

HISTORY

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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 B.A. 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 B.A. 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 B.A. 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 web site: <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 web site.

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—History 206P, Origins and History of the Scientific Fact, 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 sci-

ence 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 Axxess 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 B.A. AND M.A. PROGRAM

The department each year admits a limited number of undergraduates to work for coterminal B.A. and M.A. 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 M.A. 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, Old Union.

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

MASTER OF ARTS

University requirements for the M.A. 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 M.A. degree any work that has not received the grade of 'A,' 'B,' or '+.'

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

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

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 M.A. and Ph.D. programs should contact Graduate Admissions, the Registrar's Office, Old Union, in order to receive 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 M.A. and Ph.D. programs may enter only in Autumn Quarter.

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

Admission to the Department of History in the graduate division does not establish any rights respecting candidacy for an advanced degree. At the end of the first year of graduate study, students are evaluated by the faculty and given a progress report. A decision as to whether 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 the FLAS Coordinator, (650) 723-0564. The FLAS application deadline is mid-January

COURSES

See the *Time Schedule* for changes in course offerings each quarter, and check the web at <http://history.stanford.edu/courses/timeschedule.html> 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.

5N. Stanford Introductory Seminar: The Challenge of Nuclear Weapons—Preference to freshmen. GER:3b

5 units, Spr (Holloway)

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

4 units, Win (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-19th centuries (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

4 units, Win (Kollmann)

24N. Stanford Introductory Seminar: World War II—Preference to freshmen. The experience of WW II, focusing on the ideologies and policies of the warring countries and life during the war at home and at the fronts as reflected in the speeches, decrees, diaries, and memoirs of participants.

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

4 units, Spr (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

4 units (Stansky) not given 2001-02

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

4 units, Win (Seaver)

45N. Stanford Introductory Seminar: The Qur'an in History—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

5 units, Aut (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 (Jackson) not given 2001-02

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
3 units (*Fredrickson*) not given 2001-02

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
5 units (*Bernstein*) not given 2001-02

54N. Stanford Introductory Seminar: Film as American History—Preference to freshmen. The history of film and the development of the film industry in America, and the presentation of U.S. historical narratives as a film entertainment genre. Focusing on these parallel histories, the cultural and political shifts occurring in 20th-century America reflected by and through film. The development of film audiences and the production and subversion of historical myths.
5 units, *Spr* (*M. Thompson*)

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
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 (*Findlen*) not given 2001-02

14. Science, Technology, and Art: The Worlds of Leonardo—(Same as Science, Technology, and Society 102.) The intersections among science, technology, and society, and an interdisciplinary introduction to Renaissance studies. The 15th-century artist, engineer, and inventor continues to inspire innovative, interdisciplinary work. Why does this Renaissance figure continue to fascinate us? The world of the historical Leonardo, looking at his range of interests and accomplishments (e.g., Mona Lisa, human anatomies, flying machines) and the culture of invention that

shaped him. Students think with Leonardo, reconstructing some of his projects. The persistence of the Renaissance as a touchstone for innovation in the 21st century, examining the "myth of Leonardo." GER:3a
5 units, *Spr* (*Findlen, Gorman*)

24A,B. Ten Days that Shook the World

24A. 5 units (*Rodrigue*) not given 2001-02

24B. 5 units (*Buc*) not given 2001-02

26A,B. Democratic Society in Europe and America: Origins, Crises, Dilemmas

(Enroll in Introduction to the Humanities 26A,B.)

26A. 5 units, *Win* (*Kennedy, Sheehan*)

26B. 5 units, *Spr* (*Kennedy, Sheehan*)

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 2001-02

31A. Ancient Empires—(Enroll in Introduction to the Humanities 31A.)
5 units, *Win* (*Morris*)

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
5 units (*Lenoir*) not given 2001-02

36A,B. The Rise and Fall of Europe—(Enroll in Introduction to the Humanities 36A,B.)

36A. 5 units, *Win* (*Findlen*)

36B. 5 units, *Spr* (*M. L. Roberts*)

41. The History of Nature/The Nature of History—(Enroll in Introduction to the Humanities 41.)
5 units, *Aut* (*White*)

49. The Slave Trade—The slave trade, as the world's largest forced migration between continents, has aroused heated debates about its volume and impact on African and New World societies. The history of the slave trade and the debates surrounding it. The changing meaning of the term slavery; some modern forms of slavery. GER:4b
5 units, *Spr* (*R. Roberts*)

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
5 units, *Win* (*Rakove*)

64. Introduction to Race and Ethnicity in the American Experience—How ethnicity influenced the American experience and how prevailing attitudes about racial and ethnic groups have affected the historical and contemporary reality of major minority populations. Focus is on the past two centuries.
5 units, *Aut* (*Camarillo*)

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

5 units, Spr (Fredrickson)

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

5 units (Chang, Duus) not given 2001-02

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

5 units, Win (Frank)

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 postcolonial world. Readings: historical texts, films, and novels.

5 units (Staff) not given 2001-02

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 2001-02

92A. The Historical Roots of Modern East Asia—(Same as East Asian Studies 92A.) 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 premodern E. Asia and understanding it on its own terms.

5 units, Aut (L. Miller)

92B. East Asia in the Age of Imperialism—(Same as East Asian Studies 92B.) 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.

5 units, Win (L. Miller)

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.'

8S. Sources and Methods Seminar: Jerusalem—Sacred City and Cultural Crossroad (c. 70-1099 C.E.)—What was the religious significance of Jerusalem to Jews, Christians, and Muslims in late antiquity and the early Middle Ages? How did members of each faith perceive their historical relationship to the city's holy places? Scriptures, contemporary histories, pilgrim accounts, maps, and iconography from all three monotheistic faiths are examined to explore the complex interplay of their overlapping claims to Jerusalem and its environs.

5 units, Win (Whalen)

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 2001-02

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 2001-02

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 multinational 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 2001-02

23S. Sources and Methods Seminar: Women and Communism—Eastern Europe and Russia, 1917 to the Present—How communist ideology on the equality of the sexes was implemented and experienced at different periods of Eastern European and Russian history. The cultural representation of gender roles, reproductive policies, women's everyday life, participation in major political developments, and the impact of the transition to a market economy. Primary sources: women's memoirs, interviews, press articles, feminist texts, and visual materials.

5 units, Spr (Fidelis)

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 2001-02

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 (M. L. Roberts)

39S. Sources and Methods Seminar: Cultural and Social Change in 1960s America—The major social, political and cultural issues of the

decade, providing a broad overview of important themes in post-World War II America. Did Black Power and Women's Liberation fragment our country or expand the definition of citizenship? Were the sexual revolution and counterculture challenges to conservative morality or exercises in privileged hedonism? How did the Vietnam War affect those who opposed it and those who fought? Texts: essays, speeches, films, manifestos, memoirs, and music.

5 units, Win (Martin)

46S. Sources and Methods Seminar: Photography and History—The emergence of photography in the 19th century changed what was thought about historical events. Recording the historical became a major preoccupation. The modes in which photography records history and has changed what we think of the past. GER:3a

5 units, Aut (Jackson)

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

5 units (M. Thompson) not given 2001-02

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 2001-02

63S. Sources and Methods Seminar: The Other Fifties—America in the 50s is often depicted as one of mass conformity and post-war contentment while the "other 50s" was a time of artistic innovation, ideological dissent, and cultural transformation. A range of source material, including film, photography, music, and fiction help develop a clearer understanding of the complexities and contradictions of the era.

5 units, Spr (Bruch)

70S. Sources and Methods Seminar: Radical Social Movements in the United States, 1966-1974—The development of radical social movements from 1966 to 1974 in the contexts of the Gay Liberation movement, the Black Power movement, and the Women's Liberation movement. How race, gender, and sexual orientation emerged as crucial factors in the period.

