

HISTORY

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Courses given in History have the subject code HISTORY. For a complete list of subject codes, see Appendix B.

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 three 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 two "Majors with Interdisciplinary Emphasis" (Literature and the Arts, and History of Science and Medicine) 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 a minimum of 58 units and at least twelve courses of at least 3-5 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 courses comprising the 58 units must be taken for a letter grade, and the student must maintain a grade point average (GPA) in History courses of 2.0 or higher.

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 programs. Such studies are not only valuable in themselves; they can provide an opportunity for independent research and a foundation for honors essays and graduate study.

For information on specific History courses' satisfaction of major requirements, refer to the Department of History course information web site at <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, international history, 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 and the humanities. 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.

General Requirements—Among the history courses taken, students must include a Sources and Methods seminar, two 200-level courses, and one other small group class. In addition, the Writing in the Major (WIM) requirement must be completed.

HISTORY, SCIENCE, AND MEDICINE

The History, Science, and Medicine major is a collaborative program of the Department of History and the Program in the History and Philo-

sophy of Science, and the Stanford School of Medicine. The major is designed for: (1) students who wish to complement their work in science and/or pre-medical study with a History major that focuses explicitly on science and medicine; (2) students in the humanities and social sciences whose interest in science and medicine is primarily historical and contextual. This major allows students who are contemplating medical school to study the history of medicine and the medical humanities while fulfilling the pre-medical curriculum.

Gateway Course—(1 course) Students fulfill this requirement by taking the gateway course for HS&M that is offered annually: HISTORY 204A, Critical Studies: Science, Language, and Culture. This course 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—(3 courses) 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, medical history and literature, history of technology, medical anthropology).

Geographic Cluster—(4 courses) Students select four History courses in one geographic area. Examples include: Europe, Britain and the countries of the former British Empire, Asia, North America, Latin America, the Middle East or Africa. These four courses must be taken in addition to the three methodological cluster courses. Courses in the history of science, technology, and medicine that have a geographic focus may be used to fulfill this requirement, but cannot be double-counted in the methodological cluster.

Interdisciplinary Cluster—(4 courses) These courses are taken outside the Department of History. The cluster can be defined in any of four ways:

- 1) two medical humanities courses plus two complementary science courses
- 2) two courses about science (e.g. anthropology of science, sociology of science, philosophy of science) plus two complementary science courses
- 3) four courses in medical humanities
- 4) two courses in medical humanities and two about science. In all instances, the Interdisciplinary Cluster must be approved in advance by the student's adviser.

Medical Humanities Course in the Medical School—Majors in the Medical Humanities track of the major in History, Science, and Medicine are expected to take at least one course in the School of Medicine.

General Requirements—Among the history courses taken, students must include a Sources and Methods seminar, two 200-level courses, and one other small group class. In addition, the Writing in the Major (WIM) requirement must be completed.

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 2.0 (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 re-

search 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 via Axess under “Declare Major/Minor.” 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 3.3 (B+) in the student’s previous work in history and in the University. Students completing the thesis with a grade of ‘B+’ or higher are eligible for 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 this program from the Credential Administrator, School of Education.

COTERMINAL B.A. AND M.A. PROGRAM

The department each year admits a limited number of undergraduates for coterminal B.A. and M.A. degrees in History. Coterminal applications are only accepted during Autumn Quarter; check with the History office for the application deadline. Applicants are responsible for checking their compliance with University coterminal requirements listed in the “Undergraduate Degrees and Programs” section of the this bulletin. Applicants must meet the same general standards as those seeking admission to the M.A. program; they must submit a written statement of purpose, a transcript, GRE test scores, and three letters of recommendation, at least two of which should be from members of the Department of History faculty. To be competitive, coterminal applicants should have a 3.75 GPA in their undergraduate history major (or equivalent if they are entering without a History major.) The decision on admission rests with the department faculty upon recommendation by the Graduate Admissions Committee. Students must meet all requirements for both degrees. They must complete 15 full-time quarters (or the equivalent), or three full-time quarters after completing 180 units, for a total of 225 units. During the senior year they may, with the consent of the instructors, register for as many as two graduate courses. In the final year of study, they must complete at least three courses that fall within a single Ph.D. field.

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 or at <http://registrar.stanford.edu/publications>.

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

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

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

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 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 see the web at <http://history.stanford.edu/courses/timeschedule.html> for updated information.

INTRODUCTORY UNDERGRADUATE

Introductory undergraduate History courses are listed in the following subsection order: Stanford Introductory Seminars; Introductory Lectures; Sources and Method Seminars.

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.

COURSES

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STANFORD INTRODUCTORY SEMINARS

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

HISTORY 5N. The Challenge of Nuclear Weapons—Stanford Introductory Seminar. Preference to freshmen. How governments and publics have responded to the danger of nuclear war. Topics include efforts to abolish nuclear weapons, deterrence and the prevention of war, arms control, defenses against nuclear weapons, and normative restraints on the use of nuclear weapons. GER:3b
5 units, Spr (Holloway)

HISTORY 10N. Shipwrecks—Stanford Introductory Seminar. Preference to freshmen. The sea is the domain of the timeless, and yet many have struggled to convey in stories the times men have experienced there. How historical narrative has been made from maritime crises, and how

shipwreck narratives illuminate general problems in the telling of human history. Sources include records of the *Andrea Gail* out of Gloucester, the *Essex* from Nantucket (including its fictionalization in *Moby Dick*), and the *Bounty* and the *Endurance* out of Britain.

5 units (Lougee Chappell) not given 2003-04

HISTORY 15S. The Medieval Church and Violence—How did medieval political culture move from early Christian pacifism to the active militancy of the first crusades? How did medieval christianity and its institutions relate to violence, either to generate it or to inhibit it? Were there legitimate forms of violence and how were they justified?

5 units (Buc) not given 2003-04

HISTORY 18N. Confronting Islam: The United States in the Middle East Since 1967—Stanford Introductory Seminar. Preference to freshmen. GER:3b,4a

4-5 units, Aut (Beinin)

HISTORY 19N. Peter the Great: Man and Myth—Stanford Introductory Seminar. 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 (Kollmann) not given 2003-04

HISTORY 21N. Heretics and Inquisitors—Stanford Introductory Seminar. In the 11th century, the Catholic Church began reforming and centralizing its institutions as popular heresies interested in reform appeared. By the 13th century, these processes collided; papally-appointed inquisitors started prosecuting religious dissenters. Inquisitorial records from this process expose the machinery of repression, heretical belief, and data on daily life and belief in medieval Europe. The how and the why of heresy and inquisition; how historians have exploited the information produced by the courts. GER:3b

5 units, Win (Buc)

HISTORY 22N. Ethnic Cleansing in 20th-Century Europe—Stanford Introductory Seminar.

3-4 units (Naimark) not given 2003-04

HISTORY 24N. World War II—Stanford Introductory Seminar. 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 (Weiner) not given 2003-04

HISTORY 26N. Pearl Harbor—Stanford Introductory Seminar. Preference to freshmen. The background of the air attack on Pearl Harbor in 1941, its immediate impact on Japanese and American societies, and the lessons learned from the ensuing conflict. The role of the military in politics, the ethics of combat, the language of patriotism, racism and racial thinking, and public memory and myth making. Sources include films, government documents, oral histories, and autobiographical writings.

5 units (Duus) not given 2003-04

HISTORY 27N. The First World War as Experience and Memory—Stanford Introductory Seminar. Preference to freshmen. What the war meant to European and American soldiers and civilians as they lived through it and remembered it. The experience of war in documents, films, novels, memoirs, and secondary sources.

3-4 units (Sheehan) not given 2003-04

HISTORY 34Q. Virtuality—Stanford Introductory Seminar.

5 units (Lenoir) not given 2003-04

HISTORY 36N. Gay Autobiography—Preference to freshmen. Gender, identity, and solidarity as represented in nine autobiographies: Isherwood, Ackerley, Duberman, Monette, Louganis, Barbin, Cammermeyer, Gingrich, and Lorde. To what degree do these writers view sexual

orientation as a defining feature of their selves? Is there a difference between the way men and women view identity? What politics follow from these writers' experiences? GER:3a,4c

4 units, Spr (Robinson)

HISTORY 38N. The Body—Stanford Introductory Seminar. Preference to freshmen. Cultural and social meanings of the body, especially the ways in which medicine, media, law, and culture construct changing ideals of the body. How to apply both historical and feminist analysis to understand change and recognize the difference that gender makes in the social and cultural construction of the body. Emphasis is on shifting historical ideals for female and male bodies as well as the changing importance of body image in popular culture. Readings include girls' diaries, women's sports, masculinity in the media, sexual violence, and performing the body. GER:3a,4c

5 units, Spr (Freedman)

HISTORY 41N. Race, Sex, and Class: England and the Empire, An Exploration through Novels—Stanford Introductory Seminar. Preference to freshmen. 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. GER:3a

5 units (Stansky) not given 2003-04

HISTORY 42N. The Invention of Liberty and the English Revolution, 1640-1660—Stanford Introductory Seminar. 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)

HISTORY 46Q. 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 40s-50s and the black modernization project in the post-war era. Blacks in the modeling field, beginning with 50s pioneers (Ophelia DeVore). Black dress and designers, particularly African designers, and black fashion loyalties in street style. The postwar notions of black beauty.

5 units (Jackson) not given 2003-04

HISTORY 47Q. The Language of African American Names: A History of Naming Tradition—Stanford Introductory Seminar.

5 units (Jackson) not given 2003-04

HISTORY 48Q. South Africa: Contested Transitions—Stanford Introductory Seminar. Preference to sophomores. The inauguration of Nelson Mandela as president in May 1994 marked the end of an era and a way of life for S. Africa. The changes have been dramatic, yet the legacies of racism and inequality persist. Focus: overlapping and sharply contested transitions. Who advocates and opposes change? Why? What are their historical and social roots and strategies? How do people reconstruct their society? Historical and current sources, including films, novels, and the Internet.

3 units, Win (Samoff)

HISTORY 51N. Abraham Lincoln: Myth and Reality—Stanford Introductory Seminar. Preference to freshmen. What is known about Lincoln from documentary sources is compared with his image in American memory and mythology. 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

3-4 units (Staff) not given 2003-04

HISTORY 52N. The Atomic Bomb in Policy and History—Stanford Introductory Seminar. Preference to freshmen. Emphasis is on declassified files from WW II and recent interpretations. Why did the U.S. drop A-bombs on Japan? 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? 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. GER:3b

5 units, Spr (Bernstein)

HISTORY 53N. Reflections on the American Condition: American History Through Literature—Stanford Introductory Seminar. Preference to freshmen. Classics of American literature, viewed as cultural and historical documents, cultivate critical skills in reading texts from various perspectives: aesthetic, biographical, social, and historical. Readings: Harriet Beecher Stowe, *Uncle Tom's Cabin*; short stories by Henry James and Edith Wharton; Richard Wright, *Native Son*; and David Guterson, *Snow Falling on Cedars*. GER:3a

5 units, Aut (Kennedy)

HISTORY 57Q. Martin Luther King, Jr.: Interactive—Stanford Introductory Seminar. Preferences to sophomores. The MLK Papers Project web site attracts users from all over the world to its documentary collections. Students adapt these materials to the needs of people from various educational backgrounds.

5 units (Carson) not given 2003-04

HISTORY 90Q. Buddhist Political and Social Theory—Stanford Introductory Seminar. 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)

HISTORY 99Q. Buddhist Biography and Autobiography—Stanford Introductory Seminar.

5 units (Mancall) not given 2003-04

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.

HISTORY 13. The Emergence of Modern Medicine—How did medicine emerge as a distinctive body of knowledge and 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 ca. 1000 to 1700. Topics: the history of the body, the religious and cultural significance of disease, development of hospitals, the rise of public health systems. Compares medical knowledge and institutions in W. Europe and Islam.

5 units (Findlen) not given 2003-04

HISTORY 14. Science, Technology, and Art: The Worlds of Leonardo—(Same as 314, STS 102.) The intersections among science, technology, and society, and an interdisciplinary introduction to Renaissance studies. Why does this 15th-century artist, engineer, and inventor continue to fascinate and inspire innovative, interdisciplinary work? The world of the historical Leonardo, looking at his range of interests and accomplishments (including 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 (Findlen) not given 2003-04

HISTORY 26A. Democratic Society in Europe and America: Origins, Crises, Dilemmas—The development of the theory and practice of democracy in Europe and the U.S. from the 18th century to the present. European and American materials in parallel to develop perspectives are on elements that have shaped the histories of Europe and N. America. Comparisons to developments in Asia, Africa, and Latin America.

