

HISTORY

Emeriti: (Professors) Carl N. Degler, Peter Duus, Terence Emmons, George M. Fredrickson, Harold L. Kahn, George H. Knoles, Richard W. Lyman, Mark Mancall, Peter Paret, Paul A. Robinson, Paul Seaver, James J. Sheehan, Rixford K. Snyder, Peter Stansky, David B. Tyack, Lyman P. Van Slyke; (*Senior Lecturer*) Joseph J. Corn

Chair: Aron Rodrigue

Professors: Keith M. Baker, Joel Beinin, Barton J. Bernstein, Philippe Buc, Albert Camarillo, Clayborne Carson, Gordon Chang, Paula Findlen, Estelle Freedman, Stephen Haber, Tamar Herzog, David Holloway, David M. Kennedy, Nancy S. Kollmann, Mark E. Lewis, Carolyn Lougee Chappell, Ian Morris, Norman M. Naimark, Robert Proctor, Jack N. Rakove, Richard L. Roberts, Aron Rodrigue, Richard P. Saller, Londa Schiebinger, Richard White, Steven J. Zipperstein

Associate Professors: David R. Como, Jessica Riskin, Matthew H. Sommer, Amir Weiner, Kären E. Wigen

Assistant Professors: Robert Crews, James P. Daughton, Zephyr Frank, Sean Hanretta, Aishwary Kumar, Kathryn Miller, Yumi Moon, Thomas S. Mullaney, Priya Satia, Laura Stokes, Jun Uchida, Caroline Winterer

Professor (Teaching): Herbert Klein

Courtesy Professors: Giovanna Ceserani, Lawrence Friedman, Avner Greif, Amalia Kessler, Larry Kramer, Joseph Manning, Reviel Netz, Walter Scheidel, Joy Williamson, Sam Wineburg, Gavin Wright

Senior Lecturers: Katherine Jolluck, Martin W. Lewis

Acting Assistant Professor: Jovana Knezevic

Department Office: Building 200, Room 113

Mail Code: 94305-2024

Phone: (650) 723-2651

Web Site: <http://history.stanford.edu>

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

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

UNDERGRADUATE PROGRAMS BACHELOR OF ARTS

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

The General History track emphasizes breadth of study among historical areas and periods as well as concentration in one selected field. The two tracks 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. Two new tracks with interdisciplinary emphasis are being introduced this year: History and Law, and Public History/Public Service.

All History majors require the following:

1. Completion of a minimum of 58 units and at least 12 courses of at least 3 units each, to include:
 - a) one Sources and Methods seminar
 - b) two 200-level undergraduate colloquia
 - c) at least one other small group course, to be chosen among the department's undergraduate colloquia, research seminars, or Stanford Introductory Seminars.

2. 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 faculty 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 (HISTORY 299W). 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 Writing (299W) or Directed Research (299S) 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 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.stanford.edu/Courses/>.

THE GENERAL HISTORY TRACK

In pursuing the above requirements for all History majors, the student in the General History track 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, or high culture. 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 (IHUM) courses taught by History faculty in a Winter-Spring sequence count toward the General History major.

HISTORY TRACKS WITH INTERDISCIPLINARY EMPHASIS (HMIE)

These tracks 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 track. 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, by practicing historians and scholars in other disciplines whose work is historical. This program of study must provide methodological coherence and must be approved in advance by the student's adviser. See the section on each HMIE for the appropriate historical methods courses.

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 tracks do not mandate the breadth or concentration requirements of the General History track. Introduction to the Humanities courses taught by History faculty may apply to 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 track is designed for the student who wishes to complement his or her work in History with study in literature, particularly in a foreign language. For the purposes of this major, literature is defined broadly, including art, drama, films and poetry, memoirs and autobiography, novels, as well as canonical works of philosophy and political science. It appeals to students who are interested in studying literature primarily in its historical context, or who want to focus on both the literature and history of a specific geographical area while also learning the language of that area.