5 units, Win (Rivers)

75S. Sources and Methods Seminar: Sex and Civilization in Modernizing America, 1880-1940—The new discourses of identity and desire that emerged during the social, cultural, and economic change from 1890-1940. Modern sexuality as an index to the development of a modern civilization. Methodological questions: What were some of the material shifts in sexual behavior? How do historians find and interpret such data? How should historians approach cultural representations of sexuality when there is no way to evaluate their relationship to actual behavior? What sources yield the richest results? Whose voices are represented in these sources, and how does that influence the narrative the historian constructs from them? Historical content of our sources: Why did the language and imagery of civilization figure so prominently in discussions of modern sexuality? To what extent was this discourse a racial discourse? What were the causes and consequences of defining modernity and racialized discourses of civilization in relation to sexual behavior?

5 units, Win, Spr (Carter)

84S. Sources and Methods Seminar: Between Communism and National Identity—The Jews in the Soviet Union since 1917—The history and culture of Soviet Jews focusing on how Jewish identity was

forged under shifting political and social conditions. The nationality question, the birth of Soviet Yiddish culture, Stalinism and the Holocaust, political anti-semitism in postwar era, and the movement for emigration in the 70s. Sources: memoirs, poetry, novels, personal writings, and films.

5 units, Spr (Bemporad)

85S. Sources and Methods 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

5 units, Spr (Rodrigue)

94S. Sources and Methods Seminar: Three Steps Behind? Images of Femininity in Japan, 1600-Present—What is a modern Japanese woman? What is a traditional Japanese woman? What other terms have women used to express their sense of self in their changing world? How has womanhood and girlhood been discussed and visualized in public and private realms? How does the invention/reinvention of age-related feminine types relate to social experiences; in what ways do these types follow, frame, direct, or subvert their experience at the political, social, economic levels? Sources: Neo-Confucian educational treatises, girl's comic books, magazine advertisements, autobiography, and movies.

5 units, Win (Bae)

96S. Sources and Methods Seminar: Searching for Self—Biographies and Autobiographies in China—Texts from the 1st-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.

5 units (Staff) not given 2001-02

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

5 units, Win (Naimark, Simons)

104. The City in Europe and America, 1750-2000—The evolution of the fabric of cities (layout, buildings, cultural institutions, etc.) in the context of economic, social, and political change. Emphasis is on London, Paris, San Francisco, Los Angeles.

5 units, Spr (G. Tyack)

CLASSICS

101. History of Greece—(Enroll in Classics 101.)

3-4 units, Aut (Morris)

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

4-5 units, Spr (Manning)

EASTERN EUROPE AND RUSSIA

118. Russia and the West, 1815-1917—Russia's image and influence, political, military, and cultural, in the West, from the Congress of Vienna to the Russian Revolution. Lectures/readings examine Russia's foreign and military policies in war and peace; its internal struggles among the forces of reaction, reform, and revolution; and popular and elite perceptions of Russia in Europe and America, from Karl Marx to Woodrow Wilson.

5 units, Spr (Patenaupe)

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

5 units (Kollmann) not given 2001-02

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. GER:3a

5 units, Aut (Kollmann)

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

5 units (Emmons) not given 2001-02

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

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

5 units (Emmons) not given 2001-02

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 2001-02

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, Win (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

5 units (Buc) not given 2001-02

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 2001-02

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, Spr (Sheehan)

100D. Medieval Europe—Although often looked upon as a period of mindless superstition, docile religious obedience and cruel violence, the European middle ages were actually (also?) a period of remarkable social and intellectual transformation. This course will examine the central religious, political and cultural developments that shaped the European world between the 4th and 5th centuries, from Constantine's conversion to Christianity to the dawn of the Protestant Reformation.

5 units, Aut (Denery)

105A. Introduction to Medieval Culture—(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

5 units (Miller) not given 2001-02

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

5 units, Aut (Gregory)

MODERN EUROPE

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

5 units (Baker) not given 2001-02

130A. Renaissance to Revolution: France 17th and 18th Centuries—Political, social, cultural, and religious aspects of early modern France through close readings of memoirs, pamphlets, and treatises, in light of secondary literature. Topics include absolutism, Protestantism, court ritual, slavery, and empire.

5 units Spr (Weiss)

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, when France produced Voltaire, Rousseau, the Enlightenment, and Robespierre, to the present. Use of literature, art, and film.

5 units (M. L. Roberts) not given 2001-02

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

5 units, Aut (Daudin)

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. GER:3a

5 units, Win (Robinson)

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 2001-02

137. The Holocaust—The emergence of modern racism and radical anti-semitism. 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. GER:3a

5 units, Win (Rodrigue)

HISTORY OF SCIENCE AND TECHNOLOGY

106. Minds and Worlds, from Aristotle to Newton to Einstein—What is the relation between the physical world, our understanding of it, and the experience we use to create that understanding? People have answered this question differently at different moments. Introduction to the history of science and how the sciences have been shaped and reshaped by their answers. Transformations from Aristotle to Newton to Einstein, and from premodern to modern to postmodern views of nature and knowledge.

5 units, Win (Riskin)

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 2001-02

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 2001-02

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 2001-02

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 2001-02

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 2001-02

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

5 units (Seaver) not given 2001-02

144. Britain, 1688-1832—The emergence of Britain as the world's first modern commercial and industrial nation from the Glorious Revolution to the democratic Reform Act of 1832. Britain from a variety of angles: political, artistic, imperial, and economic. Emphasis is on the ways the British came to understand their own society in this era of profound social and cultural change.

5 units, Win (Koenke)

145C. Britain: 1832-2002—Over the last two centuries, Britain has undergone a radical transformation from the world's foremost imperial power into one of many competing industrial democracies. It has left us with a global language, a rich literature, punk rock, and the puzzles of postcolonialism. The complex changes that have shaped modern Britain: the Industrial Revolution, the experience of empire, the impact of two World Wars, and a wave of postwar social revolutions. What is Britain today, after 200 years of social, political, and cultural change? How does its history reflect the larger forces that have shaped our modern world?

5 units, Spr (Koenke)

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:3a,4a

5 units, Win (Jackson)

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

5 units (Jackson) not given 2001-02

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

5 units (Jackson) not given 2001-02

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 postcolonial 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 (Killion) not given 2001-02

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

5 units (R. Roberts) not given 2001-02

149. Popular Protest in 20th-Century Africa—Survey of African history during the 20th century focusing on popular protest. The rise of European colonialism, white settler states and anticolonial protest at the turn of the century, and the collapse of apartheid and interethnic violence in Rwanda at the end of the millennium, are indicative of massive social change wrought by populism. The role of the wider African population in colonial, anticolonial, and postcolonial experience. The changing meanings of the popular and protest, and contemporary forms of populism in African nation states. AIDS, blood diamonds, and human trafficking.

3-5 units, *Aut (Lawrance)*

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); temporal and spatial transformation (telegraphic time signals, railroads), simulation and reproduction (photography, phonograph), and communication and control (telephone, scientific management). GER:3b

4-5 units, *Win (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

5 units, *Aut (M. Thompson)*

150B. Introduction to African American History: The Modern African American 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

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, *Spr (Corn)*

153. Fighting the Pacific War, 1941-45—Survey of the issues in the conduct of the Pacific War between Japan and the U.S., 1941-45. Emphasis is on the military conduct of the war on land, on sea, and in the air. Also, broad perspectives of the conflict: origins of the war; contesting strategies and campaigns; the role of military and political leadership; opposing ideologies and propaganda; intelligence, industrialization, and mobilization; and the realities and moral issues involved in the termination of the war.