5 units (Staff) not given 2003-04

HISTORY 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

4-5 units, Spr (Lenoir)

HISTORY 49. Twentieth-Century South Africa—Modern S. Africa, from its origins in the mineral revolution of the late 19th century to the end of apartheid in the early 90s. Topics include: the importance of the mining industry in the development of S. Africa's economy and society; the issue of land dispossession from rural African communities; the roles of scientific racism and cultural difference in creating the apartheid system; and the politics of protest that have created the new S. Africa. Sources include historical monographs, journal articles, novels, and film.

5 units (R. Roberts) not given 2003-04

HISTORY 59. Introduction to Asian American History—The historical experience of people of Asian ancestry in the U.S. Immigration, labor, community formation, family, culture and identity, and contemporary social and political controversies. Readings: interpretative texts, primary material, and historical fiction, GER:3b

5 units Win (Chang)

HISTORY 61. The Constitution and Race—(Same as POLISCI 20.) 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.

5 units (Rakove) not given 2003-04

HISTORY 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 over time have affected the historical and contemporary reality of the nation's major minority populations. Focus is on the past two centuries. GER:4b

5 units, Aut (Camarillo)

HISTORY 65. Introduction to Comparative Studies in Race and Ethnicity—(Enroll in CSRE 196C, ENGLISH 172D, PSYCH 155.)

5 units, Spr (Markus, Moya)

HISTORY 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 2003-04

HISTORY 80. Culture, Politics, and Society in Latin America—(Same as LATINAM 80/170.) Introduction to the political and social history of Latin America. Emphasis is on the interaction between institutional change, social structure, and political movements, empha-

sizing the environment and cultural values. GER:3b,4a

5 units, Win (Segal)

HISTORY 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. GER:3a,4a

5 units (Beinin) not given 2003-04

HISTORY 92A. The Historical Roots of Modern East Asia—(Same as EASTASN 92A.) Focus is on China and Japan before and during the transition to modernity from the 17th century when E. Asia comprised the most populous, urbanized, economically advanced, and culturally sophisticated societies in the world to the early 20th century when European and American steamships dominated the Pacific, China was in the throes of social and political upheaval, and Japan had begun its march to empire. Films, writing assignments, readings, madnatory discussions. GER:3b,4a.

5 units, Aut (Sommer, Wigen)

HISTORY 92B. East Asia in the Age of Imperialism—(Same as EASTASN 92B.) For students planning to do additional work on the region. Interdisciplinary. Political, social, cultural, and economic development of E. Asia, 1840-1945. Responses in China, Japan, and Korea to Western penetration of the region. Asian perspectives.

5 units (Thompson) not given 2003-04

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.'

HISTORY 11S. Medieval Empires: The Problem of Ruling Over Many Peoples During the Middle Ages—Focus is on methods of historical analysis and the evaluation of modern interpretations of the past. The strengths and limits of information from primary sources. How to formulate historically based arguments and interpretations of a text. The strength of evidence and the usefulness of historical interpretations in modern scholarly texts.

5 units, Aut (Miller)

HISTORY 14S. How to Panic in 14th-Century England—How did individuals and groups respond to the Black Death? On what old and new resources did people rely? Whom did they blame and why? How did some people manipulate the disease for their own social benefit? What can panic tell us about English society in the twilight of the middle ages? Goal is to discover late medieval life in the midst of the Black Death.

5 units, Win (Malegam)

HISTORY 15S. The Medieval Church and Violence—How did medieval political culture travel the road from early Christian pacifism to the active militancy of the first crusades? And how did medieval christianity and its institutions relate to violence, either to generate it or to inhibit it? Were there legitimate forms of violence and how were they justified?

5 units (Buc) not given 2003-04

HISTORY 18S. Origins of the British Empire, 1500-1700—The people, events, and long term developments of early modern England combined to set it on a course towards ruling an empire upon which the sun never set. The troubled birth of Britain, the roots of the union between

Scotland and England, and the unhappy union between Ireland and England. The early involvement of England in India, N. America, W. Africa, and the Caribbean, and Indian wars and slavery. Sources include colonial promotional texts, Indian war narratives, slave trade reports, the first English novel by a woman.

5 units, Aut (*Broich*)

HISTORY 22S. Yugoslavia's Wars, 1991-1999—The causes and development of the wars, particularly the Croatian and Bosnian conflicts, through primary sources including speeches, official reports, interviews, novels, newspaper articles, peace treaties, documentaries, and films. Secondary sources providing historical interpretations. How to explore problems associated with researching and writing contemporary history and how to analyze localized war experiences.

5 units, Spr (*Greble*)

HISTORY 26S. The Second World War—An introduction to historical scholarship and the relationship between primary and secondary sources. Focus is on the fall of France and the German occupation, the experience of combat, and the link between history and public memory.

5 units, Aut (*Kauffman*)

HISTORY 27S. Body Politics: Abortion in 20th-Century Russia and the U.S.—Focus is on primary sources including films, plays, religious texts, census reports, court transcripts, and official policy to approach a controversial and emotionally charged topic in an academic environment. What does it mean to live, die, and reproduce in a totalitarian society? How is it fundamentally different in a democratic society organized on religious principles?

5 units, Spr (*Khalsa*)

HISTORY 46S. Photography and African 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 people think of the past. GER:3a,4a

5 units, Win (*Jackson*)

HISTORY 48S. Women and the Question of Gender in 20th-Century African History—Religion, social change, and state building in African history through the colonial period, decolonization, and independence using gender as a lens for historical analysis. Goal is to read for gender in primary sources and think of gender differences as a defining characteristic in the lives of men and women throughout history.

5 units, Spr (*Burrill*)

HISTORY 56S. 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 2003-04

HISTORY 57S. Revolutionary Scientific Ideas: Copernicus to Darwin—Beginning with Copernicus in the late 16th century, some scientific ideas have been called revolutionary. Is it correct to think them revolutionary and were they thought to be so in their own time? The background, development, presentation, and reaction to major scientific ideas starting with Copernicus's proposal that the earth circles the sun. How Copernicus' theory was presented, Galileo's research notebooks and letters, Boyle's experimental reports, and newsmagazine critiques of Darwin's theory of evolution. Sources include original documents in Stanford's rare book collection and online resources.

5 units, Win (*McCasky*)

HISTORY 64S. Jews and Muslims—Introduction to the history of Jews in Muslim lands in modern times through primary documents, documentary films, memoirs, and historical and anthropological writings.

5 units, Win (*Cohen*)

HISTORY 67S. Slaves, Samba, and Sewage: Urban Life in 19th-Century Rio de Janeiro, Brazil—Quotidian life in Rio de Janeiro. How the urban population lived and understood race and class, modernity and tradition, order and disorder, and how these concepts were embodied in the urban landscape and city institutions. Emphasis is on sources that point to the role of slaves in the urban environment. Primary sources include travelers' journals, literary records, newspaper ads, songs, dance, maps, paintings, and archival records.

5 units, Win (*Sedrez*)

HISTORY 69S. The War on Drugs—Where does the public get its knowledge about drugs? How do U.S. historians and other commentators know about history of drugs and drug use? How do policy makers decide what laws should apply to drugs? Focus is on documents related to the history of drug control politics in late 20th-century U.S. Materials cover domestic and foreign policy, and cultural and political responses including presidential papers, congressional testimony and reports, court cases, interviews, archival documents, literature, film, newspapers, public opinion, medical textbooks, memoirs, biographies, magazines, and journalistic nonfiction.

5 units, Win (*McGarry*)

HISTORY 72S. Forward Ever, Backward Never? Caribbean Freedom, the Cold War, and the United States, 1960-90—The independence of the British W. Indies occurred in the context of the Cuban Revolution, the postcolonial pursuit of self-determination, and the Cold War. Focus is on transnational history from American and W. Indian perspectives, and the intersection of U.S. power and Caribbean freedom movements. Topics include Jamaican democratic socialism, Grenadian revolutionary socialism, IMF/World Bank developmentalism, immigration and emigration, Black Power and Pan-Africanist ideologies, music, tourism, and the war on drugs. Sources include government documents, speeches, manifestos, novels, films, music, journalism, advertising, oral history, and secondary works.

5 units, Spr (*Gillespie*)

HISTORY 91S. Civilization and Enlightenment in Action: A Social History of Meiji Japan, 1868-1912—From 1868, the beginning of the Meiji period, the political leaders of Japan set the archipelago on a crash course with modernity. By the end of the Meiji era, Japan had become a modern nation and an imperial power. What can we learn from the social histories of the period? Sources include accounts, memoirs, autobiographies, literature, foreigner reports, and public opinion pieces. Issues include the fall of feudalism, Westernization, gender, male-male sexuality, epidemics and modern medicine, and war.

5 units, Win (*Bay*)

HISTORY 92S. Lives of the Samurai—The evolution of military society, defined as the social infrastructure necessary to maintain a warrior class and put it in the field, in Japan 1200-1850. Focus is on tracing the developments in tactics and strategy, the tools of warfare, social organization, the supporting economy, and the changing roles of warriors in Japanese medieval and early modern society. Sources include painting, artifacts, and translated excerpts of epic poems, memoirs, fiction, and historical documentation from central Japan.

5 units, Spr (*Goldsmith*)

UNDERGRADUATE LECTURES

Undergraduate lecture courses, which are numbered 100 through 199, are listed in the following subsection order:

- General
- Classics
- Eastern Europe and Russia
- Medieval and Early Modern Europe
- Modern Europe
- History of Science and Technology
- Africa
- The United States
- Latin America
- Jewish History

Middle East
South Asia
East Asia

GENERAL

HISTORY 101A. Global Human Geography—(Same as INTNLREL 161, IPS 261.) Global patterns of demography, economic and social development, geopolitics, and cultural differentiation, covering E. Asia, S. Asia, S.E. Asia, the Middle East and N. Africa, Europe, Russia and environs, Central Asia, sub-Saharan Africa, Latin America, the Caribbean, and Australia and the Pacific. Use of maps to depict geographical patterns and processes.

5 units, Aut (*M.W. Lewis*)

HISTORY 101B. Global Environmental Geography—(Same as INTNLREL 162, IPS 262.) Basic physical geography; why different environmental conditions are encountered in different parts of the world. Relationships among climate, vegetation, soils, and landforms are stressed. The second portion of the class focuses on the main global hot spots of environmental degradation.

5 units, Win (*M.W. Lewis*)

HISTORY 102A. The History of the International System—World politics and international relations from the dominance of empires and nation states at the turn of the century to the present. The influence of communism, fascism, and anti-imperialism, and the emergence of society as a factor in international relations. Questions of sovereignty versus the new world order. GER:3b (WIM)

5 units, Win (*Sheehan*)

HISTORY 104. The City in Europe and America, 1750-2000

5 units (*Staff*) not given 2003-04

CLASSICS

HISTORY 101. The Greeks—(Enroll in CLASSHIS 101.)

4-5 units, Aut (*Morris*)

HISTORY 101G. Social Power: The Law and the State, a Comparative Study of Ancient Legal Systems—(Enroll in CLASSGEN 154/254.)

3-4 units (*Manning*) not given 2003-04

HISTORY 102G. History of Ancient Political Thought: Practices of Citizenship—(Enroll in CLASSGEN 151/251.)

3-5 units (*Connolly*) not given 2003-04

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

3-5 units, Spr (*Scheidel*)

HISTORY 103G. Edges of Empire: Archaeology and Roman Frontiers—(Enroll in CLASSART 121/221.)

3-5 units (*Shanks, Trimble*) not given 2003-04

HISTORY 105. History and Culture of Ancient Egypt—(Enroll in CLASSHIS 105.)

