOLOGY

462. Graduate Seminar: Science and High Technology in the Silicon Valley, 1930-1980—(Same as 262S.)
4-5 units, Aut (Lenoir)

463. Graduate Research Seminar in History of Science
4-5 units, Spr (Findlen)

BRITAIN

442A,B. Graduate Seminar: Research, Paleography and Archives of Early Modern England
8-10 units (Seaver) not given 2000-01

445. Graduate Seminar: Modern Britain
4-5 units, Win (Stansky)

AFRICA

446. Graduate Seminar: Popular Culture in Africa—(Same as 246S.)
4-5 units (Jackson) not given 2000-01

447. Graduate Seminar: The Great Mau Mau Rebellion in 1950s Kenya—(Same as 247S.)
4-5 units (Jackson) not given 2000-01

448A. Graduate Seminar: Colonial States and Societies in Africa—
(Same as 248S.)
8-10 units, Win, Spr (R. Roberts)

THE UNITED STATES

451. Graduate Seminar: 20th-Century America
8-10 units (Bernstein) not given 2000-01

454. Graduate Seminar: Culture and Ideology in American History
4-5 units (Fredrickson) not given 2000-01

456A,B. Graduate Seminar: United States in the 20th Century
8-10 units (Kennedy) not given 2000-01

457. Graduate Seminar: The United States
4-5 units (Thompson) not given 2000-01

458,458A. Graduate Seminar: Environmental History—Where most historians see only culture, environmental historians say nature. Where

scholars see nature, environmental historians say culture. The reciprocal connections between human induced environmental change and social change, cultural constructions of nature and their influence on the natural world, and the ways humans naturalize certain cultural traits. Research seminar is designed to produce either dissertation chapters or articles worthy of publication. Weekly exercises assist students in formulating research questions and pursuing research strategies.

5 units, Aut, Win (R. White)

460. Graduate Seminar: America in the World—Ways to place American history in an international context. Comparative, transnational, diplomatic, and world systems are approaches to complete a research paper based on research into primary materials. Historical methodologies, research strategies, and essay projects.

5 units, Win, Spr (Chang)

473A,B. Graduate Seminar: U.S. Women's Family and Sexual History

8-10 units (Freedman) not given 2000-01

474. Graduate Seminar: Race, Ethnicity, and Class in 20th-Century America

8-10 units (Camarillo) not given 2000-01

LATIN AMERICA

476. Graduate Seminar on Latin America

4-5 units, Aut (Wirth)

478. Graduate Seminar: Economic and Social History of Latin America—Open to non-Latin Americanists working on research projects that utilize quantitative data. Acquaints students with social science approaches to Latin American history.

4-5 units (Haber) not given 2000-01

482. Graduate Seminar: Historical Approaches to Social Science

4-5 units (Haber) not given 2000-01

JEWISH HISTORY

485A. Graduate Research Seminar in Modern Jewish History

4-5 units, Win, Spr (Rodrigue)

MIDDLE EAST

487. Graduate Seminar: Topics in the Modern History of Egypt, Palestine, and Israel—(Same as 287S.)

4-5 units (Beinin) not given 2000-01

EAST ASIA

490. Graduate Seminar: Modern China

4-5 units, Spr (R. Thompson)

493. Graduate Seminar: Late Imperial China

4-5 units (Neskar) not given 2000-01

498,498A. Graduate Seminar: Japanese Historical Texts—Introduction to the study of medieval documents written in the "kambun" style. Library assignments acquaint students with major reference works.

8-10 units, Win, Spr (Mass)

OVERSEAS STUDIES

These courses are approved for the History major and taught overseas at the campus indicated. Students should discuss with their major advisers which courses would best meet individual needs. Descriptions are in

the "Overseas Studies" section of this bulletin or at the Overseas Studies office, 126 Sweet Hall.

BERLIN

105V. Industry, Technology, and Culture, 1780-1945—(Same as Overseas Studies 120V.)

4 units, Win (Neckenig)

227V. The Second World War in Berlin

4-5 units, Aut (Sheehan)

228V. War and Peace in the 20th Century

4-5 units, Aut (Sheehan)

229V. Architecture and the City, 1871-1990: Berlin as a Nucleus of Modernity—(Same as Overseas Studies 143U.)

4 units, Spr (Neckenig)

FLORENCE

106V. Italy: From an Agrarian to a Post-Industrial Society

4 units, Aut (Mammarella)

213V. Power, Art, and Knowledge in Renaissance Italy

5 units, Aut (Findlen)

214V. Science, Technology, and Art: The Worlds of Leonardo

5 units, Aut (Findlen)

215V. The Scientific Revolution: From the Renaissance to the 18th Century

4-5 units, Win (La Vergata)

MOSCOW

121V. Russia in the Age of Nobility, 1700-1840: State, Society, and Culture

5 units, Aut (Zorin)

218V. War and Women in Russia in the 20th Century

4 units, Aut (Jolluck)

220V. Moscow Project: History and Memory of the Cold War

1-3 units, Aut (Naimark)

224V. Stalinism, High Stalinism, and the Cold War in Moscow

5 units, Aut (Naimark)

OXFORD

141V. European Imperialism and the Third World, 1870-1970

5 units, Spr (Darwin)

145V. Britain in the 20th Century

5 units, Spr (Tyack)

204V. Museums, History, and Culture

4 units, Aut (J. Corn, W. Corn)

233V. European Architecture, 1500-1800

5 units, Spr (Tyack)

243V. Victorian Britain: The First Industrial Culture and Its Discontents

units to be announced, Aut (J. Corn, W. Corn)