4 units, *Aut (Peattie)*

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

4-5 units, *Aut (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,4b

5 units, *Aut (Rakove)*

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

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

5 units, *Spr (Kennedy)*

166. American Economic History

5 units, *Win (Wright)* not given 2001-02

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

4-5 units (*Bernstein*) not given 2001-02

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 (*Horn*) not given 2001-02

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 multicultural perspectives on feminism; women's work, health, and sexuality; creativity; spirituality; and movements for social change. GER:3b,4c

5-6 units, *Aut (Freedman)*

LATIN AMERICA

177. Modern Latin America—(Same as Latin American Studies 177.) 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 effect that this has had on economic growth, social structure, and politics. GER:4a

5 units (*Haber*) not given 2001-02

178. Colonial Latin America—(Same as Latin American Studies 178.) 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 (Frank) not given 2001-02

180. Modern Brazil—(Same as Latin American Studies 184.) Brazil, a continent-sized nation and multiethnic society, is at a crossroads: 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

5 units, Win (Wirth)

JEWISH HISTORY

184. Jews in the 20th-Century United States

5 units (Zipperstein) not given 2001-02

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 2001-02

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 Sephardic 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

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

5 units, Win (Dallal)

187. Palestine, Zionism, and the Arab-Israeli Conflict—The Arab-Israeli conflict is of perennial interest in American political culture. The history of Palestine, Zionism, and the Arab-Israeli conflict from the mid-19th century to the present. Topics: Palestine under late Ottoman rule, the development of Zionism, Palestinian nationalism, the Palestine mandate, the establishment of the state of Israel, the Arab-Israeli wars, U.S. policy toward the conflict, the Camp David Agreements, both Palestinian uprisings, and the Oslo Accords. Readings from a range of viewpoints with vigorous discussion encouraged.

5 units, Aut (Blecher)

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 Mashriq), with some attention to Turkey, Iran, and Israel. GER:3b,4a

5 units (Beinin) not given 2001-02

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 (WIM)

5 units, Spr (Beinin)

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

5 units (Mancall) not given 2001-02

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

5 units (Rodrigue) not given 2001-02

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 multiethnic 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

5 units, Aut (Mancall, Gupta)

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 2001-02

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.

5 units (Staff) not given 2001-02

192B. Chinese History from the Mongols to Early Modern Times—From the late Yuan to the Taiping Rebellion. Emphasis is on socioeconomic rather than the political history to expose students to a sophisticated society very different than their own. Recommended: 192A. GER:4a

5 units (Kahn) not given 2001-02

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

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.

5 units (*Staff*) not given 2001-02

194B. Late Medieval and Early Modern Japan—From the Warring States Period to the Meiji Restoration. Topics will include: the three great unifiers, Tokugawa hegemony, the samurai class, Neo-Confucian ideologies, suppression of Christianity, structures of social and economic control, frontiers, the other and otherness, castle town culture, peasant rebellion, black marketing, print culture, the “floating world,” National Studies, food culture, samurai activism, black ships, unequal treaties, anti-foreign terrorism, Restorationism, millenarianism, modernization as westernization, Japan as imagined community.

5 units, *Spr* (Hanes)

194C. 19th-Century Japan

5 units (*Staff*) not given 2001-02

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.” Socioeconomic change and political developments. GER:3b,4a

5 units (*Duus*) not given 2001-02

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* (*Staff*)

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 (*Simons*) not given 2001-02

201B. Undergraduate Colloquium: Great Ideological Movements of the 20th Century—Socialism and the Islamic Revival—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 2001-02

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 2001-02

201P. Undergraduate Colloquium: The Wired Historian—(Same as 301P, Science, Technology, and Society 230.) Essential skills and tools for teaching, research, and the presentation of their work. Topics: the construction of effective web sites on historical topics; online instructional materials; intellectual property and copyright on the web; creating and using digital resources for historical research. Hands-on lab work and demonstrations. Digital media resources available at Stanford. Each student carries out a digital project relating to his/her research or teaching interests.

3 units, *Win* (*Gorman*)

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. (WIM)

5 units, *Aut* (*Emmons*)

202C. Undergraduate Colloquium: Biography and History—(Same as 302C.) The relationship between biographical and historical writing, primarily in Europe and America. Problems of methodology, evidence, dispassion, and empathy. Texts: biographies, critical literature on biographical work, and novels (A. S. Byatt’s *Possession*, Bernard Malamud’s *Dubin’s Lives*) that illuminate the intellectual underpinnings of biographical labor.

5 units, *Win* (*Zipperstein*)

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 (*López-Alonso*) not given 2001-02

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 (Simons) not given 2001-02

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

5 units (Lougee Chappell) not given 2001-02

205D. Undergraduate Colloquium: War in the 20th Century—(Enroll in Political Science 237S.)

5 units, Win (Stedman)

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) GER:3a

5 units, Aut (Koeneke)

206. Undergraduate Colloquium: The Logic of History—(Same as 306, Classics 180.) How do historians know what happened in the past? How historians build and defend their descriptions and explanations. Classic accounts by major historians explain how they claim to know what they say they know. Examples of different ways of making arguments: traditional narratives, socio-scientific model building, counterfactual propositions, social evolution, cultural history, and postmodern history. Focus is on laying bare the assumptions that historians make, how historians think about the relationships between evidence and arguments, and how they defend the truthfulness of the claims they make about the world, if, indeed, they can.

5 units, Win (Morris)

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

1 unit, Win (R. Roberts, Kollmann)

206P. Undergraduate Colloquium: Origins and History of the Scientific Fact—(Same as 306P.) This gateway course is intended as an introduction to the history of science for graduate students and advanced undergraduates. Its focus is the early modern emergence of a constellation of notions (fact, evidence, experiment, demonstration, objectivity) that operate at the crux of modern science. We will consider the development and transformation of these crucial notions over the last four centuries, and will also examine the recent body of historical writing on what historians have come to refer to variously as the history of evidence, the history of objectivity, and the history of the modern fact.

5 units, Aut (Riskin)

EASTERN EUROPE AND RUSSIA

217. Undergraduate Colloquium: Men, Women, and Power in Early Modern Russia, 1500-1800—(Same as 317.) 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. GER:4c (WIM)

5 units, Spr (Kollmann)

217B. Undergraduate Colloquium: The "Woman Question" in Modern Russia—Russian radicals believed that the status of women provided the measure of freedom in a society and argued for the extension of rights to women as a basic principle of social progress. The woman question arose in 19th-century Russia. The social status and cultural representations of Russian women from the mid-19th century to the

present. The arguments and actions of those who fought for women's emancipation in the 19th century, the theories and policies of the Bolsheviks, and the reality of women's lives under them. How the status of women today reflects on the measure of freedom in post-Communist Russia.

5 units, Aut (Jolluck)

218B. Undergraduate Colloquium: Ethnic Cleansing—(Same as 318B.) The history of the major episodes of ethnic cleansing and genocide in 20th-century Europe (the Armenian genocide, the Holocaust, Bosnia, among others) are compared with similar cases in Asia, Africa, and the Americas.

5 units (Naimark) not given 2001-02

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, Win (Weiner)

220. Undergraduate Colloquium: Rise and Fall—Yugoslavia in Historical Perspective—How Yugoslavia was imagined, experienced, governed, and contested, from its ideological beginnings in the 19th century to the Wars of Succession in the 1990s. Emphasis is on the dilemmas of a multinational state during a century of crisis and change in Europe. Explanations of Yugoslavia's violent demise.