3-5 units (*Manning*) not given 2003-04

EASTERN EUROPE AND RUSSIA

HISTORY 118. Russia and the West, 1815-1917—Political, military, and cultural image and influence of Russia in the West, from the Congress of Vienna to the Russian Revolution. Russia's foreign and military policies in war and peace; its internal struggles among 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 (*Patenaude*) not given 2003-04

HISTORY 119. Aristocracies and Absolutism: Early Modern Eastern Europe, 1400-1800—(Same as 319.) 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, Aut (*Kollmann*) alternate years, given 2004-05

HISTORY 120A. Russia, 988-1762—Culture, politics, and society from the beginnings to Catherine the Great. Orthodox Christianity; Vikings in Kievan Rus; the principality of Moscow and the Muscovite political system; church-state relations; the 15th-16th century Muscovite cultural synthesis in art and architecture and the shattering of that synthesis in the 17th century; the 17th-century schism in the church; cultural revolution and W. European elements under Peter the Great; Moscow versus St. Petersburg, or traditional versus westernized Russia; rise of serfdom; Catherine the Great as enlightened despot. GER:3a

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

HISTORY 120B. History of Imperial Russia—From the reign of Catherine the Great to the collapse of the monarchy in war and revolution in 1917. Themes include the ruling strategies of the Romanov dynasty, noble culture, serfdom, the expansion of the empire into Europe and Asia, the intelligentsia and radical movements, industrialization and urbanization, the geopolitics of Eurasia, and the challenges of nationalism and other revolutionary ideologies to autocratic Russia as a multi-religious and multi-ethnic empire. Novels, memoirs, visual images, music, architecture, and other primary sources. GER:3a

5 units, Win (*Crews*)

HISTORY 120C. 20th-Century Russian and Soviet History—Focus is on Soviet policy from its revolutionary advent in 1917 to its dramatic collapse in 1991. GER:3a

5 units, Spr (*Weiner*)

HISTORY 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 (*Staff*) not given 2003-04

HISTORY 120E. The Perils of Proclaimed Equality: Women and Gender in Soviet and Post-Soviet Society, 1917 to Present—(Enroll in FEMST 140E.)

5 units, Spr (*Livschiz*)

HISTORY 125. 20th-Century Eastern Europe—(Same as 325A.) Major historical trends in 20th-century E. European history. Empires and national movements. The creation of independent Eastern Europe after WW I; social movements and the emergence of dictatorships and fascism in the inter-war period. WW II, Stalinism, and destalinization in contemporary E. Europe. GER:3b

5 units, Aut (*Jolluck*)

HISTORY 126. The History of the Cold War—(Same as 327A.) From its beginnings in the post-WW II period to its end with the collapse of the Soviet Union. Documents and insights from the new Cold War historiography are applied to questions about the worldwide struggle between the Soviet Union and the U.S. GER:3b

5 units, Spr (*Naimark*)

MEDIEVAL AND EARLY MODERN EUROPE

HISTORY 100A. Europe from Late Antiquity to 1500—Preference to freshman. Seminar. Deviance from the norms of the Catholic church in the Middle Ages, and its social, economic, cultural or religious causes. How the church tried, sometimes successfully, to bring heretics back to the fold, most famously through the Inquisition. Was this formative laboratory for techniques of social control and disciplining characteristically European? Introduction to medieval religion and its place in medieval society. Readings: descriptions of heresies, inquisitorial trial records, and secondary explanations of heresy and the inquisition. GER:3a

5 units, Aut (*Buc*)

HISTORY 100B. Machiavellian Moments: Europe's History, 1492-1793—Survey of the intellectual and social currents from the voyages of Columbus to the French Revolution. GER:3b
5 units, Win (*Lougee Chappell*)

HISTORY 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 (*Dewald*)

HISTORY 100D. Medieval Europe—Although often looked upon as a period of mindless superstition, docile religious obedience, and cruel violence, the European middle ages were a period of remarkable social and intellectual transformation. The central religious, political, and cultural developments that shaped the European world in the 4th and 5th centuries, from Constantine's conversion to Christianity to the dawn of the Protestant Reformation.
5 units (Staff) not given 2003-04

HISTORY 107. Crescent or Cross? Christianity and Islam in the Medieval Mediterranean
5 units (*Miller*) not given 2003-04

HISTORY 141. Yorkist and Tudor England—GER:3a
5 units, Spr (*Como*)

HISTORY 142. Revolutionary England: The Stuart Age—The history of England from the accession of King James I in 1603 to the death of Queen Anne in 1714. 17th-century England witnessed a brutal civil war, the execution of one anointed king, and the deposition of another. Topics include the causes and consequences of the English Revolution, the origins of Anglo-American democratic thought, the rise and decline of Puritanism, and the emergence of England as an economic and colonial power.
5 units (*Como*) not given 2003-04

HISTORY 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 2003-04

MODERN EUROPE

HISTORY 134. European Economic History—(Enroll in ECON 115.)
5 units, Aut (*Greif*)

HISTORY 136A. European Thought and Culture in the 19th Century—Major European thinkers and intellectual movements from the Enlightenment to Modernism. Readings include Matthew Arnold, Jane Austen, Karl Marx, John Stuart Mill, Friedrich Nietzsche, Emile Zola.
5 units (*Robinson*) not given 2003-04

HISTORY 136B. European Thought and Culture in the 20th Century—Important European thinkers and intellectual movements of the 20th century, from Freud to Foucault. GER:3a
5 units, Win (*Robinson*)

HISTORY 137. The Holocaust—(Same as 337.) The emergence of modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 30s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry. GER:3a
5 units (*Rodrigue*) not given 2003-04

HISTORY 144. Britain, 1832-1914—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 (Staff) not given 2003-04

HISTORY 145C. Modern Britain, 1914-Present—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 (Staff) not given 2003-04

HISTORY OF SCIENCE AND TECHNOLOGY

HISTORY 133. The Darwinian Revolution—(Same as 333.) The conceptual developments leading to the major unifying paradigm of biological science, the theory of evolution by natural selection. Biological thought before Darwin, 1800-1836. 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 its resolution in the union of evolutionary biology and population genetics in the 30s and 40s.
4 units (*Lenoir*) not given 2003-04

HISTORY 140. The Quantum Century: A History of 20th-Century Physics—(Same as 340, HPS 104.) The major scientific changes which have characterized the 20th century. The ideas of relativity, quantum notions, and scientific fashions from nuclear physics to particle physics, and from superconductivity to chaos. Emphasis is on corresponding changes in sociology, demography, and the impact on philosophy and the changed role of physics.
3-5 units (*Riordan*) not given 2003-04

AFRICA

HISTORY 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, Spr (*Jackson*) alternate years, not given 2004-05

HISTORY 148. Introduction to African History—African history from the discovery of early humans in E. Africa to the 90s. Geared to students who want to master the basics of Africa's past while engaging in more advanced analysis. Films, novels, autobiographies, slides, readings. GER:3a,4a
5 units (*Jackson*) not given 2003-04

HISTORY 148C. Africa in the 20th Century—The challenges facing Africans from when the continent fell under colonial rule until independence. Case studies of colonialism and its impact on African men and women drawn from West, Central, and Southern Africa. Novels, plays, polemics, and autobiographies written by Africans. GER:3a,3b,4a
5 units Win (*R. Roberts*)

THE UNITED STATES

HISTORY 115. Technology and Culture in 19th-Century America—The social and cultural aspects of technological change from the American Revolution through WW I. Emphasis is on technologies of production and consumption (armory practice, department stores); of temporal and spatial transformation (telegraphic time signals, railroads); simula-

tion and reproduction (photography, phonograph); and communication and control (telephone, scientific management). GER:3b

5 units (Corn) not given 2003-04

HISTORY 150B. Introduction to African American History: The Modern African American Freedom Struggle—The 20th-century civil rights movements and political/racial thought. Recent historical scholarship and audiovisual materials to examine the racial advancement strategies of leaders such as Booker T. Washington, W.E.B. Du Bois, Mary M. Bethune, Ella Baker, Martin Luther King, Jr., Malcolm X, and Jesse Jackson. GER:3b

4-5 units (Carson) not given 2003-04

HISTORY 152. American Spaces: An Introduction to Material Culture and the Built Environment—American history through the evidence of things, including 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. GER:3b

5 units (Corn) not given 2003-04

HISTORY 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.

3 units (Staff) not given 2003-04

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 (Holland)

HISTORY 165B. 19th-Century America—Emphasis is on 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 (Enyeart)

HISTORY 165C. The United States in the Twentieth 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 50s and 60s); the changing status of women since WW II; shifting ideological bases, institutional structures, and electoral characteristics of the political system (New Deal and post-Vietnam); determinants of foreign policy in WW I and II, and the Cold War. GER:3b,4b

5 units, Spr (Staff)

HISTORY 166. American Economic History—(Enroll in ECON 116.)

5 units (Staff) not given 2003-04

HISTORY 172A. The United States Since 1945—Focus is on foreign policy and politics with less attention to social and intellectual history. Topics include the use of nuclear weapons in WW II, the origins and development of the Cold War, the Korean and Vietnam wars, Eisenhower revisionism, the Bay of Pigs and the Cuban missile crisis, civil rights and the black freedom struggle, the women's movement, the Great Society and the backlash, welfare policy, changing meanings of conser-

vativism and liberalism, the 60s anti-war movement, Watergate and the growth of executive power, Iran-Contra and Reagan revisionism, the development of Silicon Valley, the Gulf War, the Clinton impeachment controversy, and the election of 2000. GER:3b

4-5 units, Win (Bernstein)

HISTORY 173B. U.S. Women's History, 1820-1980—(Same as FEMST 173B.) 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. GER:3b,4c

5 units (Freedman) not given 2003-04

HISTORY 173C. Introduction to Feminist Studies—(Same as FEMST 101.) How gender inequality is created and perpetuated, and how 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 units, Win (Freedman)

HISTORY 173D. History of Asian American Women in the U.S.

3-4 units (Staff) not given 2003-04

LATIN AMERICA

HISTORY 175. History of Mexico Since 1810—(Same as LATINAM 176.) Focus is on the social and political history of Mexico since Independence. The roots of poverty and political corruption through analysis of how political power and economic wealth has been shared among Mexicans. Emphasis is on the Liberal Republic, the Porfiriato, the Mexican Revolution, and the rule of the PRI.

5 units, Aut (Bucheli)

HISTORY 177. Modern Latin America—Latin America since the early 19th century, concentrating primarily on Mexico, Brazil, Argentina, and Cuba. Emphasis is on Latin America's role in the world economy and the effect that this has had on economic growth, social structure, and politics. GER:4a

5 units (Haber) not given 2003-04

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

5 units (Frank) not given 2003-04

HISTORY 181. Latin America Since the 16th Century: Problems of Governance and Development—Political organization and the political basis of economic development from before European colonization to the present day.