Gateway Course—HISTORY 239E, History, Literature, and Arts in Great Britain (Autumn Quarter), 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 pre-approved 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 (HS&M) track is a collaborative program of the Department of History, the Program in the History and Philosophy 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 premedical study with a History track that focuses 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 premedical curriculum.

Gateway Course (1 course)—Students fulfill this requirement by taking the gateway course for HS&M that is offered annually: HISTORY 232F, The Scientific Revolution (Winter Quarter).

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, such the anthropology, sociology, or 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 field of the track in History, Science, and Medicine are expected to take at least one course in the School of Medicine.

General Requirements—Among 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 AND LAW

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

Core Courses (3 courses)—Students enroll in at least three History department courses, including courses outside History taught by faculty affiliated with the department, that focus on how law, policies, institutions, and legal structures affect the development of various societies. These courses include, but are not limited to, the following: HISTORY 57, The Constitution: A Short History; HISTORY 135, History of European Law; HISTORY 222, Honor, Law, and Modernity; HISTORY 245G, Law and Colonialism in Africa; HISTORY 251, Creating the American Republic, HISTORY 251G, Topics in Constitutional History; HISTORY 293, Law and Society in Late Imperial China; and HISTORY 352B, History of American Law (same as LAW 318; open to undergraduates with consent of instructor; semester-long).

Geographical Cluster (5 courses)—Students choose five History courses in one geographic area, such as the United States, Europe, Latin America, Asia, Middle East, or Africa. The faculty coordinator must pre-approve all courses in this cluster.

Interdisciplinary Cluster (4 courses)—Students choose four courses from outside the History department including courses offered in the School of Law and the School of Education. The faculty coordinator must pre-approve all courses in this cluster.

Small Group Requirements—Students must enroll in one sources and methods course and at least two 200-level small group courses while completing the three core courses and the five-course geographical cluster. The Writing in the Major (WIM) requirement must be completed in a History department WIM-designated course.

PUBLIC HISTORY/PUBLIC SERVICE

The Public History/Public Service (PH/PS) interdisciplinary history track is designed for students who wish to include in their course of studies the application of historical study in:

1. public settings such as museums and heritage sites, national and state parks, public agencies, and private foundations, and
2. public service settings in nonprofit organizations, public agencies, and educational institutions.

PH/PS majors enroll in a gateway course on public history and public service and in History department courses that provide a geographic concentration. In addition, students consult with the PH/PS faculty coordinator to select a cluster of service-learning courses, listed annually by the Haas Center for Public Service, that provide interdisciplinary and methodological perspectives on public service. PH/PS majors must also complete an internship through a regularly offered service-learning course or through a summer internship or fellowship.

Gateway Course (1 course)—HISTORY 201, Introduction to Public History and Public Service, provides grounding in the theory and practice of public service and exposure to the types of public history practiced in venues such as museums, historical sites, parks, and nonprofit organizations including local historical societies.

Geographical Cluster (4 courses)—Students select four History courses in one geographic area, such as the United States, Europe, Latin America, Asia, Middle East, or Africa. The faculty coordinator must pre-approve all courses in this cluster.

Interdisciplinary Cluster (4 courses)—Students select four courses from outside the History department drawn from the annual listing of service-learning and theory/practice courses provided by the Haas Center for Public Service. The faculty coordinator must pre-approve all courses in this cluster.

Methodological Cluster (2 courses)—Students must enroll in one Sources and Methods course and one additional 200-level small group course. The Writing in the Major (WIM) requirement must be completed in a History department WIM-designated course.

Public Service/Service-learning Internship (1 course)—Students must engage in at least a one quarter internship through a service-learning course or through a full-time public service or public history summer internship or fellowship. This internship must be pre-approved by the faculty coordinator.