5 units, Win (Djordjevich)

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 (Weiner) not given 2001-02

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 2001-02

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 2001-02

222B. Undergraduate Colloquium: Circles of Hell—Poland in WW II—(Same as 322B.) In September 1939, Poland disappeared from the map of Europe, and the next six years brought continuous and unspeakable horrors. The experience and representation of Poland's wartime history from the Nazi-Soviet Pact of 1939 to the aftermath of Yalta in 1945. Nazi and Soviet ideology and practice regarding the Poles and the ways Poles responded, resisted, and survived. The traditional self-characterization of Poles as innocent victims, and their involvement (some would say complicity) in the Holocaust, thus engaging in a current debate in Polish society.

5 units, Spr (Jolluck)

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 2001-02

223S. Undergraduate Research Seminar: Stalin and Europe; Europe and Stalin—(Same as 423.) The immediate post-WW II history of communism in Europe, examining the intentions and actions of the Soviet Union in various countries of the continent. The state of the communist movement in Europe (East and West) 1945-1953 and the ways in which its goals and the desires of the peoples of Europe were influenced by the development of the Cold War. Substantial research paper.

5 units, Spr (Naimark)

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 2001-02

225D. Undergraduate Colloquium: East European Women and War in the 20th Century—A thematic chronological approach through the important conflicts fought in the region: The Balkan Wars, WW I, WW II, and the recent wars in the former Yugoslavia. The way women throughout Eastern Europe have been involved in and affected by these wars is compared to the topic of women in Western Europe in the two world wars. The wide range of women's involvement in war: as members of the military services; the backbone of underground movements; workers in war industries; mothers of soldiers; subjects and supporters of war aims and propaganda; activists in peace movements; and objects of wartime destruction and displacement, and of sexual violation.

5 units, Aut (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. (WIM)

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 (Miller) not given 2001-02

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 Chris-

tianization of Germanic society, Scandinavia; and the issue of conversions to more spiritual ways of life within the Christian faith.

5 units (Buc) not given 2001-02

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 2001-02

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 (Miller) not given 2001-02

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 2001-02

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

5 units (Buc) not given 2001-02

211A. Undergraduate Colloquium: Medieval Intellectual History: Practices, Contexts, Ideas—This course will examine medieval intellectual history as a cultural and social phenomena. Rather than focussing exclusively on the writings of university-trained intellectuals, we will investigate how the spread of literate practices gave rise to different forms of intellectual life and activity in various places (the monastery, the noble court, the university, the city), among various sorts of people (monks, knights, laymen, artists, lawyers, theologians, scientists, and philosophers.)

5 units, Spr (Denery)

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 2001-02

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 situated at the boundary between East and West, that controlled much of the Mediterranean, with 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. GER:3a (WIM)

5 units, Win (Findlen)

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 2001-02

213D. Undergraduate Colloquium: Innovation and Heresy in the Premodern Mediterranean—(Same as 313D.) There was no part of pre-modern life that religion did not touch, and none therefore that did not touch religion. Heresy as statements about communal membership and exclusion. Bodies of religious teachings, organizations to propagate them, and a theory of coercive discipline to maintain them in both Islamic society and Christendom. Substantial differences in the ways those teachings were preserved, propagated, and protected. Focus is on the mechanisms and strategies of religious exclusion and inclusion in pre-modern Mediterranean Islamic societies. The Islamic concepts of religious innovation and heresy with special attention to A. Knysh's formulation of "orthodoxy-in-the-making." Examples of religious dissension from the western Islamic regions of the Mediterranean.

5 units, Spr (Fierro)

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 2001-02

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 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.

5 units (Findlen) not given 2001-02

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 2001-02

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

5 units (Kennedy, Sheehan) not given 2001-02

230. French Imperialism—At the turn of the 20th century, France was second only to Britain in the race for global domination, yet French imperial history has been neglected in the United States and elsewhere. Focus is on French imperialism in N. and W. Africa and will include readings on the Caribbean, the Middle East and S.E. Asia. Emphasis is on the mutual and uneven exchanges between the colonies and metropolitan France that grew out the colonial encounter. Themes: human rights, political economy, race, technological transformation, gender, and sexuality.

5 units, Aut (Blecher)

238. Undergraduate Colloquium: 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, 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 2001-02

238B. Undergraduate Colloquium: Marx, Darwin, and Freud—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 (Robinson) not given 2001-02

HISTORY OF SCIENCE AND TECHNOLOGY

203D. Undergraduate Colloquium: Machines and the Nature of Life and Mind—(Same as 303D.) The history of attempts to understand the nature of life and mind through mechanical simulation by using machines to reproduce living and mental processes. Simulations of animal life and human thought from antiquity onward, with an eye toward providing historical depth to current projects in artificial life and artificial intelligence. (WIM)

5 units, Spr (Riskin)

204B. Undergraduate Colloquium: The Prehistory of Computers—(Same as 304B.) Beginning with the automata of Hero of Alexandria in the 1st century A.D., and continuing through Charles Babbage's Analytical and Difference Engines in the 1830's. The evolution of distinct areas of inquiry during the emergence of modern computers. Topics: automata; other automatic machinery; calculating devices; representational scientific instruments; theories of language and logic; and the nature of human and artificial thought. (WIM)

5 units, Win (Riskin)

206P. Undergraduate Colloquium: Origins and History of the Scientific Fact—(Same as 306P.) Gateway course. An introduction to the history of science for graduate students and advanced undergraduates.

Focus is on the early modern emergence of a constellation of notions (fact, evidence, experiment, demonstration, objectivity) that operate at the crux of modern science. The development and transformation of these crucial notions over the last four centuries. The recent body of historical writing on what historians have come to refer to variously as the history of evidence, the history of objectivity, and the history of the modern fact.

5 units, Aut (Riskin)

215B. Undergraduate Colloquium: Artificial Life—From the Golem to Human Cloning—(Enroll in Science, Technology, and Society 129; graduate students register for 315B.)

4 units, Aut (Gorman)

262S. Undergraduate Research Seminar: Science and High Technology in the Silicon Valley, 1930-1980—(Same as 462S.) 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 technoscientific policies of the Cold War state. Comparison with Route 128.

4-5 units, Aut (Lecuyer)

274A. Undergraduate Colloquium: Body Works—Medicine, Technology, and the Body in Late 20th-Century America—(Same as 374A.) 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 (Lenoir) not given 2001-02

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 2001-02

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 2001-02

243. Undergraduate Colloquium: Britain and Empire in the Modern World—The central questions and problems of imperialism. The British in India in the 18th century; colonial encounters in China, Africa, and S.E. Asia. Themes: the ideology of empire and the resistance that led to decolonization in the 20th century. Contemporary theoretical approaches in the literature on empire and the meaning of the postcolonial.

5 units, Spr (Koenek)

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 (Jackson) not given 2001-02

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 2001-02

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). GER:3a

5 units, Spr (Jackson)

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 2001-02

247B. Undergraduate Colloquium: Health and Society in Africa—(Same as 347A.) 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, Win (R. Roberts)

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 2001-02

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 (Jackson) not given 2001-02

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, Win (Jackson)

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 (R. Roberts) not given 2001-02

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 2001-02

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, Spr (R. Roberts)

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 (R. Roberts) not given 2001-02

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 2001-02

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 2001-02

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 and those instances that created a sense of the new over the 20th century. Primary sources research.

5 units (Jackson) not given 2001-02

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 (M. Thompson) not given 2001-02

250B. Undergraduate Colloquium: Constitutional Interpretation in History and Theory—Topics in the origins and development of American ideas of constitutional rights, including the framing of the revolutionary-era bills of rights; freedom of conscience, and separation of church and state; suffrage; the adoption of the 14th Amendment; the modern rights revolution and the era of "rights talk."