5 units (Haber) not given 2003-04

JEWISH HISTORY

HISTORY 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 W. Europe, the transformation of Jewish life in E. 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, Spr (Zipperstein)

MIDDLE EAST

HISTORY 185. Introduction to Islamic Civilization—Focus is on the Arab Middle East and Iran from the rise of Islam to the present. Readings include translated primary sources and background essays. Emphasis is on texts and their changing interpretations. Although they do not represent the experience of Islam for all social groups, these texts have had wide circulation and continue to inspire debate among Muslims. No prior knowledge of Islam or Middle Eastern history required. GER:3a,4a
5 units, Spr (Reynolds)

HISTORY 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. GER:3b,4a
5 units, Aut (Beinin)

HISTORY 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 2003-04

HISTORY 189B. The 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 2003-04

SOUTH ASIA

HISTORY 186A. Modern South Asia: History, Societies, Cultures—(Same as CASA 175.) Focus is 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, communalism, development and environment, inter-regional and international relationships. GER:4a
5 units, Aut (Mancall, Dass)

HISTORY 186B. Perspectives on India
1-2 units (Staff) not given 2003-04

HISTORY 186C. Perspectives on Nepal
1-2 units (Staff) not given 2003-04

HISTORY 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 2003-04

HISTORY 191A. Modern Southeast Asia—The emergence and development of modern S.E. Asia (Burma, Thailand, Laos, Cambodia, Malaysia, Singapore, Indonesia, Vietnam) from the 14th century to the present. The spread and impact of Indic civilizations, including Hindu and Islamic influences; external trade from the Middle East and Europe; extra-regional empires and the development of regional and local communities, institutions, and identities; the consequences of trade, modernization, and industrialism; nationalism and revolutions; the dialectic

between national states and regional issues, and between common regional material and mental cultures, and local formations; S.E. Asia and ASEAN in the modern and contemporary worlds. GER:4a
5 units (Mancall) not given 2003-04

EAST ASIA

HISTORY 192B. China: The Early Empires—(Same as 392B.) The major developments of the first unitary empires in China, the Qin and the Han. This is the period which established many of the major institutions and social patterns that defined imperial China as an enduring political form and a social type. Topics include geography, urbanism, the peasantry, military organization, kinship, religion, intellectual life, literary genres, and the changing forms of imperial cohesion.
5 units (M.E. Lewis) not given 2003-04

HISTORY 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: 92/192A,B, 192A,B, or POLISCI 115. GER:3b,4a
5 units, Spr (Sommer)

HISTORY 193. East Asia in the Early Buddhist Age—(Same as 393.) Evolution of cities in imperial China through early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative examination of cases from European history. GER:3b
5 units, Win (M.E. Lewis)

HISTORY 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 2003-04

HISTORY 194B. Late Medieval and Early Modern Japan—From the Warring States Period to the Meiji Restoration. Topics include the three great unifiers, Tokugawa hegemony, the samurai class, Neoconfucian ideologies, suppression of Christianity, structures of social and economic control, frontiers, the other and otherness, castle-town culture, peasant rebellion, black marketing, print culture, the floating world, National Studies, food culture, samurai activism, black ships, unequal treaties, anti-foreign terrorism, restorationism, millenarianism, modernization as westernization, Japan as imagined community.
5 units (Staff) not given 2003-04

HISTORY 194D. The Rise of Modern Japan—Japanese history from 1840 to the present. Topics include 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, the economic miracle, and socioeconomic change and political developments. GER:3b,4a
4-5 units (Duus) not given 2003-04

HISTORY 195. Introduction to Korean History and Culture—Ancient kingdoms to early modern dynasties; challenges of the modern transition, 1700s to mid-1900s; and contemporary issues. Topics include archeological records, philosophical and religious traditions, literature and the performing arts, international relations, socioeconomic change, immigration and Asian American experiences, gender issues, and popular and youth cultures.
5 units, Win (Sawada)

HISTORY 196. China from 1895 to 1949—The main events of the half century: crisis, attempts at reform, and fall of the Qing dynasty; regional warlords, nationalism, and cultural awakening including the May 4th Movement; nationalist revolution and the Nanking decade; WW II and the Communist victory. Focus is on the cultural, social, and nationalist causes of the Chinese revolution, a long-term process starting at the end of the 19th century and shaped by the Chinese past and foreign influences.

5 units, Spr (Bianco)

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 200-299 are primarily for juniors and seniors majoring in history. Admission is by consent of the instructor. Undergraduate colloquia and research seminars are listed in the following subsection order:

General

Interdisciplinary Gateway Colloquia

Eastern Europe and Russia

Medieval and Early Modern Europe

Modern Europe

History of Science and Technology

Africa

The United States

Latin America

Jewish History

Middle East

East Asia

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

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

HISTORY 200H. Junior Honors Colloquium

3 units (Staff) not given 2003-04

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

1-4 units by arrangement (Carson) not given 2003-04

HISTORY 200W. Undergraduate Directed Reading

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

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

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

GENERAL

HISTORY 201E. History and Geography of Contemporary Global Issues—(Same as 301E, INTNLREL 163, IPS 263.) The historical background and geographical context of contemporary global issues and events. The texts are a world atlas and regular reading of *The New York Times* and *The Economist*. Topics vary according to what is happening in the world. Student presentations.

5 units, Spr (M.W. Lewis)

HISTORY 201P. The Wired Historian—Skills and tools for teaching, research, and the presentation of historian's work. Topics include: 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. Digital project relating to student's research or teaching interests.

3 units (Gorman) not given 2003-04

HISTORY 202C. 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 (Zipperstein) not given 2003-04

HISTORY 202E. Historical Geography: Maps in the Early Modern World—(Same as 302E.) Historians have recently generated a body of spatially attuned work, probing territorial identities, human-environmental interaction, the use and misuse of maps, and the spatial patterning of social life. Focus is on cartography in the early modern period, and recent studies from Asian, European, and N. American contexts that highlight cartography's role in exploration, empire building, and boundary making in the early modern world.

5 units, Aut (Wigen)

HISTORY 205A. 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 2003-04

INTERDISCIPLINARY GATEWAY COLLOQUIA

HISTORY 204. Not Quite Masterpiece Theater: Art and Life in Postwar Britain—British society in the 19th century and its novels, poetry, buildings, images, and music. The works in themselves and what they reveal about the society that produced them. GER:3a (WIM)

5 units, Aut (Richardson)

HISTORY 205D. War in the 20th Century—(Enroll in POLISCI 237S.)

5 units (Holloway, Stedman) not given 2003-04

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

1 unit, Win (Roberts)

HISTORY 206P. Origins and History of the Scientific Fact—(Same as 306P.) This gateway course is 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 notions over the last four centuries, and the recent body of historical writing on what historians have referred to variously as the history of evidence, the history of objectivity, and the history of the modern fact. GER:3b

5 units (Riskin) not given 2003-04

EASTERN EUROPE AND RUSSIA

HISTORY 212A. Major Topics in the History of the Russian Orthodox Church—(Same as 312A.) The role of the church in Russian history from earliest times to the present. The church both as an institution and as a set of beliefs and practices. Topics include the conversion of early Rus to Orthodox Christianity; popular and pagan elements in Russian Christianity; politics and the church in Muscovite times; the 17th-century Schism and the Old Belief; parish clergy and their parishioners in Imperial Russia; Soviet persecution; post-Soviet rebirth. Primary and secondary readings, reports, short papers.

4-5 units (J. Kollmann) not given 2003-04

HISTORY 212B. Peter the Great and the Cultural Revolution in Russia, 1682-1725—Child of 17th-century Muscovite Russia, father of 18th-century Imperial Russia, Peter has been regarded as reformer, revolutionary, tyrant, and enlightened monarch who presided over an era of change in which W. European culture became the new standard. What, in Peter's view, was wrong with traditional Muscovite Russia? Why did he turn to Europe for fresh ideas and institutions in politics, education, the military, religion, society, economy, art, and architecture? The nature,

purposes, and extent of Peter's reforms. How was Russia different, or unchanged, after Peter?

4-5 units, *Win* (J. Kollmann)

HISTORY 217. 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 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

5 units (Kollmann) not given 2003-04

HISTORY 217B. 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. GER:4c

5 units (Jolluck) not given 2003-04

HISTORY 217C. Love, Marriage, and Family in Early Modern Europe and Russia—Family structures, marriage customs, and the place of love in life and marriage in the early modern period. Sources include W. Europe (France, England, Germany, Italy), central Europe (Poland) and Russia, providing for sharp contrasts in the status of women, the nature of marriage, and emergence of private life. Readings include historical monographs and primary sources including dowry agreements, litigations, Reformation tracts, and memoirs. GER:4c (WIM)

5 units (Kollmann) not given 2003-04

HISTORY 217D. Art and Ideas in 19th-Century Russia—(Same as 317D.) Why did so many artistic, intellectual, and revolutionary figures including Pushkin, Tolstoy, Dostoevsky, Mussorgsky, Tchaikovsky, and Lenin emerge from autocratic imperial Russia? How did the czarist state and society shape their work? Focus is on Russia's cultural engagement with Europe and Asia through literature, music, painting, architecture, and political thought. Major controversies in 19th-century thought and culture surrounding conservatism, Westernization, Slavophilism, socialism, nihilism, populism, revolutionary terrorism, empire, anti-Semitism, national identity, and revolutionary change. GER:3a

5 units, *Spr* (Crews)

HISTORY 218B. Ethnic Cleansing—(Same as 318B.) Major episodes of ethnic cleansing and genocide in 20th-century Europe including the Armenian genocide, the Holocaust, and Bosnia, are compared with similar cases in Asia, Africa, and the Americas.

5 units (Naimark) not given 2003-04

HISTORY 219S. 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. GER:3b

5 units, *Aut* (Weiner)

HISTORY 220A. Violence, Islam, and the State in Central Asia—(Same as 320.) The uses of violence in projects of empire and national state formation that have competed with Islamic and other political alternatives to shape modern Central Asia from the onset of the British and Russian imperial eras through the flight of the Taliban. Focus is on the shared experiences and geopolitics of the former Soviet republics and Afghanistan. Themes include colonial wars and imperial competition, state formation, mass mobilization, women's emancipation, cultural revolution, developmentalism, anti-Soviet jihad, the Taliban movement, and contemporary Islamist, nationalist, and regionalist contests for the state. GER:3b

5 units, *Aut* (Crews)

HISTORY 221C. 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) alternate years, given 2004-05

HISTORY 222B. Circles of Hell: Poland in World War II—(Same as 322B.) In September 1939, Poland disappeared from the map of Europe, and the next six years brought 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 passionate debate currently raging in Polish society. GER:3b

5 units, *Spr* (Jolluck)

HISTORY 223. Honor, the Law, and Modernity in Early Modern Europe and Russia—(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 2003-04

HISTORY 223S. 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 how its goals and the desires of the peoples of Europe were influenced by the development of the Cold War. Substantial research paper.

5 units (Naimark) not given 2003-04

HISTORY 224. 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 (Naimark) not given 2003-04

HISTORY 225D. East European Women and War in the 20th Century—(Same as 325D.) Thematic chronological approach through conflicts in the region: the Balkan Wars, WW I, WW II, and the recent wars in the former Yugoslavia. The way women in E. Europe have been involved in and affected by these wars compared to women in W. Europe in the two world wars. Women's involvement in war as members of the military services, the backbone of underground movements, workers in war industries, mothers of soldiers, subjects and supporters of war aims and propaganda, activists in peace movements, and objects of wartime destruction, dislocation, and sexual violation. GER:3b,4c

5 units, *Win* (Jolluck)

HISTORY 226. 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. GER:3b (WIM)

5 units, *Win* (Weiner)

HISTORY 226A. The Collapse of Communism in East Central Europe: The 1989 Revolutions and After—Roots, course, and consequences through primary and secondary sources including films, historical interpretations, and participant accounts. Did the communist regimes fall or abdicate? Who were the major actors; did they come from inside or outside the system? The Gorbachev factor; political, social, and economic decline of the system; mass actions, dissent, and the generation gap. The

role of symbols in the delegitimization of Communism. What comes next? Democracy, market economy, civil society, and their discontents.

5 units, *Win* (Kunicki)

HISTORY 226B. Total Wars—(Same as 326B.)

5 units, *Spr* (Weiner)

HISTORY 228. History of the Baltic States in the 20th Century—(Same as 328A.)

5 units, *Aut* (Stranga)

HISTORY 229. The Holocaust of Latvia—(Same as 329.)

5 units, *Aut* (Stranga)

MEDIEVAL AND EARLY MODERN EUROPE

HISTORY 207. 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 among 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 2003-04

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

5 units (Buc) not given 2003-04

HISTORY 208A. Medieval Antisemitism—(Same as 308A.) The religions based on the *New Testament*, by virtue of having an old to which to refer the new, entertain a complicated relationship with Judaism. Focus is on the relationship of Christianity to Judaism and Jews under Christian rule during the formative medieval centuries. The formation of anti-Semitism as a factor both in this interaction and the self-identity of Christian communities. The connections between medieval anti-Semitism and modern forms of racism. GER:3b (WIM)

5 units, *Aut* (Buc)

HISTORY 209A. Lawyers, Popes, and Infidels: Christian and Islamic Law in the Middle Ages—(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 2003-04

HISTORY 209B. Crusades, Pilgrimages, and Voyages of Discovery: The Expansion of Medieval Europe—(Same as 309B.) Medieval Mediterranean travelers, their religious, military, economic, scholarly motivations 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 2003-04

HISTORY 210A. The Language of Politics in the Middle Ages—(Same as 310A.) The 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 media), gestures

and the theory of gestuality, royal proclamations, rituals such as peace-making, conflict resolution, royal funerals, advents, and coronations, and iconography.