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, Sources and Methods Seminars, departmental colloquia, and research seminars). History courses taken at overseas campuses may count toward the minor, but at least three of the six courses must be taken from Stanford History faculty. One History course from Introduction to the Humanities may count toward the six-course requirement, but not for the field concentration. One directed writing (299W) or directed research (299S) course may count towards the minor, if taken for 3-5 units and for a letter grade. A maximum of three transfer courses may be used toward the minor. 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, 299H, 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 (299A,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 (299H) offered in Winter Quarter. An exception to the latter requirement may be made for those studying overseas Winter Quarter of the junior year, but such students should consult with the director of the honors program, if possible, prior to going overseas. 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 accepted during Autumn Quarter for admission in Spring Quarter; check with the History office for the application deadline. Applicants are responsible for checking their compliance with University coterminal requirements listed in the "Undergraduate Degrees and Programs" section of 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.

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

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, 630 Serra Street, Suite 120, or at <http://gradadmissions.stanford.edu>.

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

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 the graduate program coordinator in the History department. Online applications are available in September of the year prior to intended enrollment. The application filing deadline is December 4, 2007. Applicants must file a report of their general scores on the Graduate Record Examination and submit a writing sample of 10-25 pages on a historical topic. Successful applicants for the M.A. and Ph.D. programs may enter only in Autumn Quarter.

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

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

the student's third year.

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

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, 300-1500
 - Europe, 1400-1800
 - Europe since 1700
 - Jewish History
 - Russia
 - Eastern Europe
 - Middle East
 - East Asia before 1600
 - China since 1600
 - Japan since 1600
 - Africa
 - Britain and the British Empire since 1460
 - Latin America
 - The United States (including colonial America)
 - History of Science, Medicine, and Technology
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, Medicine, 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.
- Each student, before conferral of the Ph.D., is required to satisfy the department's teaching requirement.
 - There is no University or department foreign language requirement for the Ph.D. degree. A reading knowledge of one or more foreign languages is required in concentrations where appropriate. The faculty in the major concentration prescribes the necessary languages. In no concentration is a student required to take examinations in more than two foreign languages. Certification of competence in commonly taught languages (that is, French, German, Italian, Portuguese, Russian, and Spanish) for candidates seeking to fulfill the language requirement in this fashion is done by the appropriate language department of the University. Certification of competence in other languages is determined in a manner decided on by faculty in the major concentration. In either case, certification of language competence must be accomplished before a student takes the University oral examination.
 - The student is expected to take the University oral examination in the major concentration in the third graduate year.
 - 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.

FINANCIAL SUPPORT

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

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

RESOURCES

The 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 received from faculty and on the library resources available. Prospective graduate applicants are advised to study the list of History faculty and the courses this faculty offers. As to library resources, no detailed statement is possible in this bulletin, but areas in which library resources are unusually strong are described following.

The University Library maintains strong general collections in almost all fields of history. It has a very large microtext collection, including, for instance, all items listed in Charles Evans' *American Bibliography*, and in the *Short-Title Catalogues* of English publications, 1474-1700, and

virtually complete microfilmed documents of the Department of State to 1906. It also has a number of valuable special collections including the Borel Collection on the History of California; many rare items on early American and early modern European history; the Brasch Collection on Sir Isaac Newton and scientific thought during his time; the Gimón Collection on French political economy, and other such materials.

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

COURSES

See the *Time Schedule* and <http://history.stanford.edu/courses/> for updated information.

Courses are listed in the following order:

- Introductory Undergraduate
- Undergraduate (by Area or Theme)
- Graduate (by Area or Theme)
- Overseas Studies Program Courses in History

INTRODUCTORY UNDERGRADUATE

Introductory undergraduate History courses are listed in the following subsection order:

- Introduction to the Humanities (IHUM)
- Introductory Lectures: 1-99
- Stanford Introductory Seminars: 1N-99N, 1Q-99Q
- Sources and Methods Seminars: 1S-99S

IHUM (INTRODUCTION TO THE HUMANITIES)

The following Introduction to the Humanities courses are taught by History faculty members. IHUM courses are typically available only to freshmen seeking to fulfill GER:IHUM requirements; see the "Introduction to the Humanities" section of this bulletin for further information. Prospective majors in History are advised to consider satisfying their IHUM requirements by registering for the following courses.