5 units, Aut (Rakove)

250C. Undergraduate Colloquium: Thomas Jefferson and His World—The multiple facets 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 2001-02

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 2001-02

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 (Bernstein) not given 2001-02

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 2001-02

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 2001-02

253A. Undergraduate Colloquium: America's Civil Rights Movements—1940-present—An exploration in comparative civil rights history. From WW II, America experienced a variety of contemporaneous civil rights movements which did not follow a chronological-geographic trajectory (from S. to N. to W.), nor were their participants confined to black and white racial categories. Detailed study of the Southern civil rights movement in comparison/contrast to concurrent civil rights struggles in N. and W. State and federal legislative and legal battles. Latino and Asian American combatants. Comparative racial and regional perspective focuses on the complexity of America's civil rights history.

5 units, Spr (Brilliant)

254. Undergraduate Colloquium: Nature—The natural and the social are difficult 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 2001-02

254S. Undergraduate Research Seminar: U.S. Women's History—For History or Feminist Studies majors only. Students learn bibliographic, 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 2001-02

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 cultural and social similarities and through inequalities by race, gender, class, and culture.

5 units (Staff) not given 2001-02

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, Win (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 (Carson) not given 2001-02

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. Focus is on the 20th century. GER:4b

5 units (Camarillo) not given 2001-02

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 2001-02

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 2001-02

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 consciousness. Prerequisite: 157 or 164, or equivalent.

5 units (Fredrickson) not given 2001-02

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

5 units (Chang) not given 2001-02

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

5 units, Aut (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 2001-02

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

5 units (Lenoir) not given 2001-02

263. Undergraduate Colloquium: 20th-Century Nonviolent Social Transformation—(Same as 363.)

5 units, Aut (Carson)

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 2001-02

264. The History of Women and Medicine in the U.S.—Ideas about women's bodies in sickness and health, and women's encounters with lay and professional healers in the U.S. from the 18th century to the present. Healthy women and ideas about women's life cycle in the past (the social construction of women's bodies and physical limitations, women's sexuality, history of birth control, abortion, childbirth, menopause, and aging). Women as healers: midwives, lay physicians, entrance of women into the medical profession, and the history of nursing. Women's illnesses and their treatment in the past as they relate to the social construction of women's bodies, and symptoms in relation to women's changing roles in society. The history of ideas and treatment of women is related to issues in contemporary medicine, and the efforts of women to gain control of their health care.

5 units, not given 2001-02

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 2001-02

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. (WIM)

5 units, Spr (Chang)

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, Spr (Corn)

268S. Undergraduate Research Seminar: American Wests—(Same as 468.)

5 units, Spr (White)

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 2001-02

270S. Undergraduate Research Seminar: North American Wests—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 (White) not given 2001-02

272. Undergraduate Colloquium: Creating the American Republic—(Same as 372.) Critical concepts and developments in the late 18th-century invention of American constitutionalism; the politics of constitution making and ratification; emergence of theories of constitutional interpretation, including originalism; early notions of judicial review. Readings in both primary and secondary sources.

5 units, Win (Rakove)

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 2001-02

272S. Undergraduate Research Seminar: Gender and the History of the American Welfare State—How gender has shaped U.S. welfare policy. As policy makers and public pundits identified African Americans with welfare by mid-century, public policy and the discourse of welfare "rights" and "workfare" has become racialized and gendered. Students research/write on a problem which focuses on a moment in this history, from the role of elite women in developing maternalistic policies

early in the 20th century to the unequal impact on single mothers and their children in means-tested programs, e.g., AFDC, and the role of women in groups such as National Welfare Rights in asserting and defending claims to entitlements.

5 units, Win (Walkowitz)

274. Undergraduate Colloquium: Industrialization and the History of the Working Class in Comparative Perspective—The reorganization of social relations in the transformation from agrarian and artisanal labor under commercial capitalism to a world of large-scale, dependent, and rationalized wage labor. With reference to comparisons of labor movements in Modern Europe and the U.S. in the 19th and 20th centuries, consideration of the racial, ethnic, and sexual divisions of labor and working class organization in the context of work culture, family economy, professionalization and the emergence of the welfare state, automation, and the problems associated with de-industrialization in a global economy.

5 units, Win (Walkowitz)

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

4-5 units (Lenoir) not given 2001-02

275A. Undergraduate Colloquium: U.S.-China Relations: From the Opium War to Tiananmen—(Same as 375A.) The history of turbulent relations between the U.S. and China, fraught with military conflict and cultural clashes. The far-reaching implications for the domestic lives of each country, with the fortunes of both increasingly interconnected. The themes (diplomatic, political, social, cultural, military) in this turbulent history, from early contact to the recent past. (WIM)

5 units, Win (Chang)

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, 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 2001-02

276S. Undergraduate Research Seminar: The Western Hemisphere Idea—(Same as 476B.) Holistic approaches to the history of the Americas. Topics in hemispheric integration in historical perspective.

5 units, Spr (Wirth)

277. Undergraduate Colloquium: History and Public Policy—The Political Economy of Economic Growth—(Same as 377.) 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? 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 (Haber) not given 2001-02

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 2001-02

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. GER:3b

5 units, Spr (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 2001-02

281. Undergraduate Colloquium: 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. GER:4c

5 units (Frank) not given 2001-02

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, Win (Wirth)

281B. Undergraduate Colloquium: Latin American History through Literature: Imperialism, Colonialism, and Underdevelopment—The works of Latin American fiction writers reflect the struggle of this continent to create its own identity, in a region traditionally dominated culturally, politically, and economically by European powers or the United States. The purpose of the course is to analyze the history of Latin American through the eyes of some of this region's most outstanding fiction writers. The course readings include novels by Gabriel García Márquez, Reinaldo Arenas, Isabel Allende, Carlos Fuentes, Alejo Carpentier, and Tomás Eloy Martínez. The novels are complemented with readings of their historical background. No previous knowledge of Spanish is required.

5 units, Aut (Bucheli)

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 (Summerhill) not given 2001-02

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 institutionalist, cliometric, and Marxist schools of economic history.

5 units (Haber) not given 2001-02

283B. Undergraduate Colloquium: The Family in History and Literature—Europe and the Americas, 1500-Present—(Same as 383B.)

5 units, Spr (Frank)

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.

5 units (Zipperstein) not given 2001-02

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 (Mancall) not given 2001-02

285D. Jewish Identities: Autobiography—(Same as 385D.)

5 units (Rodrigue) not given 2001-02

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.

5 units (Zipperstein) not given 2001-02

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

5 units (Rodrigue) not given 2001-02

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 2001-02

MIDDLE EAST

284. Undergraduate Colloquium: History of Islam in the Classical Period—(Same as 384.) The major social and political trends in Islamic history from the rise of Islam to the 14th century. The gradual social and political transformations from the early formative period of the Prophet and his immediate successors, through the Umayyad and the Abbasid periods, the rise of autonomous states and the Crusades, and the dissolution of the Caliphate in the aftermath of the Mongol invasion. The Arab Middle East, Iran, North Africa and Spain, and the Indian subcontinent. GER:3a,4a

5 units, Aut (Dallal)

284D. Undergraduate Colloquium: Islam Today—(Same as 384D.) Models of Islamic political and social activism, and themes addressed by leading thinkers of Islamic movements in the 20th century. Focus is on Islamic movements from Egypt and the Arab Middle East, Pakistan, and Iran. Themes: Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussions of modernity and liberalism. The origins of contemporary Islamic thought and its relation to Islamic thought on the eve of the encounter with Europe. Background essays, primary sources in translation. GER:3a,4a

5 units, Win (Dallal)

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-ethnicity; socialism; symbols; law.

5 units (Mancall) not given 2001-02

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 (Beinin) not given 2001-02

286B. Undergraduate Colloquium: The Other Israel: Middle Eastern Jews, Palestinian Arab Citizens, and Women—(Same as 386B.)