5 units (Buc) not given 2003-04

HISTORY 211. Body, Gender, and Society in Medieval Europe—(Same as 311.) Historical, literary, theological, and anthropological sources. Issues: transformations in representations of the body, gender, sexuality, and in women's place in society or social representation in W. Europe from the 3rd-14th centuries. Were these processes related to one another and to 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:3a,4c (WIM)

5 units, *Win* (Buc)

HISTORY 213. The Scientific Revolution—(Same as 313.) What do we know and how do we know it? What counts as scientific knowledge? In the 16th and 17th centuries, understanding the nature of knowledge engaged the attention of individuals and institutions including Copernicus, Galileo, Descartes and Newton, the early Royal Society, and less well-known contemporaries. Observing, collecting, experimenting, and philosophizing took on new meaning in this period. Their ramifications in relationship to the political, religious, and cultural events of early modern Europe. GER:3a (WIM)

5 units (Findlen) not given 2003-04

HISTORY 213A. 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 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 2003-04

HISTORY 213B. Heretics, Prostitutes, and Merchants: Venice and its Empire—(Same as 313B.) Why was the myth of Venice so powerful? From the 13th-17th centuries, the Republic of Venice created an empire at the boundary between East and West, that controlled much of the Mediterranean, with a merchant society that allowed many social groups, religions, and ethnicities to coexist. 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

5 units (Findlen) not given 2003-04

HISTORY 213C. Power, Art, and Knowledge in Renaissance Italy

5 units (Findlen) not given 2003-04

HISTORY 213N. European Capital Cities: Rome, London, and Paris, 1500-1800—(Same as 313N.) Genealogy of the idea of a European civilization. Renaissance cosmographies and city views; representations of society and culture in European cities; reports from the New World; theories of civilization; Orientalisms old and new as Enlightenment manifestoes on the ideas of progress, civil society, and their exclusions.

5 units, *Spr* (Naddeo)

HISTORY 214. 20th-Century Italy: Multiple Identities—From WW I to the end of 20th century, Italy witnessed dramatic changes, from poverty to industrial development, from agrarian environment to urban society. How these transformations with the continuity of the past shaped the identity of contemporary Italy in social life (family and gender), politics (fascism, post-communism, and liberalism), economy (industrial districts), and culture and art (design and fashion).

5 units, *Spr* (Scarpellini)

HISTORY 215N. A History of the Idea of Europe, 1400-1800—A history of the idea of Europe from 1400-1800. The construction of the imaginary frontiers and cultural uniqueness of the European continent. A genealogy of the civilization concept in early modern Europe; the emergence and codification of a body of cultural theory that promoted the idea of a distinctly European civilization.

5 units (*Naddeo*) not given 2003-04

HISTORY 216. 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 event reveal about the relationship between science and religion? Why has the Galileo affair been one of the most discussed episodes in Italian history and the history of science? Documents from Galileo's life and trial and related literature on Renaissance Italy. The historians' interpretations of the trial in relation to its documentation.

5 units (*Findlen*) not given 2003-04

HISTORY 239 History of Consumption Since the 18th Century—(Same as 339.)

5 units, *Aut* (*Kroen*)

HISTORY 240. Shakespeare's London: The Social and Cultural Consequences of Growth—From 1500-1700, London grew from a late medieval town of 50-60,000 to a metropolis of more than 500,000, the largest city in W. Europe. The problems such unprecedented growth generated, 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. GER:3a (WIM)

5 units, *Win* (*Seaver*)

HISTORY 241. English Society Through Fiction, 1714-1914—England from the mid-18th century to the present through novels. Possible texts: Henry Fielding's *Joseph Andrews*, Jane Austen's *Mansfield Park*, George Eliot's *Middlemarch*, E.M. Forester's *Howards End*, Evelyn Waugh's *A Handful of Dust*. Focus is on the novels themselves, literary works on their own terms, and the ways in which they illuminate the history and nature of English society.

5 units (*Stansky*) not given 2003-04

HISTORY 241A. European Legal History—(Enroll in LAW 441.) Course begins January 20.

3 term units, *Spr semester* (*Kessler*)

HISTORY 241S. 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 (*Staff*) not given 2003-04

HISTORY 242. The Blitz in London—(Same as 342.) The German bombing of the city put great strain upon the civilian population and government. The significance of the Blitz and what it meant for British society. Primary material recounting the reactions of the people of London, as well as works of art. Material in the Hoover Institution may serve as the source for students' research papers. (WIM)

5 units (*Stansky*) not given 2003-04

HISTORY 244. Religion and Politics in Early Modern England—(Same as 344.) The shifting contours of English political and religious culture from the end of the Wars of the Roses to the Civil Wars of the 1640s. Themes include the growth of the size and power of the state, the Reformation, the creation of a Protestant regime, the transformation of the political culture of the ruling elite, the emergence of Puritanism, and the causes of the civil war. GER:3a

5-6 units, *Win* (*Como*)

HISTORY 245. Heresy, Witchcraft, and Social Change in Early Modern England—(Same as 345.) The Pendle Hill region of northern England witnessed a series of extraordinary events and processes during the first decades of the 17th century, including one of the last great witchhunts in British history, the emergence of a heretical underground sect, and the evolution of a proto-industrial textile economy. Primary sources introduce historical methodologies, raise questions in early modern European history, and test the possibility of writing a total history of an early modern community. GER:3b (WIM)

5 units, *Spr* (*Como*)

HISTORY 245C. Modern Britain

5 units (*Stansky*) not given 2003-04

MODERN EUROPE

HISTORY 214. 20th-Century Italy: Multiple Identities

5 units, *Spr* (*Scarpellini*)

HISTORY 227. 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 2003-04

HISTORY 227A. Historical Writing and Modern European Culture

5 units, *Win* (*Dewald*)

HISTORY 227B. Europe and the Colonial Experience

5 units, *Spr* (*Daughton*)

HISTORY 238A. Autobiography—(Same as 338A.) 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 (*P. Robinson*) not given 2003-04

HISTORY 238B. Marx, Darwin, and Freud—(Same as 338C.) 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 (*P. Robinson*) not given 2003-04

HISTORY OF SCIENCE AND TECHNOLOGY

HISTORY 203D. The History of Artificial Life—(Same as 303D.) The history of attempts to understand the nature of life and intelligence through simulation by using machines and other inanimate arrangements to reproduce living and mental processes. Simulations of animal life and human thought over the past three centuries, with focus on providing historical depth to current projects in artificial life and artificial intelligence. (WIM)

5 units (*Riskin*) not given 2003-04

HISTORY 204A. Critical Studies: Science, Language, and Culture—(Same as 304A.) Thomas Kuhn's critique of classical logical empirical views of science and post-Kuhnian accounts of knowledge production which treat technology and scientific knowledge as socially constructed. Relativism, realism, and rationality, and the debate concerning internalist versus externalist causal accounts of knowledge spawned by the Edinburgh School's Strong Programme for the sociology of knowledge. Historical, contextual studies of science emphasizing the role of practice and technique in the production of knowledge. The semiotic turn in science studies, and recent efforts to draw upon feminist theory, rhetoric, and media studies. Recent attacks on this enterprise.

5 units, *Win* (*Lenoir*)

HISTORY 204B. The Prehistory of Computers—(Same as 304B.) From the automata of Hero of Alexandria in the 1st century A.D. to Charles Babbage's Analytical and Difference Engines in the 1830s, the evolution of 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.

3-5 units (*Riskin*) not given 2003-04

HISTORY 262S. Science and High Technology in the Silicon Valley, 1930-1980—(Same as 462.) The technological, political, economic, and spatial dimensions of the rise of Silicon Valley from the 30s to the early 80s. How did Silicon Valley arise? What sustained its growth? How did it function? How did it evolve? Archival research and oral history. Focus is on radiotubes, microwave devices, semiconductors, and computers; economies of skills; university-industry relations; political dissent and the counterculture; and the techno-scientific policies of the Cold War state. Comparison with Route 128. GER:3b (WIM)

4-5 units (*Lenoir*) not given 2003-04

HISTORY 263S. Biotech by the Bay: Stanford and the Biotech Revolution—(Same as 463.)

5 units (*Lenoir*) not given 2003-04

HISTORY 274A. Bodyworks: Medicine, Technology, and the Body in Late 20th-Century America—(Same as 374A, ENGLISH 274B, COMPLIT 274A/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 90s.

5 units (*Lenoir, Bender*) not given 2003-04

AFRICA

HISTORY 246. 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? GER:3a,4a

5 units, *Aut (Jackson)*

HISTORY 246S. 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. GER:3a,4a

5 units, *Aut (Jackson)*

HISTORY 247. Greater East Africa and Its Historical Writing—(Same as 347.) Kenya, Tanzania, Uganda, Ethiopia, parts of Zaire, and Mozambique. Historical literature especially about women, the colonial period, and the purpose of history. GER:3a

4-5 units (*Jackson*) not given 2003-04

HISTORY 247A. African Identity in a Changing World—Interdisciplinary. 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.

3-5 units (*Roberts*) not given 2003-04

HISTORY 247B. 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. GER:3b,4a

5 units, *Spr (Roberts)*

HISTORY 247C. Africa and African Americans since World War II—(Same as 347C.) The dialogue among African Americans on Africa since WW II, an event that unleashed new political forces in Black communities worldwide. 50s-60s African nationalism and the ascendancy of Nelson Mandela.

4-5 units (*Jackson*) not given 2003-04

HISTORY 248. Governance and Civil Society in Africa—(Same as 348.) Africa has been a laboratory for different forms of governance. The nature of power, authority, and the constitution of civil society in precolonial, colonial, and postcolonial Africa. Acephalous societies; precolonial empires; colonial policies of indirect rule and 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 2003-04

HISTORY 248A. 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 2003-04

HISTORY 248B. Islam in Africa—(Same as 348B.) The roles of Islam in African history. Topics include Sufism and sainthood, slavery, Islamic law and state order, Muslim identity and conversion, Islamic education systems, trade and social change, Islamic reform movements, gender and African Islam, orthodoxy and invention, African Islam and colonialism, and the Islamic postcolonial response.

5 units, *Win (Gutelius)*

HISTORY 248D. 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.

4-5 units (*R. Roberts*) not given 2003-04

HISTORY 248S. African Societies and Colonial States—(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. (WIM)

5 units, *Win, Spr (R. Roberts)*

HISTORY 249S. African Cultural History in the 20th Century—(Same as 449.) 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. (WIM)

5 units (*Jackson*) not given 2003-04

THE UNITED STATES

HISTORY 250B. Topics in Constitutional History—(Same as POLIS-CI 222S.) Topics in the history of the American Constitution and its interpretation, including the invention of the concept of the written constitution in the Revolutionary era, the crisis of Civil War and Reconstruction, and the controversies over interpretation and the rights revolution in the 20th century. (WIM)

5 units (*Rakove*) not given 2003-04

HISTORY 250C. Thomas Jefferson and His World—(Same as POLIS-CI 222R.) 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. Primary and secondary sources.

5 units (*Rakove*) not given 2003-04

HISTORY 251A,B. 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 instructor.

5 units, A: Win, B: Spr (Camarillo)

HISTORY 252. 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. Primary documents and secondary literature to understand the three sets of events. GER:3b

5 units, Aut (Bernstein)

HISTORY 254. Nature—How Americans have constructed nature and nature's nation by examining classic American texts including Thomas Jefferson's *Notes on the State of Virginia* and Rachel Carson's *Silent Spring*. How ideas about the social order, the economy, and racial relations, are embedded in discussions of the natural world.

5 units, (White) not given 2003-04

HISTORY 254A. The Civil War

5 units, Aut (Hilde)

HISTORY 255S. 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 2003-04

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

5 units (Camarillo) not given 2003-04

HISTORY 257A. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles—Contemporary history of ethnic and racial groups in urban America. Historical and social science literature focusing on groups in the Los Angeles area. Topics include immigration, poverty, education, demographic changes, political participation, conflict and cooperation, and cultural life in the modern, multicultural metropolis. GER:3b,4b (WIM)

5 units Win (Camarillo)

HISTORY 258. Modern America in Historical Perspective—The historical roots of issues in contemporary American society such as 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 2003-04

HISTORY 259A. Statecraft and Strategy: Theory and Practice from the 18th Century to the Present—(Same as HISTORY 359A.) Changing views of the international order from the Enlightenment to the present. Readings include George Washington, Edmund Burke, Carl von Clausewitz, Alfred Thayer Mahan, Woodrow Wilson, E.H. Carr, George Kennen, and Henry Kissinger. (WIM)

5 units, Spr (Kennedy, Sheehan)

HISTORY 260A. Perspectives on American Identity—(Enroll in AMSTUD 200.)