IHUM 4A,B. Mass Violence from Crusades to Genocide—The evolution, varieties, causes, and logic of mass violence in premodern and modern history; how mass violence shaped historical trends. What accounts for the persistence of mass violence in history? Do religions, ethnicity, and modernity foment or restrain mass violence? Is there a common pattern of mass violence throughout the centuries? Geographic focus is Europe; comparisons with societies which the Europeans encountered such as the Aztec empire, the Islamic world, and the African colonies. GER:IHUM-2,3

IHUM 4A: 4 units, Win (Buc, P)

IHUM 4B: 4 units, Spr (Weiner, A)

IHUM 6A,B. World History of Science—The broad sweep of global science, from the prehistoric roots of the oldest known technologies, the events of the Scientific Revolution, through recent triumphs in the physical and life sciences. History as unavoidably selective. How science transforms and is transformed by human engagements with technology, religion, art, politics, and moral. GER:IHUM-2,3

IHUM 6A: 4 units, Win (Proctor, R)

IHUM 6B: 4 units, Spr (Proctor, R)

INTRODUCTORY LECTURES

HISTORY 31. Science, Technology, and Art: The Worlds of Leonardo—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:DB-Hum

5 units, Spr (Rutkin, D)

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

5 units, Aut (Chang, G)

HISTORY 70. Culture, Politics, and Society in Latin America—Introduction to the political and social history of Latin America. Emphasis is on interactions among institutional change, social structure, and political movements, emphasizing the environment and cultural values. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Frank, Z)

HISTORY 92A. The Historical Roots of Modern East Asia—Focus is on China and Japan before and during their transition to modernity. The populous, urbanized, economically advanced, and culturally sophisticated Ming empire and Muromachi shogunate in the 16th century when Europeans first arrived. How the status quo had turned on its head by the early 20th century when European and American steamships dominated the Pacific, China was in social and political upheaval, and Japan had begun its march to empire. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Sommer, M; Wigen, K)

STANFORD INTRODUCTORY SEMINARS

See <http://introsems.stanford.edu/> for applications and information.

HISTORY 30N. Fiction and English Society—Stanford Introductory Seminar. Preference to freshmen. The nature of English society from the mid-18th to mid-20th century through novels. Texts include Henry Fielding's *Joseph Andrews*, Jane Austen's *Mansfield Park*, George Eliot's *Middlemarch*, Charles Dickens' *Hard Times*, E.M. Forster's *Howards End*, Virginia Woolf's *Mrs. Dalloway*, Evelyn Waugh's *A Handful of Dust*. The novels themselves, and how they illuminate the English society. GER:DB-Hum

4 units, Aut (Stansky, P)

HISTORY 34N. The European Witch Hunts—Stanford Introductory Seminar. Preference to freshmen. Witch trials, early modern demonology, and historians' interpretations. What was it about early modernity that fueled witch hunting? Forms of the supernatural in history, whether from the ordered world of organized religion, or frightening, uncontrolled, and dangerous. The idea of witchcraft; the fear that some people harm others supernaturally. Reformation era witch hunts conducted in a period of state building and scientific discovery and in violation of extant laws and procedures.

4 units, Win (Stokes, L)

HISTORY 36N. Gay Autobiography—Stanford Introductory Seminar. Preference to freshmen. Gender, identity, and solidarity as represented in nine autobiographies: Isherwood, Ackerley, Duberman, Monette, Louganis, Barbin, Cammermeyer, Gingrich, and Lorde. To what degree do these writers view sexual orientation as a defining feature of their selves? Is there a difference between the way men and women view identity? What politics follow from these writers' experiences? GER:DB-Hum, EC-Gender

4 units, Spr (Robinson, P)

HISTORY 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 way of life for S. Africa. The persistence of the legacies of racism and inequality. Focus: overlapping and sharply contested transitions. Who advocates and opposes change? Why? What are their historical and social roots and strategies? How do people reconstruct their society? Historical and current sources, including films, novels, and the Internet. GER:DB-Hum

3 units, Win (Samoff, J)

HISTORY 51N. The American Enlightenment—Stanford Introductory Seminar. Preference to freshmen. The resonance of Enlightenment ideas in 18th-century America, a laboratory for new political, scientific, and artistic theories; how Americans applied such ideas. Was America a state of nature, and did animals, plants, and people improve or worsen there? What entities, such as children, apes, women, and slaves, were considered unreasonable in the Age of Reason; why? What was the place of religion and feeling? What was the best kind of government, and how could it be discovered? Readings in original texts and material culture.