5 units (Beinin) not given 2001-02

287C. Undergraduate Colloquium: Women in the Modern Middle East—(Same as 387C.) 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:3a

5 units, Spr (Beinin)

287S. Undergraduate Research Seminar: The Modern Middle East—(Same as 487.) Student-selected research topics with guided historiographical reading and discussions as an introduction.

5 units, Win (Beinin)

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.

5 units (Beinin) not given 2001-02

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.

5 units (Dallal) not given 2001-02

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 2001-02

289C. Undergraduate Colloquium: Problems in the History of Zionism and the State of Israel—GER:3b

5 units, Win (Mancall)

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 (Dallal) not given 2001-02

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 2001-02

292. Undergraduate Colloquium: Postwar Japan—(Same as 392.) 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 2001-02

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 2001-02

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 2001-02

292C. Undergraduate Colloquium: The City in Japanese History—(Same as 392C.) Examines cities as abstract spaces and as peopled places, from the grid-planned capitals of ancient times to the sprawling metropolises of the present day. Focus on the production and consumption of urban space. Topics of reading and discussion will include: imperial capitals as cosmions, commercial urban networks, port and post towns, temple towns, castle towns, highways and byways, urban popular culture, Edo into Tokyo, urban industrialization, slum life, modern city planning, garden cities, the city as literary and cinematic subject, urban disasters, consumerism, medial culture, railways and suburbs, urban minorities, gendered urban space, city versus country, the Tokaido Megalopolis, wired cities, and urban utopianism.

5 units, Spr (Hanes)

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 2001-02

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

5 units (Staff) not given 2001-02

295. Undergraduate Colloquium: The Meiji Revolution—(Same as 395.) How did Japan go modern? Topics include popular uprisings and millenarianism, samurai activism, the Meiji Restoration as revolution, the idea of progress, modernization and modernization theory, nation state building, civilization and enlightenment, sex in the city, the people's rights movement, new regimes of time and space, "good wives and wise mothers," the invention of tradition, nationalism and ethnicity, and romanticism.

5 units, Win (Hanes)

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, Win (R. Thompson)

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 and Qing (16th-19th centuries). Prerequisite: consent of instructor. GER:4a

5 units (Kahn) not given 2001-02

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 2001-02

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

5 units (Kahn) not given 2001-02

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 (Staff) not given 2001-02

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) not given 2001-02

301C. Graduate Colloquium: Early Greece

4-5 units (Morris) not given 2001-02

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

5 units (Simons) not given 2001-02

301P. Graduate Colloquium: The Wired Historian—(Same as 201P, Science, Technology, and Society 230.)

3 units, Win (Gorman)

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 (Stansky) not given 2001-02

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

4-5 units, Aut (Emmons)

302C. Undergraduate Colloquium: Biography and History—(Same as 202C.)

5 units, Win (Zipperstein)

303. Graduate Colloquium: Classical Archaeology—Experiences of the Discipline—(Enroll in Classics 302.)

4-5 units, Win (Morris)

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

1-3 units, Aut (Zipperstein)

304A. Graduate Colloquium: Critical Studies—Science, Language, and Culture—Critical approach to theoretical issues at the intersection of science, language, and culture. Topics: structuralism, poststructuralism, 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 2001-02

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, Win (Morris)

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 2001-02

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

1 unit, *Win* (*R. Roberts, Kollmann*)

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 2001-02

306P. Graduate Colloquium: Origins and History of the Scientific Fact—(Same as 206P.)

5 units, *Aut* (*Riskin*)

EASTERN EUROPE AND RUSSIA

317. Graduate Colloquium: Men, Women, and Power in Early Modern Russia, 1500-1800—(Same as 217.)

5 units, *Spr* (*Kollmann*)

318B. Graduate Colloquium: Ethnic Cleansing—(Same as 218B.)

5 units (*Naimark*) not given 2001-02

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

4-5 units, *Aut* (*Kollmann*)

320B. Graduate Colloquium: Topics in Imperial Russian History

4-5 units (*Emmons*) not given 2001-02

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

4-5 units (*Weiner*) not given 2001-02

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

4-5 units (*Kollmann*) not given 2001-02

321B. Graduate Colloquium: Topics in Modern Russian Historiography

4-5 units (*Emmons*) not given 2001-02

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

4-5 units (*Weiner*) not given 2001-02

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

4-5 units (*Weiner*) not given 2001-02

322B. Graduate Colloquium: Circles of Hell—Poland in WW II—
(Same as 222B.)

4-5 units, *Spr* (*Jolluck*)

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

5 units (*Kollmann*) not given 2001-02

323B. Graduate Colloquium: Sources and Methods in Early Modern Russia

4-5 units, *Spr* (*Kollmann*)

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 2001-02

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 (*Miller*) not given 2001-02

307A. Graduate Core Colloquium in Medieval European History

4-5 units (*Buc*) not given 2001-02

307B. Graduate Core Colloquium in Medieval European History

4-5 units (*Miller*) not given 2001-02

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

4-5 units (*Miller*) not given 2001-02

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

4-5 units (*Miller*) not given 2001-02

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

4-5 units (*Buc*) not given 2001-02

311. Graduate Colloquium: Body, Gender, and Society in Medieval Europe—(Same as 211.)

4-5 units (*Buc*) not given 2001-02

313A. Graduate Colloquium: New Worlds, Imaginary Worlds—
(Same as 213A.)

4-5 units (*Findlen*) not given 2001-02

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

4-5 units, *Win* (*Findlen*)

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

4-5 units (*Findlen*) not given 2001-02

313D. Graduate Colloquium: Innovation and Heresy in the Premodern Mediterranean—(Same as 213D.)

5 units, *Spr* (*Fierro*)

315A. Graduate Colloquium: Topics in Reformation History

4-5 units, *Aut* (*Gregory*)

315B. Graduate Colloquium: Artificial Life—From the Golem to Human Cloning—(Enroll in Science, Technology, and Society 129.)

4 units, *Aut* (*Gorman*)

316. Graduate Colloquium: When Worlds Collide—The Trial of Galileo—(Same as 216.)

5 units (*Findlen*) not given 2001-02

316A. Graduate Core Colloquium: Europe in the 15th and 16th Centuries

4-5 units (*Gregory*) not given 2001-02

316B. Graduate Core Colloquium: Europe in the 17th and 18th Centuries

4-5 units (*Baker, Lougee-Chappell*) not given 2001-02

WESTERN EUROPE

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

4-5 units (Sheehan) not given 2001-02

328A. Graduate Colloquium: Problems in German Historiography
4-5 units (Sheehan) not given 2001-02

330A. Graduate Colloquium: The French Revolution
4-5 units (Baker) not given 2001-02

331B. Graduate Core Colloquium on Modern Europe
4-5 units, Win (Sheehan)

331C. Graduate Core Colloquium on Modern Europe: Enlightenment to Revolution
4-5 units (Baker) not given 2001-02

331D. Graduate Core Colloquium on Modern Europe: Intellectual History
4-5 units, Aut (Robinson)

331E. Graduate Core Colloquium on Modern Europe: The 19th Century
4-5 units (M. L. Roberts) not given 2001-02

331F. Graduate Core Colloquium on Modern Europe: Women and Gender
4-5 units (M. L. Roberts) not given 2001-02

332. Graduate Colloquium: Culture and Politics in 20th-Century France
4-5 units, Win (M. L. Roberts)

334. European Economic History—(Enroll in Economics 227.)
5 units, not given 2001-02

HISTORY OF SCIENCE AND TECHNOLOGY

303D. Graduate Colloquium: Machines and the Nature of Life and Mind—(Same as 203D.)
5 units, Spr (Riskin)