5 units, Spr (Gillam)

HISTORY 260S. The American 1960s: Thought, Protest, and Culture—(Enroll in AMSTUD 214.)

5 units, Aut (Gillam)

HISTORY 261S. Building Silicon Valley—Why is Silicon Valley where it is? Why does it look the way it does? What political, economic, and cultural changes during the past 60 years shaped its development?

Stanford's role in the building of Silicon Valley, and the impact of Silicon Valley on the shape of the postindustrial city.

5 units (O'Mara) not given 2003-04

HISTORY 263. 20th-Century Nonviolent Social Transformation—(Same as 363.)

5 units (Carson) not given 2003-04

HISTORY 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. 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 illness and treatment in the past; symptoms in relation to women's changing roles. 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, Win (Horn)

HISTORY 264S. 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 2003-04

HISTORY 265. 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. Exploration of possible research work. Recommended: previous exposure to Asian American studies. GER:3b,4b

5 units, Spr (Chang)

HISTORY 265A. History of Sexuality in the U.S.—(Same as 365A, FEMST 265A.) 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. GER:3b,4c

5 units, Spr (Freedman)

HISTORY 266A. Mayors, Machines, and Masses: The History of Urban Politics in America—Who rules cities: powerful individuals, political parties, grass-roots activists, or voters? How has this changed over the course of American history? The evolution of urban politics in the U.S. from the 19th-century advent of the political machine to the present. How social transformations and mass movements have affected urban governance. Possible topics include: bosses and reformers, ethnic and racial coalitions, the role of state and federal governments, neighborhood activism, and urban-suburban relations.

5 units, Spr (Kahan)

HISTORY 267. Yesterday's Tomorrows: Technology and the Future in History—The changing American expectations regarding the development and consequences of science and technology. 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; 30s World Fairs and Depression futures; the 60s, technology assessment, and anti-technology ("the future isn't what it used to be").

5 units (Corn) not given 2003-04

HISTORY 267A. The Politics and Ethics of Modern Science and Technology—(Same as 367A.) The WW II decision to build and use the atomic bomb. The controversy over the H-bomb. The Oppenheimer loyalty-security case and the relationship of scientist to the state. Medical experimentation on humans and pitfalls of technology. Relations among science, technology, and university.

5 units (Bernstein) not given 2003-04

HISTORY 267B. American Workers, International Politics, and Global Capitalism—(Enroll in AMSTUD 207.)

5 units, Spr (Enyeart)

HISTORY 267C. Water and Power: An Environmental History of Western Water—A Western politician once observed that in the West, water flows uphill toward money. What have been the consequences of this relationship between water and power? The region's past through the lens of water, its most precious resource. How controlling water remade both nature and society. Case studies.

5 units, Spr (Staff)

HISTORY 267D. American Empire at Home and Abroad

5 units, Spr (Esch)

HISTORY 268. The Other Wests

5 units (White) not given 2003-04

HISTORY 268S. American Wests: Studies in Culture and the Environment—(Same as 468.)

5 units (White) not given 2003-04

HISTORY 270A. Cities in the North American West 1840-1940—

Political, social, economic, and environmental forces shaping development of the major metropolitan areas of the Rocky Mountain and Pacific from Mexican pueblos to Gold Rush boomtowns to shipping capitals and military metropolises. Comparison with cities in other regions of the U.S. Topics include immigration and migration patterns, local politics, architecture and city planning, urban infrastructure, and relationships to the natural environment.

4-5 units, Aut (O'Mara)

HISTORY 270S. 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, and the product of migration, state formation, new technologies, capital flows, and environmental changes. The emergence of the American West in regional terms vis à vis the East, and in relation to Mexico, Canada, Indian nations, and the larger world of the Pacific Rim.

5 units (White) not given 2003-04

HISTORY 271A. The Suburban West—How and why the Western U.S. suburbanized after WW II. The political, technological, cultural, and environmental effects of this transformation. Topics include the role of the Cold War defense complex, construction of the highway system and the rise of automobile culture, water and land use policy, architecture and planning of suburbs, and the effect of suburbanization on national politics.

5 units, Win (O'Mara)

HISTORY 272. Creating the American Republic—(Same as 372.)

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; 30s world's fairs and Depression futures; the 60s, technology assessment, and anti-technology ("the future isn't what it used to be"). (WIM)

5 units, Win (Rakove)

HISTORY 272A. War and Society, 1941-1968—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 approaches from International Relations and American Studies.

5 units (Bernstein) not given 2003-04

HISTORY 274. The History of Religion in North America: From Anne Hutchinson to Sojourner Truth—The religious figures and faiths of early America. How belief has shaped and been shaped by both

the mainstream and marginalized American experiences. Topics include slave theology, Native American revitalization, the Awakenings, disestablishment, and Puritanism.

4-5 units, Win (Holland)

HISTORY 274B. American Ideas and Ideologies, 1600-1860—Intellectual forces and ideological trends that informed early American life. High intellectual discourse and popular mentalities through scientific, social, political, and cultural thought. Thinkers and movements including Benjamin Franklin, Frederick Douglass, and Margaret Fuller; deism, democracy, and manifest destiny.

4-5 units, Spr (Holland)

HISTORY 275A. 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 inter-connected. The themes (diplomatic, political, social, cultural, military) in this turbulent history, from early contact to the recent past. GER:3b (WIM)

5 units, Aut (Chang) alternate years, not given 2004-05

LATIN AMERICA

HISTORY 276. Environmental History of Latin America—The current state of research. Readings include recent publications and classics in related fields such as historical geography, anthropology, and comparative studies.

5 units, Spr (Sedrez)

HISTORY 277. 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 2003-04

HISTORY 278. 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 2003-04

HISTORY 279. Latin American Development: Economy and Society, 1800-2000—(Same as 379.)

The newly independent nations of Latin America began the 19th century with economies roughly equal to, or even ahead of, the U.S. and Canada. 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? Marxist, dependency, neoclassical, and institutionalist interpretive frameworks. The effects of globalization on Latin America's economic growth, autonomy, and potential for social justice. GER:3b (WIM)

5 units (Frank) not given 2003-04

HISTORY 281. The Family in Latin America—The history of the Latin American family. Colonialism and family structure interacted in diverse ways depending on, e.g., social class, region, and ethnicity. During the 19th century, political independence, nation-state formation, immigration, and economic development transformed the context within which families existed. In the 20th century, families succumbed to 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 role of class and gender in Latin American families.

5 units (Frank) not given 2003-04

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

5 units (Frank) not given 2003-04

JEWISH HISTORY

HISTORY 285B. 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 2003-04

HISTORY 285C. Jews and Muslims—(Same as 385C.) 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.

5 units (Rodrigue) not given 2003-04

HISTORY 287. The Jews of Russia—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 2003-04

HISTORY 287A. Modern Jewish Identity—(Same as 387A.)

4-5 units (Rodrigue) not given 2003-04

HISTORY 287D. Jews in the Modern Middle East—Social, cultural, economic, and political aspects of Jewish life in the modern Middle East from N. Africa to the Levant using a comparative historical perspective. Relationships to Middle Eastern states and societies. Communal life, economy, gender, folk religion, nationalism, and Diaspora. Interdisciplinary, primary, and secondary sources, including archival documents, novels, ethnography, films, memoirs, and scholarly monographs.

5 units (Staff) not given 2003-04

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

5 units, Win (Mancall)

MIDDLE EAST

HISTORY 286A. The New Global Economy, Oil, and Islamic Movements in the Middle East—The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market combined with case studies of Egypt, Iraq, and Palestine. GER:3b,4a (WIM)

5 units, Spr (Beinin)

HISTORY 287C. Women in the Modern Middle East—(Same as 387C.) Historical changes in factors structuring women's status and sociopolitical roles: the rise of Islam and Muslim orthodoxy; less formal expressions of women's religiosity and sexuality; the integration of the Middle East into the world market and its effects on women's labor; and social movements concerned with women's status. Case studies of women's participation in anti-colonial revolutions and its effect on the position of women. Sources include historical studies, primary texts, fiction, memoirs, and films.

5 units, Aut (Reynolds)

HISTORY 287C. Women in the Modern Middle East—(Same as 387C.) Historical changes in factors structuring women's status and sociopolitical roles: the rise of Islam and Muslim orthodoxy; less formal expressions of women's religiosity and sexuality; the integration of the Middle East into the world market and its effects on women's labor; and social movements concerned with women's status. Case studies of women's participation in anti-colonial revolutions and its effect on the position of women. Sources include historical studies, primary texts, fiction, memoirs, and films.

5 units, Aut (Reynolds)

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

5 units, Win (Beinin)

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

5 units (Beinin) not given 2003-04

HISTORY 289A. 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 2003-04

HISTORY 289B. 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.

4-5 units (Zipperstein) not given 2003-04

EAST ASIA

HISTORY 291A. The Chinese Revolution—Key passages in China's revolutionary struggle, from Sun Yat-sen and the 1911 Revolution to the pro-democracy movement 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 from social, cultural, and political perspectives. First-person accounts such as Snow's *Red Star Over China*, primary documents, classic and revisionist scholarly works, Chinese literature in translation, and films, such as *Yellow Earth* and *Farewell, My Concubine*.

5 units (R. Thompson) not given 2003-04

HISTORY 293. Korean History and Culture through Film—Focus is on S. Korea in the postcolonial era, 1945-present, including seminal political events, family/communal structures, educational institutions, gender norms, socioeconomic and cultural change. Analytical approaches include aesthetics, formalist readings of cinematic and literary texts, and media/cultural studies approaches that underscore political-economic issues of representation. Films and videos have English subtitles; readings in English translation.

5 units, Spr (Sawada)

HISTORY 294. Law and Order in Premodern China—(Same as 394.)

5 units (Staff) not given 2003-04

HISTORY 295. The Meiji Revolution—(Same as 395.)

5 units (Staff) not given 2003-04

HISTORY 295A. The Meiji Culture—(Same as 395E.) The political and social culture of Japan in the wake of the Meiji Restoration. Topics include the ideology of civilization and enlightenment; political dissent and social criticism; the success ethic and the new middle class; capitalism and the new business culture; urbanization and the working class; gender ideology and the family; war and militarism in popular culture; and conservatism and racial ideology. Readings from historical sources in translation including literary works.

5 units (Duus) not given 2003-04

HISTORY 295D. Modern Chinese Social History—(Same as 395D.) 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 (R. Thompson) not given 2003-04

HISTORY 295S. 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, including diplomatic records, newspapers, Chinese material in translation, and archival documents, to write original research papers. Prerequisite: 295D, or consent of instructor

5 units (R. Thompson) not given 2003-04

HISTORY 296A. Chinese Women's History—(Same as 396A.) The lives of women in the last 1,000 years of Chinese history. Focus is on theoretical questions fundamental to women's studies. How has the category of woman been shaped by culture and history? How has gender performance interacted with bodily disciplines and constraints such as medical, reproductive, and cosmetic technologies? How relevant is the experience of Western women to women elsewhere? By what standards should liberation be defined? Readings include primary sources in translation including fiction, memoirs, and oral histories of the Maoist era. GER:3a,4c

5 units, Spr (Sommer)

HISTORY 297A. Modernizing Women in Japan—(Same as 397.) Women have been both the objects and the agents of radical experiments in social change in the modern world. Focus is on the issues touched off by modernizing Japanese women from the late 19th- through the 20th-century. Sources include film, fiction, journalism, essays, diaries, and secondary works. Required research paper using primary sources. Recommended: prior coursework on Japan or gender. GER:3a,4c (WIM)

5 units, Spr (Wigen)

HISTORY 298. 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. GER:3b

5 units, Win (Duus)

HISTORY 298B. The Great East Asia War

5 units, Win (Duus)

HISTORY 299. Japan in the Age of Courtiers and Warriors, 1180-1333—(Same as 399.) 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 2003-04

GRADUATE

Graduate History courses are listed in the following subsection order: General, Eastern Europe and Russia, Medieval and Early Modern Europe, Western Europe, History of Science and Technology, Britain, Africa, The United States, Latin America, Jewish History, Middle East, and East Asia.