5 units, Win (Winterer, C)

HISTORY 62N. 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:DB-SocSci

5 units, Spr (Bernstein, B)

HISTORY 90Q. Buddhist Political and Social Theory—Stanford Introductory Seminar. Preference to sophomores. Historical and textual roots, emphasizing Tibetan, Bhutanese, and Thai Buddhism. Society and polity in Buddhist thought, Buddhist spiritual, social, and political practice. The state, sovereignty, and the individual and society. Law. Buddhist economic theory, Gross National Happiness, and sustainable economy. The Buddhist critique of neoliberalism. GER:DB-SocSci, EC-GlobalCom

4-5 units, Aut (Mancall, M)

HISTORY 91Q. Mao Zedong: The Man Who Would Become China—Stanford Introductory Seminar. Preference to sophomores. His life, including early anthropological work, reinterpretation of Marxism, ascendance to power in the Communist Party, theory of guerilla warfare, socioeconomic vision in the early People's Republic, the Great Leap Forward, deification during the Cultural Revolution, and repercussions of his death in 1976.

5 units, Spr (Mullaney, T)

HISTORY 94N. Colonialism and Collaboration—Stanford Introductory Seminar. Preference to freshmen. Roles and problems of collaboration in the rise, sustenance, and fall of empires, and in the politics of occupied regimes and colonies. Focus is on 19th and 20th centuries, including WW II, the Soviet Union, and cases from Africa, Latin America, and S. and E. Asia. Who collaborated, and why; dilemmas they faced. Readings include memoirs, novels, and primary historical sources. GER:EC-Global

4-5 units, Win (Moon, Y)

HISTORY 97N. Modernizing Women in Japan—Stanford Introductory Seminar. Preference to freshmen. Late 19th through 20th century. Women as objects and agents of experiments in social change in the modern world. Research papers using primary sources. Sources include film, fiction, oral history, diaries, journalism, memoirs, and secondary works. GER:EC-Gender

5 units, Aut (*Wigen, K*)

COGNATE COURSES

CLASSGEN 22N. Technologies of Civilization: Writing, Number, and Money

4-5 units, Spr (*Netz, R*)

SOURCES AND METHODS SEMINARS

Sources and methods seminars introduce the processes of historical investigation and interpretation by providing experience in interpreting documents, constructing a coherent story from them, interpreting their implications, and discovering how it is possible to agree on facts while disagreeing on meaning.

HISTORY 10S. The Witness in Modern History: Memoir, Reportage, Image—The rise of the witness as icon; debates about its reliability as a historical source. The power of eyewitness accounts to convict the accused, inspire indignation about war and genocide, and attract attention to humanitarian crises. Their notorious unreliability due to exaggeration and misapprehension. Sources include reportage, photography, and documentary film. Case studies include criminal cases, war, poverty, and natural disasters.

5 units, Win (*Daughton, J*)

HISTORY 14S. Travel in an Age of Religious Crisis: Infidels, Heretics, and Missionaries—Using travel to assess the impact of 16th- and 17th-century religious crises on Europe's discovery of the Americas, Africa, and Asia by Columbus, Vespucci, DaGama, and those who followed them; how that exploration shaped Europe's understanding of its own identity. Sources include journals, letters, and missionary and diplomatic reports.