304B. Graduate Colloquium: The Prehistory of Computers—(Same as 204B.)
5 units, Win (Riskin)

306P. Graduate Colloquium: Origins and History of the Scientific Fact—(Same as 206P.)
5 units, Aut (Riskin)

333. The Darwinian Revolution—(Same as 133.)
2-4 units (Lenoir) not given 2001-02

374A. Graduate Colloquium: Body Works—Medicine, Technology, and the Body in Late 20th-Century America—(Same as 274A.)
4-5 units (Lenoir) not given 2001-02

BRITAIN

341A. Graduate Colloquium: Topics in Politics and Society in England, 1500-1700
4-5 units (Seaver) not given 2001-02

344A. Graduate Colloquium: Problems in Modern Britain
4-5 units (Stansky) not given 2001-02

344B. Graduate Colloquium: Aspects of Graduate Study—Using material from British history, considers the nature of a particular journal in the field, writing a dissertation and/or grant proposal, and turning a

dissertation into a book.
4-5 units, Aut (Stansky)

AFRICA

346. Graduate Colloquium: Successful Futures for Africa—An Inventory of the 1990s-2000s—(Same as 246.)
5 units (Jackson) not given 2001-02

347. Graduate Colloquium: Greater East Africa and Its Historical Writing—(Same as 247.)
4-5 units, Spr (Jackson)

347A. Graduate Colloquium: Health and Society in Africa—(Same as 247B.)
5 units, Win (R. Roberts)

347B. Graduate Core Colloquium in African History: The Colonial Period
4-5 units (R. Roberts) not given 2001-02

347C. Graduate Colloquium: Africa and African Americans Since World War II—(Same as 247C.)
4-5 units (Jackson) not given 2001-02

347D. Graduate Colloquium: African Coiffure and Its Legacy in the Americas—(Same as 247D.)
4 units (Jackson) not given 2001-02

348A. Graduate Colloquium: The End of Slavery in Africa and the Americas—(Same as 248A.)
4-5 units (R. Roberts) not given 2001-02

348D. Graduate Colloquium: Law and Colonialism in Africa—(Same as 248D.)
4-5 units, Spr (R. Roberts)

349. Graduate Core Colloquium: Precolonial Africa
4-5 units, Win (R. Roberts)

349A. Graduate Colloquium: The Issue of Greatness in Black History—(Same as 249A.)
4-5 units (Jackson) not given 2001-02

349B. Graduate Colloquium: Black Visual Arts and Black History—(Same as 249B.)
4-5 units (Jackson) not given 2001-02

349D. Graduate Colloquium: African Cultural History in the 20th Century—(Same as 249D.)
5 units (Jackson) not given 2001-02

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 (White)

351B. Graduate Core Colloquium in American History—Part II
4-5 units, Aut (M. Thompson)

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, Win (Freedman)

351E. Graduate Core Colloquium in American History—Part V
4-5 units, Spr (Camarillo)

351F. Graduate Core Colloquium in American History—Part VI
4-5 units, Spr (Chang)

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 (Bernstein) not given 2001-02

355A. Graduate Colloquium: Culture and Ideologies of Race—(Same as 255A.)

4-5 units, Win (M. Thompson)

356. Graduate Colloquium: Topics in Mexican American History—(Same as 256.)

4-5 units (Camarillo) not given 2001-02

359. Graduate Colloquium: Race and Ethnicity in the United States and South Africa—(Same as 259.)

4-5 units (Fredrickson) not given 2001-02

361. Graduate Colloquium: Nuclear Weapons and International Relations—Theories and History—(Same as 261.)

4-5 units (Bernstein, Holloway) not given 2001-02

363. Graduate Colloquium: 20th-Century Nonviolent Social Transformation—(Same as 263.)

5 units, Aut (Carson)

365. Graduate Colloquium: New Research in Asian American History—(Same as 265.)

4-5 units, Spr (Chang)

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, Win (Wright)

369. Graduate Colloquium: The African American Community Organizing Tradition—(Same as 269.)

4-5 units (Carson) not given 2001-02

372. Graduate Colloquium: Creating the American Republic—(Same as 272.)

4-5 units, Win (Rakove)

375A. Undergraduate Colloquium: U.S.-China Relations: From the Opium War to Tiananmen—(Same as 275A.)

5 units, Win (Chang)

LATIN AMERICA

376. Graduate Colloquium: The Creation of North America—(Same as 276.)

4-5 units (Wirth) not given 2001-02

377. Graduate Colloquium: History and Public Policy—The Political Economy of Economic Growth—(Same as 277.)

4-5 units (Haber) not given 2001-02

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. The frontiers, backlands, and boundaries in Mexico, Brazil, and Argentina.

5 units (Frank) not given 2001-02

380. Graduate Colloquium: States and Markets in Historical Perspective

4-5 units, Aut (Haber)

381A. Graduate Colloquium: Environmental History of the Americas—(Same as 281A.)

4-5 units, Win (Wirth)

382. Graduate Colloquium: The Agrarian Origins of Underdevelopment in Latin America—(Same as 282.)

4-5 units (Summerhill) not given 2001-02

383. Graduate Colloquium: The Process of Industrialization—Europe, the United States, and Latin America—(Same as 283.)

4-5 units (Haber) not given 2001-02

383B. Graduate Colloquium: The Family in History and Literature—Europe and the Americas, 1500-Present—(Same as 283B.)

5 units, Spr (Frank)

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 2001-02

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

5 units (Zipperstein) not given 2001-02

385D. Jewish Identities: Autobiography—(Same as 285D.)

5 units (Rodrigue) not given 2001-02

387. Graduate Colloquium: The Jews of Russia—(Same as 287.)

5 units (Zipperstein) not given 2001-02

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

4-5 units (Rodrigue) not given 2001-02

389B. Graduate Colloquium: Zionism and Its Critics—(Same as 289B.)

4-5 units (Zipperstein) not given 2001-02

MIDDLE EAST

384. Graduate Colloquium: History of Islam in the Classical Period—(Same as 284.)

5 units, Aut (Dallal)

384D. Graduate Colloquium: Islam Today—(Same as 284D.)

5 units, Win (Dallal)

386. Graduate Colloquium: Economic and Social History of the Modern Middle East—(Same as 286.)

4-5 units (Beinin) not given 2001-02

386B. Graduate Colloquium: The Other Israel—Middle Eastern Jews, Palestinian Arab Citizens, and Women—(Same as 286B.)

5 units (Beinin) not given 2001-02

387C. Graduate Colloquium: Women in the Modern Middle East—(Same as 287C.)