HISTORY 300W. Graduate Directed Reading

1-10 units by arrangement, Aut, Win, Spr (Staff)

GENERAL

HISTORY 301E. History and Geography of Contemporary Global Issues—(Same as 201E, INTNLREL 163, IPS 263.)

5 units, Spr (M.W. Lewis)

HISTORY 302C. Biography and History—(Same as 202C.)

5 units (Zipperstein) not given 2003-04

HISTORY 302E. Historical Geography: Maps in the Early Modern World—(Same as 202E.)

5 units, Aut (Wigen)

HISTORY 303D. The History of Artificial Life—The history of attempts to understand the nature of life and intelligence through simulation by using machines and other inanimate arrangements to reproduce living and mental processes. Simulations of animal life and human thought over the past three centuries, with focus on providing historical depth to current projects in artificial life and artificial intelligence. (WIM)

5 units (Riskin) not given 2003-04

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

1 unit, Aut (Staff)

HISTORY 304A. Critical Studies: Science, Language, and Culture—(Same as 204A.)

5 units, Win (Lenoir)

HISTORY 304B. The Prehistory of Computers—(Same as 204B.)

3-5 units (Riskin) not given 2003-04

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

1 unit, Spr (R. Roberts)

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

1 unit, Win (Roberts)

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

5 units (Riskin) not given 2003-04

EASTERN EUROPE AND RUSSIA

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

5 units (Kollmann) not given 2003-04

HISTORY 317D. Art and Ideas in 19th-Century Russia—(Same as 217D.)

5 units, Spr (Crews)

HISTORY 318B. Ethnic Cleansing—(Same as 218B.)

5 units (Naimark) not given 2003-04

HISTORY 319. Aristocracies and Absolutism: Early Modern Eastern Europe, 1400-1800—(Same as 119.)

5 units, Aut (Kollmann) alternate years, given 2004-05

HISTORY 320. Violence, Islam, and the State in Central Asia—(Same as 220A.)

5 units, Aut (Crews)

HISTORY 320A. Topics in Early Modern Russian History

5 units (Kollmann) not given 2003-04

HISTORY 321A. Topics in Early Modern Russian Historiography

5 units (N. Kollmann) not given 2003-04

HISTORY 321C. Historiography of the Soviet Union—(Same as 221C.)

5 units (Weiner) alternate years, given 2004-05

HISTORY 322B. Circles of Hell: Poland in World War II—(Same as 222B.)

5 units, Spr (Jolluck)

HISTORY 323. Honor, the Law, and Modernity in Early Modern Europe and Russia—(Same as 223.)

5 units (Kollmann) not given 2003-04

HISTORY 323B. Sources and Methods in Early Modern Russia

5 units (Kollmann) not given 2003-04

HISTORY 324. Stalinism in Eastern Europe—(Same as 224.)

5 units (Naimark) not given 2003-04

HISTORY 325B. Twentieth-Century Russia*5 units (Staff) not given 2003-04***HISTORY 325D. East European Women and War in the 20th Century**—(Same as 225D.)*5 units, Win (Jolluck)*

HISTORY 325E. Approaches to Women and War—Colloquium. How scholars have approached women and war in the last 30 years. In comparison to the near silence on women's involvement in war, recent decades have seen a plethora of scholarship which has altered our understanding of masculinity and femininity and of the enterprise of war. Sources include social, women's, and gender historians, political philosophers, and feminist theorists. Major theoretical issues and case studies focused on 20th-century Europe.

*5 units, Win (Jolluck)***HISTORY 326. Modernity, Revolution, and Totalitarianism**—(Same as 226.)*5 units, Win (Weiner)***HISTORY 326B. Total Wars**—(Same as 226B.)*5 units, Spr (Weiner)***HISTORY 327A. The History of the Cold War**—(Same as 126.)*5 units, Spr (Naimark)***HISTORY 328A. History of the Baltic States in the 20th Century**—(Same as 228.)*5 units, Aut (Stranga)***HISTORY 329. The Holocaust in Latvia**—(Same as 229.)*5 units, Aut (Stranga)***MEDIEVAL AND EARLY MODERN EUROPE****HISTORY 307. Jews, Christians, and Muslims: Medieval Spain**—(Same as 207.)*5 units (Miller) not given 2003-04***HISTORY 307A. Core Colloquium in Medieval European History***4-5 units (Buc) not given 2003-04***HISTORY 307B. Graduate Core Colloquium in Medieval European History***4-5 units (Miller) not given 2003-04***HISTORY 308A. Medieval Antisemitism**—(Same as 208A.)*5 units, Aut (Buc)***HISTORY 309A. Lawyers, Popes, and Infidels: Christian and Islamic Law in the Middle Ages**—(Same as 209A.)*5 units (Miller) not given 2003-04***HISTORY 309B. Crusades, Pilgrimages, and Voyages of Discovery: The Expansion of Medieval Europe**—(Same as 209B.)*5 units (Miller) not given 2003-04***HISTORY 310. Poverty and Charity in Medieval Christianity, Judaism, and Islam***5 units (Miller) not given 2003-04***HISTORY 310A. The Language of Politics in the Middle Ages**—(Same as 210A.)*5 units (Buc) not given 2003-04***HISTORY 311. Body, Gender, and Society in Medieval Europe**—(Same as 211.)*5 units, Win (Buc)*

HISTORY 312. Medieval Seminar—(Same as HUMNTIES 322.) Focus is on medieval theories of signs and writing, medieval historiography, and medieval political theory. Texts include both primary sources in translation and secondary sources.

*3-5 units (Buc) not given 2003-04***HISTORY 313A. New Worlds, Imaginary Worlds**—(Same as 213A.)*5 units (Findlen) not given 2003-04***HISTORY 313B. Heretics, Prostitutes, and Merchants: Venice and its Empire**—(Same as 213B.)*5 units (Findlen) not given 2003-04*

HISTORY 313C. Power, Art, and Knowledge in Renaissance Italy—What were the defining features of the society that produced 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 2003-04***HISTORY 313N. European Capital Cities: Rome, London, and Paris, 1500-1800**—(Same as 213N.)*5 units, Spr (Naddeo)***HISTORY 316. When Worlds Collide: The Trial of Galileo**—(Same as 216.)*5 units (Findlen) not given 2003-04***HISTORY 316A. Core Colloquium: Europe in the 15th and 16th Centuries***5 units, Aut (Lougee Chappell)***HISTORY 316B. Europe in the 17th and 18th Centuries**—Recent influential interpretations of the period.*4-5 units, Spr (Dewald)***HISTORY 339 History of Consumption Since the 18th Century**—(Same as 239.)*5 units, Aut (Kroen)***HISTORY 342. Blitz in London**—(Same as 242.)*5 units (Stanksy) not given 2003-04***HISTORY 344. Religion and Politics in Early Modern England**—(Same as 244.)*5-6 units, Win (Como)***HISTORY 344A. Problems in Modern Britain***5 units (Stanksy) not given 2003-04*

HISTORY 344B. Aspects of Modern 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.

*5 units (Stanksy) not given 2003-04***HISTORY 345. Heresy, Witchcraft, and Social Change in Early Modern England**—(Same as 245.)*5 units, Spr (Como)***WESTERN EUROPE****HISTORY 327. War and Peace in the 20th Century**—(Same as 227.)*5 units (Sheehan) not given 2003-04***HISTORY 330A. The French Revolution***5 units (Baker) not given 2003-04***HISTORY 331B. Core Colloquium on Modern Europe***4-5 units (Sheehan) not given 2003-04*

HISTORY 331C. Core Colloquium on Modern Europe: Institutions of Enlightenment—(Same as ENGLISH 303F, COMPLIT 303F.) The cultural foundations of the Enlightenment as public sphere and its relationship to the private or intimate sphere. The invention and naturalization of fundamental institutions of the Enlightenment such as the public, the private, the market, public opinion, literature, the individual, society, culture, knowledge, and politics.

5 units (Baker, Bender) not given 2003-04

HISTORY 331D. Core Colloquium on Modern Europe: Intellectual History*4-5 units, Aut (P. Robinson)***HISTORY 331E. Core Colloquium on Modern Europe: The 19th Century***4-5 units (Rodrigue) not given 2003-04***HISTORY 331G. Core Colloquium: Modern Europe***4-5 units (Staff) not given 2003-04***HISTORY 337. The Holocaust**—(Same as 137.)*5 units (Rodrigue) not given 2003-04***HISTORY 338A. Autobiography**—(Same as 238A.)*5 units (P. Robinson) not given 2003-04***HISTORY 338C. Marx, Darwin, and Freud**—(Same as 238B.)*5 units (P. Robinson) not given 2003-04***HISTORY OF SCIENCE AND TECHNOLOGY****HISTORY 313. The Scientific Revolution**—(Same as 213.)*5 units (Findlen) not given 2003-04***HISTORY 333. The Darwinian Revolution**—(Same as 133.)*4 units (Lenoir) not given 2003-04***HISTORY 355E. SHL: R. Buckminster Fuller, Polymath**—(Enroll in COMPLIT 355E.)*3-5 units, Aut (Schnapp, Gorman, Quimby)***AFRICA****HISTORY 346. Successful Futures for Africa: An Inventory of the 1990s-2000s**—(Same as 246.)*5 units (Jackson) not given 2003-04***HISTORY 347. Greater East Africa and Its Historical Writing**—(Same as 247.)*4-5 units (Jackson) not given 2003-04***HISTORY 347A. Health and Society in Africa**—(Same as 247B.)*5 units, Spr (Roberts)***HISTORY 347B. Core Colloquium African History: The Colonial Period***4-5 units, Aut (R. Roberts)***HISTORY 347C. Africa and African Americans since World War II**—(Same as 247C.)*4-5 units (Jackson) not given 2003-04***HISTORY 348. Governance and Civil Society in Africa**—(Same as 248.)*5 units (R. Roberts) not given 2003-04***HISTORY 348A. End of Slavery in Africa and the Americas**—(Same as 248A.)*5 units (R. Roberts) not given 2003-04***HISTORY 348B. Islam in Africa**—(Same as AFRICAST 248B.) The roles of Islam in African history. Topics include Sufism and sainthood, slavery, Islamic law and state order, Muslim identity and conversion, Islamic education systems, trade and social change, Islamic reform movements, gender and African Islam, orthodoxy and invention, African Islam and colonialism, and the Islamic postcolonial response.*5 units Win (Gutelius)***HISTORY 348D. Law and Colonialism in Africa**—(Same as 248D.)*4-5 units (R. Roberts) not given 2003-04***HISTORY 349. Core Colloquium: Precolonial Africa***4-5 units (R. Roberts) not given 2003-04***THE UNITED STATES****HISTORY 351A,B,C,D,E,F. Graduate Core Colloquium in American History***24-30 units***HISTORY 351A. Core in American History, Part I***4-5 units (Rakove) not given 2003-04***HISTORY 351B. Core in American History, Part II***4-5 units (Staff) not given 2003-04***HISTORY 351C. Core in American History, Part III***4-5 units, Win (Rakove)***HISTORY 351D. Core in American History, Part IV***4-5 units (Freedman) not given 2003-04***HISTORY 351E. Core in American History, Part V***4-5 units, Aut (Chang)***HISTORY 351F. Core in American History, Part VI***4-5 units, Spr (Bernstein)***HISTORY 352. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis**—(Same as 252.)*5 units, Aut (Bernstein)***HISTORY 356. Topics in Mexican American History**—(Same as 256.)*5 units (Camarillo) not given 2003-04***HISTORY 357. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles**—(Same as 257A.)*5 units, Win (Camarillo)***HISTORY 359A. Statecraft and Strategy: Theory and Practice from the 18th Century to the Present**—(Same as 259A.)*5 units, Spr (Kennedy, Sheehan)***HISTORY 359C. Introduction to Asian American History**—(Same as 159.)*5 units (Chang) not given 2003-04***HISTORY 363. 20th-Century Nonviolent Social Transformation**—(Same as 263.)*5 units (Carson) not given 2003-04***HISTORY 365A. History of Sexuality in the U.S.**—(Same as 265A, FEMST 265A.)*5 units, Spr (Freedman)***HISTORY 367. U.S. Economic History**—(Enroll in ECON 226.)*2-5 units, Win (David)***HISTORY 367A. The Politics and Ethics of Modern Science and Technology**—(Same as 267A.)*5 units (Bernstein) not given 2003-04***HISTORY 372. Creating the American Republic**—(Same as 272.)*5 units, Win (Rakove)***HISTORY 375A. U.S.-China Relations: From the Opium War to Tiananmen**—(Same as 275A.)*5 units, Aut (Chang) alternate years, not given 2004-05***LATIN AMERICA****HISTORY 377. History and Public Policy: The Political Economy of Economic Growth**—(Same as 277.)*5 units (Haber) not given 2003-04***HISTORY 378. Frontiers, Backlands, and Boundaries 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. Closed frontiers leave vast regions cut off from city and coast that play a critical role in the political economy of Latin America and 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.*5 units (Frank) not given 2003-04*

HISTORY 379. Latin American Development: Economy and Society, 1800-2000—(Same as 279.)