5 units, Spr (*Sutherland, S*)

HISTORY 23S. Living and Killing in the Ethnic Borderlands: Eastern Europe, 1914-48—Mass violence and coexistence in the ethnically diverse communities of E. Europe in the first half of the 20th century. How did people conceive of ethnic differences? Under what circumstances did violence erupt? How were ethnic interactions, peaceful and violent, experienced? How have they been remembered and memorialized? Poland, Czechoslovakia, Romania, and Yugoslavia. Empires, Soviet and Nazi policies, the Holocaust, and German expulsions. Memoirs, oral histories, newspapers, novellas, posters, photographs, film, and music.

5 units, Aut (*Ward, K*)

HISTORY 30S. To Kill the King: Sovereignty, Betrayal, and the End of Monarchy in Early Modern Europe—The dangers of early modern Europe for princes, from those who attained great power to those who met unpleasant ends. Focus is on the executions of Charles I of Britain and Louis XVI of France: did kings possess a sacred character; how was monarchy supposed to function; how did regicide become the abolition of monarchy itself? Authors include Machiavelli and Shakespeare; sources include paintings, newsbooks, tracts, hymns, court records, and speeches.

5 units, Win (*Millstone, N*)

HISTORY 31S. Jesus and Mohammad: Christian Encounters with Islam in the Early Modern Mediterranean—Christian anxiety at the 15th-century rise of Turkish power. How Europeans, including warriors and spies, understood Muhammad and the Turks from 1450 to 1700. When did they cooperate and when did they fight? How Europe's relationship with Mohammad reflected its troubled relationship with Jesus; who was a Christian in the age of the Reformation? Sources include poetry, artwork, religious tracts, travelogues, letters, and diplomatic correspondence.

5 units, Win (*Tazzara, C*)

HISTORY 38S. Decadence: The History of a European Preoccupation, 1848-1945—Decadence as a pan-European phenomenon in the cultural crises of the late 19th and 20th centuries. How decadence was championed and derided in conjunction with artistic creativity, individuality, sexuality, and exoticism; how the rhetoric of decadence as degeneration reflects a cultural paradigm shift toward a biological worldview; and how decadence relates to other preoccupations of period such as authenticity and progress. Sources include literature, philosophy, and art.

5 units, Spr (*Mann, P*)

HISTORY 39S. The Napoleonic Experience, 1798-1815: From the Battle of the Pyramids to Waterloo—Bonaparte and his Grande Armée's campaigns in the Orient and Europe; admiring and horrified reactions in different countries. Sources include peace treaties, soldiers' accounts, Beethoven's music, and Goya's paintings. The experience and legacy of war and peace as the starting point of modern European history.

5 units, Win (*Mintzker, Y*)

HISTORY 41S. Science and Science Fiction from Christopher Columbus to Frankenstein's Monster—What is a fact; how is it distinguished from fiction? The co-development and eventual divergence of science and science fiction in the early modern world. The history of science and its relationship to literature, travel, nation building, and colonialism. Sources include travelers' accounts, natural histories, scientific illustrations, maps, and novels.

5 units, Aut (*Barnett, L*)

HISTORY 47S. Health and Healing in Sub-Saharan Africa—Traditional and modern and physical and spiritual systems of health and healing. Focus is on fertility and male and female sexuality. Initiation rites, fertility cults, birth maintenance, abortion, childbirth, and sexually transmitted diseases. African ideals of female sexuality and notions of femininity, masculinity, and political and legal institutions. Sources include: missionary archives; newspapers; diaries, memoirs, and life histories; medical, government, and legal documents; and novels, films, and artifacts.

5 units, Spr (*Powers, J*)

HISTORY 54S. America's Cold War in Asia from Korea to Vietnam, 1945-1975—How America came to fight its major wars of the Cold War in Korea and Vietnam; who supported and who opposed them. The role of international and domestic politics, culture, ideology, and economics. How they affected the lives of Korean, Vietnamese, and Americans involved. Sources include novels, films, cartoons, periodicals, speeches, letters, and archival documents.