5 units, Spr (Beinin)

388. Graduate Colloquium: Palestine and the Arab-Israeli Conflict—(Same as 288.)

4-5 units (Beinin) not given 2001-02

389. Graduate Colloquium: Islamic Reform on the Eve of Modernity—(Same as 289.)*5 units (Dallal) not given 2001-02***389A. Graduate Colloquium: The Ottoman Empire**—(Same as 289A.)*4-5 units (Rodrigue) not given 2001-02*

EAST ASIA

390A. Graduate Colloquium: Topics in Middle-Period Chinese History*4-5 units (Staff) not given 2001-02***390B. Graduate Colloquium: Topics in Late Traditional Chinese History***4-5 units (Kahn) not given 2001-02***390C. Graduate Colloquium: Topics in Modern Chinese History***4-5 units, Spr (R. Thompson)***391. Graduate Colloquium: Popular Religion in Premodern China***5 units (Staff) not given 2001-02***392. Graduate Colloquium: Postwar Japan**—(Same as 292.)*4-5 units (Duus) not given 2001-02***392A. Graduate Colloquium: Japanese Lives—Autobiography and History**—(Same as 292A.)*4-5 units (Duus) not given 2001-02***392C. Graduate Colloquium: The City in Japanese History**—(Same as 292C.)*5 units, Spr (Hanes)***394. Graduate Colloquium: Law and Order in Premodern China**—(Same as 294.)*5 units (Staff) not given 2001-02***395. Graduate Colloquium: The Meiji Revolution**—(Same as 295.)*5 units, Win (Hanes)***395A. Graduate Colloquium: Early and Medieval Japan***4-5 units (Staff) not given 2001-02***395B. Graduate Colloquium: Late Medieval and Early Modern Japan, 1560-1800***4-5 units (Staff) not given 2001-02***395C. Graduate Colloquium: Modern Japan***4-5 units (Duus) not given 2001-02***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 2001-02*

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)*

CLASSICS

401C. Graduate Seminar: Early Greece—Prerequisite: 301C.*4-5 units (Morris) not given 2001-02***403. Graduate Seminar: Empire and Hellenism—Athens and Syracuse***4-5 units, Aut (Morris)*

GENERAL

406. Approaches to the Past: Putting Theories in Practice (Useful Categories of Historical Analysis)—(Enroll in Cultural and Social Anthropology 211B.)*5 units, Spr (Domanski)*

EASTERN EUROPE AND RUSSIA

419. Graduate Research Seminar: The Soviet Civilization—(Same as 219S.)*4-5 units, Win (Weiner)***420. Graduate Research Seminar: Russian Historiography***5 units (Staff) not given 2001-02***420B. Graduate Seminar: Modern Russia***8-10 units (Emmons) not given 2001-02***423. Undergraduate Research Seminar: Stalin and Europe; Europe and Stalin**—(Same as 223S.)*5 units, Spr (Naimark)***433. Graduate Seminar: Modern Eastern Europe***4-5 units (Naimark) not given 2001-02*

MEDIEVAL AND EARLY MODERN EUROPE

411A. Graduate Seminar: Medieval History, Part 1*4-5 units, Win (Denery)***411B. Graduate Seminar: Medieval History, Part 2***4-5 units, Spr (Denery)***413. Graduate Research Seminar: Early Modern Europe***4-5 units, Spr (Findlen)*

MODERN EUROPE

430. Graduate Seminar: The French Revolution*4-5 units, Aut (Baker)***433A,B. Graduate Seminar: European History***8-10 units, Win, Spr (Sheehan)***437. Graduate Seminar: Modern European Cultural and Intellectual History***4-5 units (Robinson) not given 2001-02***437A. Graduate Seminar: Modern European History***5 units (Robinson) not given 2001-02***438. Graduate Seminar: The European Enlightenment***8-10 units (Staff) not given 2001-02*

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

462S. Graduate Seminar: Science and High Technology in the Silicon Valley, 1930-1980—(Same as 262S.)*4-5 units, Aut (Lecuyer)***463. Graduate Research Seminar in History of Science***4-5 units (Findlen) not given 2001-02*

BRITAIN

440. Graduate Seminar: Problems in Modern Britain
5 units, Win (Stansky)

442A,B. Graduate Seminar: Research, Paleography and Archives of Early Modern England
8-10 units (Seaver) not given 2001-02

445. Graduate Seminar: Modern Britain
4-5 units (Stansky) not given 2001-02

AFRICA

446. Graduate Seminar: Popular Culture in Africa—(Same as 246S.)
4-5 units (Jackson) not given 2001-02

447. Graduate Seminar: The Great Mau Mau Rebellion in 1950s Kenya—(Same as 247S.)
4-5 units, Win (Jackson)

448A. Graduate Seminar: Colonial States and Societies in Africa—
(Same as 248S.)
8-10 units (R. Roberts) not given 2001-02

THE UNITED STATES

451. Graduate Seminar: 20th-Century America
8-10 units (Bernstein) not given 2001-02

454. Graduate Seminar: Culture and Ideology in American History
4-5 units (Fredrickson) not given 2001-02

456A,B. Graduate Seminar: United States in the 20th Century
8-10 units, Win, Spr (Kennedy)

457. Graduate Seminar: The United States
4-5 units (Thompson) not given 2001-02

458,458A. Graduate Seminar: Environmental History—Where most historians see only culture, environmental historians see nature. 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. 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 (R. White) not given 2001-02

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 (Chang) not given 2001-02

468. Graduate Research Seminar: American Wests—(Same as 268S.)
5 units, Spr (White)

473A,B. Graduate Seminar: U.S. Women's Family and Sexual History
8-10 units, Win, Spr (Freedman)

474. Graduate Seminar: Race, Ethnicity, and Class in 20th-Century America
8-10 units (Camarillo) not given 2001-02

LATIN AMERICA

476. Graduate Seminar on Latin America
4-5 units (Wirth) not given 2001-02

476B. Graduate Seminar: The Western Hemisphere Idea—(Same as 276S.)
4-5 units, Spr (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 2001-02

480. Graduate Seminar: Comparative Politics and Historical Analysis—(Same as Political Science 313A,B,C.)
1-5 units, Aut, Win, Spr (Laitin, Haber)

482. Graduate Seminar: Historical Approaches to Social Science
4-5 units (Haber) not given 2001-02

JEWISH HISTORY

485A. Graduate Research Seminar in Modern Jewish History
4-5 units, Win (Zipperstein)

488. Graduate Seminar: Research Methods in Jewish Studies—(Same as Jewish Studies 488, Religious Studies 488.) Methodology of conducting advanced research in Jewish Studies. Covers reference sources in Jewish Studies: Hebrew Bible, Talmud, religious studies, Jewish philosophy and history, Hebrew and Yiddish language and literature, Zionism and Israel, Sephardic Jewry, women, Holocaust, miscellaneous topics. Special workshops on Hebrew/Yiddish/Ladino romanization, and electronic resources available in the library (restricted databases and e-journals, CD-ROMs), and over the web.
4-5 units, Win (Z. Baker)

MIDDLE EAST

487. Graduate Seminar: The Modern Middle East—(Same as 287S.)
4-5 units, Win (Beinin)

EAST ASIA

490. Graduate Seminar: Modern China
4-5 units (R. Thompson) not given 2001-02

493. Graduate Seminar: Late Imperial China
4-5 units (Staff) not given 2001-02

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 (Staff) not given 2001-02

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 120V.)
4 units, Win (Neckenig)

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

FLORENCE

106V. Italy: From an Agrarian to a Postindustrial Society
4 units, Aut (Mammarella)

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

4-5 units, Win (La Vergata)

235V. The Cinema Goes to War: Fascism and WWII as Represented in Italian and European Cinema—(Same as Overseas Studies 53.)

4-5 units, Win (Campani)

236V. Migrations and Migrants in Europe: Intimate Story of a Complex Relationship—(Same as Overseas Studies 124X.)

4-5 units, Spr (Amiriaux)

237V. Fascist Italy in World War II 1939-1945—(Same as Overseas Studies 175F.)

4-5 units, Win (Palla)

MOSCOW

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

5 units, Aut (Zorin)

OXFORD

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

5 units, Spr (Darwin)

240V. Britain and the Second World War—(Same as Overseas 92.)

4 units, Win (Tyack)

241V. Fiction and English Society

5 units, Spr (Stansky)

244V. Art and Society in Britain—(Same as Overseas 221Y.)

5 units, Aut (Tyack)

PARIS

139V. France during the Second World War: between History and Memory—(Same as Overseas Studies 81.)

4 units, Win (Chardel)

This file has been excerpted from the *Stanford Bulletin*, 2001-02, pages 407-436. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at arod@stanford.edu with changes, corrections, updates, etc.