5 units (Frank) not given 2003-04

HISTORY 380. States and Markets in Historical Perspective

1-5 units (Haber) not given 2003-04

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

5 units (Frank) not given 2003-04

JEWISH HISTORY

HISTORY 384A. Core in Jewish History, 17th-19th Centuries

4-5 units (Rodrigue) not given 2003-04

HISTORY 384B. Core in Jewish History, 20th Century

4-5 units, Win (Zipperstein)

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

5 units (Staff) not given 2003-04

HISTORY 385C. Jews and Muslims—(Same as 285C.)

5 units (Rodrigue) not given 2003-04

HISTORY 387. The Jews of Russia—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 2003-04

HISTORY 387A. Modern Jewish Identity—(Same as 287A.)

4-5 units (Rodrigue) not given 2003-04

MIDDLE EAST

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

4-5 units (Beinin) not given 2003-04

HISTORY 387C. Women in the Modern Middle East—(Same as 287C.)

5 units, Aut (Reynolds)

HISTORY 388. Palestine and the Arab-Israeli Conflict—(Same as 288.)

5 units (Beinin) not given 2003-04

HISTORY 389A. The Ottoman Empire—(Same as 289A.)

5 units (Rodrigue) not given 2003-04

HISTORY 389B. Zionism and Its Critics—(Same as 289B.)

4-5 units (Zipperstein) not given 2003-04

EAST ASIA

HISTORY 390C. Topics in Modern Chinese History

4-5 units (R. Thompson) not given 2003-04

HISTORY 391. Popular Religion in Premodern China

5 units (Staff) not given 2003-04

HISTORY 391A. Peasants and the Chinese Communist Party, 1920-2004—Peasant masses helped the Chinese Communists to conquer power, but the cooperation between the two was uneasy and unequal. Once the PRC was established, Communist leaders did not favor peasant interests, fuelling peasant discontent. Focus is on first-hand studies published during the past two decades on the relationships between peasants and the CCP throughout the entire history of the Chinese revolution.

5 units, Win (Bianco)

HISTORY 392. Society in Ancient and Medieval China—Proseminar on conducting research in ancient or medieval China. Focus is on the theme of the emotions of the period. Sources include theoretical and comparative materials in secondary literature and primary sources. Students present research paper to class.

5 units, Spr (M.E. Lewis)

HISTORY 392B. China: The Early Empires—(Same as 192B.)

5 units (M.E. Lewis) not given 2003-04

HISTORY 393. East Asia in the Early Buddhist Age—(Same as 193.)

5 units, Win (M.E. Lewis)

HISTORY 394. Law and Order in Premodern China—(Same as 294.)

5 units (Staff) not given 2003-04

HISTORY 394A. Directions in Asian Studies—Colloquium. Legacies and futures of Asian Studies in the U.S. at a time of crisis in area studies. Institutional issues include the roots of Asian studies in the Cold War, the role of foundations, and trends in graduate training and funding; intellectual issues include the 60s leftist critique, the 80s social science critique, and competing configurations of interdisciplinary research in cultural and ethnic studies. Each student investigates one campus or foundation's efforts to reconfigure and revitalize Asian studies.

5 units, Win (Wigen)

HISTORY 395. The Meiji Revolution—(Same as 295.)

5 units (Staff) not given 2003-04

HISTORY 395A. Early and Medieval Japan

4-5 units (Staff) not given 2003-04

HISTORY 395B. Late Medieval and Early Modern Japan

4-5 units (Wigen) not given 2003-04

HISTORY 395C. Modern Japan

5 units (Duus) not given 2003-04

HISTORY 395D. Modern Chinese Social History—(Same as 295D.)

5 units (R. Thompson) not given 2003-04

HISTORY 395E. The Meiji Culture—(Same as 295A.)

5 units (Duus) not given 2003-04

HISTORY 396. Law and Society in Late Imperial China—Connections between legal and social history in late imperial China. Ideology and practice, center and periphery, and state-society tensions and interactions. Readings introduce the work of major historians and cover basic concepts and problems in Ming-Qing history.

5 units, Win (Sommer)

HISTORY 396A. Chinese Women's History—(Same as 296A.)

5 units, Spr (Sommer)

HISTORY 396B. New Directions in Modern Chinese History—A new generation of historians of modern China who have recently completed graduate training at Stanford present their research in public talks that run concurrently with this colloquium. Students meet them informally to examine examples of their primary research sources.

5 units, Aut (Sommer)

HISTORY 397A. Modernizing Women in Japan—(Same as 297A.)

5 units, Spr (Wigen)

HISTORY 398. Imperialism, Colonialism, and National Identity in Modern Japan—(Same as 298.)

5 units, Win (Duus)

HISTORY 399. Japan in the Age of Courtiers and Warriors, 1180-1333—(Same as 299.)

5 units (Staff) not given 2003-04

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. Advanced graduate History courses are listed in the following subsection order:

Classics
 General
 Eastern Europe and Russia
 Medieval and Early Modern Europe
 Modern Europe
 History of Science and Technology
 Britain
 Africa
 The United States
 Latin America
 Jewish History
 Middle East
 East Asia

HISTORY 400X. Graduate Research

1-10 units by arrangement, Aut, Win, Spr (Staff)

CLASSICS

HISTORY 403. Empire and Hellenism: Athens and Syracuse

4-5 units (Morris) not given 2003-04

EASTERN EUROPE AND RUSSIA

HISTORY 419. The Soviet Civilization—(Same as 219S.)

5 units, Aut (Weiner)

HISTORY 420. Russian Historiography

5 units (Staff) not given 2003-04

HISTORY 420A. Topics in Early Modern Russia

5 units (Kollmann) not given 2003-04

HISTORY 423. Stalin and Europe; Europe and Stalin—(Same as 223S.)

5 units (Naimark) not given 2003-04

HISTORY 431. Research Seminar in Imperial Russia

5 units, Spr (Crews)

HISTORY 433. Modern Eastern Europe

4-5 units, Aut (Naimark)

MEDIEVAL AND EARLY MODERN EUROPE

HISTORY 411A,B. Medieval History, Part 1

5 units (Buc) not given 2003-04

HISTORY 442A,B. Research, Paleography, and Archives of Early Modern England

4-5 units (Seaver) not given 2003-04

HISTORY 444. Religion and Politics in Early Modern England—(Same as 244S.)

5 units (Como) not given 2003-04

MODERN EUROPE

HISTORY 430. The French Revolution

4-5 units (K. Baker) not given 2003-04

HISTORY 433A,B. European History

4-5 units, Win (Sheehan)

HISTORY 437. Modern European Cultural and Intellectual History

5 units, Spr (Robinson)

HISTORY 437A. Modern European History

4-5 units (P. Robinson) not given 2003-04

HISTORY 438. The European Enlightenment

4-5 units (Staff) not given 2003-04

HISTORY 440. Problems in Modern Britain

5 units (Stansky) not given 2003-04

HISTORY 445. Modern Britain

5 units (Stansky) not given 2003-04

HISTORY 499. European History Workshop—All European history graduate students in residence register for this weekly workshop, at which dissertation chapters and prospectuses, papers, and grant proposals by students and faculty are read and discussed.

1 unit (Sheehan) not given 2003-04

HISTORY OF SCIENCE AND TECHNOLOGY

HISTORY 462. Science and High Technology in the Silicon Valley, 1930-1980—(Same as 262S.)

4-5 units, Win (Lenoir)

HISTORY 463. Biotech by the Bay: Stanford and the Biotech Revolution—(Same as 263S.)

5 units (Lenoir) not given 2003-04

AFRICA

HISTORY 446. Popular Culture in Africa—(Same as 246S.)

5 units, Aut (Jackson)

HISTORY 448A. African Societies and Colonial States—(Same as 248S.)

5 units, Win, Spr (R. Roberts)

HISTORY 449. African Cultural History in the 20th Century—(Same as 249S.)

5 units (Jackson) not given 2003-04

THE UNITED STATES

HISTORY 454. Culture and Ideology in the 19th-Century America

4-5 units (Fredrickson) not given 2003-04

HISTORY 456A,B. The United States in the 20th Century

4-5 units (White) not given 2003-04

HISTORY 458,458A. 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 how humans naturalize cultural traits. Goal is to produce dissertation chapters or articles worthy of publication.

5 units (White) not given 2003-04

HISTORY 460. 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 2003-04

HISTORY 468. American Wests: Studies in Culture and the Environment—(Same as 268S.)

5 units (White) not given 2003-04

HISTORY 473A,B. U.S. Women's Family and Sexual History

4-5 units, A: Aut, B: Win (Freedman)

LATIN AMERICA

HISTORY 482. Historical Approaches to Social Science

4-5 units (Haber) not given 2003-04

JEWISH HISTORY

HISTORY 485A. Modern Jewish History

4-5 units (Zipperstein) not given 2003-04

MIDDLE EAST

HISTORY 486. Topics in Ottoman/Middle-Eastern History

4-5 units (Rodrigue) not given 2003-04

HISTORY 487. Research Seminar on the Modern Middle East—
(Same as HISTORY 287S.)

5 units, Win (Beinin)

HISTORY 489. Ottoman/Turkish History

4-5 units (Rodrigue) not given 2003-04

EAST ASIA

HISTORY 490. Modern China

3-5 units (R. Thompson) not given 2003-04

HISTORY 493A. Late Imperial China

3-5 units (Staff) not given 2003-04

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

4-5 units (Staff) not given 2003-04

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

HISTORY 28V. World War II: Germany's Ever Present Past—

(Same as POLISCI 119P.)

4 units, Win (Tempel)

HISTORY 105V. Industry, Technology, and Culture, 1780-1945—

(Same as STS 120V.)

4 units, Win (Neckenig)

HISTORY 229V. Architecture and the City, 1871-1990: Berlin as a Nucleus of Modernity—(Same as ARTHIST 110Y, STS 119V, URBANST 143U.)

4 units, Spr (Neckenig)

FLORENCE

HISTORY 68V. Italy from the End of the First Republic to the Advent of the Euro

4 units, Spr (Pistelli)

HISTORY 106V. Italy: from an Agrarian to a Post-industrial Society—(Same as POLISCI 145P.)

4 units, Aut (Mammarella)

HISTORY 188V. History and Culture of Jews in Italy

4 units, Win (Levi)

HISTORY 235V. The Cinema Goes to War: Fascism and World War II as Represented in Italian and European Cinema—(Same as

ITALGEN 191F, ARTHIST 160Y, COMM 53.)

5 units, Win (Campani)

HISTORY 237V. Fascist Italy in World War II, 1939-1945—(Same as ITALGEN 175F.)

4-5 units, Win (Palla)

MOSCOW

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

5 units, Aut (Zorin)

HISTORY 122V. The Soviet Union in World War II

5 units, Aut (Holloway)

OXFORD

HISTORY 141V. European Imperialism and the Third World, 1870-1970—(Same as POLISCI 148P.)

5 units, Spr (Darwin)

HISTORY 142V. Archaeology of the British Isles

3 units, Aut (Rowley)

HISTORY 240V. World War II and the British People

5 units, Win (Tyack)

PARIS

HISTORY 139V. France During the Second World War: Between History and Memory

5 units, Win (Virgili)

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