5 units, Aut (*Kim, K*)

HISTORY 55S. Border Lives, Border Identities: The History of Mexican American Women in the United States—Chicana consciousness from 1900 to the present. The 70s Chicana movement. Topics include: the impact of labor, education, immigration, and sexuality; and Chicanas' roles in feminist, civil rights, and ethnic identity struggles. Primary sources including manifestos, poetry, court cases, film, and art. Stanford archival research. Field trip to San Francisco's Mission District.

5 units, Win (*Flores, L*)

HISTORY 81S. Iraq Declassified: The History and Historiography of Iraq, 1920-2003—Origins and development of Iraqi political, economic, and social structures. How the Iraqi state came into being; sources of political conflict within it; how American military forces came to occupy it. Emphasis is on British imperialism, the dynamics of anticolonial revolution, and geopolitical implications of oil development. Sources include recently declassified government documents.

5 units, Aut (*Wolfe-Hunnicut, B*)

UNDERGRADUATE

Lecture courses (100-199) are surveys of geographical regions and time periods.

Colloquia (200-299) are small-group courses on historical themes, primarily for juniors and seniors majoring in history. Admission is by consent of the instructor. Courses with a suffix 'H' are for honors students only.

Undergraduate research seminars (200S-299S) provide opportunities to research and write a paper using primary sources.

Suffixes A,B,C,D indicate a course sequence. Unless otherwise stated, earlier courses are not prerequisites to later courses, and students need not take an entire sequence. Other letter suffixes, and numbers without suffixes, denote stand-alone courses.

Undergraduate courses are listed in the following subsection order:

International, Global, and Thematic: 100-109, 200-209

Europe Survey: 110A,B,C

Ancient and Medieval Europe: 111-119, 211-219

Eastern Europe, Russia, and Eurasia: 120-129, 220-229

Early Modern and Modern Europe: 130-139, 230-239

History of Science and Technology: 140-144, 240-244

Africa: 145-149, 245-249

United States Survey: 150A,B,C

United States: 151-169, 251-269

Latin America: 170-179, 270-279

Middle East: 180-184, 280-284

Jewish History: 185-189, 285-289

Asia: 190-198, 290-298

Individual Work: 299

INTERNATIONAL, GLOBAL, AND THEMATIC

See also 227A.

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

5 units, Win (Sheehan, J)

HISTORY 103E. History of Nuclear Weapons—(Same as POLISCI 116.) The development of nuclear weapons and policies. How existing nuclear powers have managed their relations with each other. How nuclear war has been avoided so far and whether it can be avoided in the future. GER:DB-SocSci

5 units, Spr (Holloway, D)

HISTORY 104. Trials that Made History: Courtroom Martyrs and Villains from the Classical to Modern Period—Socrates, the Knights Templar, Galileo, Salem witchcraft, and the Scopes (monkey) trials. How trials reflect cultural conflicts and political climate. Tensions between individuals and the state and between science and religion that are evident in trials. The role of trials in public discourse. Trial as drama. Reading assignments are interdisciplinary and range from surviving trial transcripts to the work of literary scholars and filmmakers.

5 units, Spr (Miller, K)

HISTORY 105. Gandhi, King, and Nonviolence—(Same as RELIGST 118.) Lives, times, theory, and practice of Mohandas Gandhi and Martin Luther King, Jr.; their significance to issues of violence and nonviolence today.

4 units, Win (Carson, C; Hess, L)

HISTORY 106A. Global Human Geography: Asia and Africa—(Same as INTNLREL 161A.) Global patterns of demography, economic and social development, geopolitics, and cultural differentiation, covering E. Asia, S. Asia, S.E. Asia, Central Asia, N. Africa, and sub-Saharan Africa. Use of maps to depict geographical patterns and processes. GER:DB-SocSci

5 units, Aut (Lewis, MW)

HISTORY 106B. Global Human Geography: Europe and Americas—(Same as INTNLREL 161B.) Patterns of demography, economic and social development, geopolitics, and cultural differentiation. Use of maps to depict geographical patterns and processes. GER:DB-SocSci

5 units, Win (Lewis, M)

HISTORY 201. Public Service through Public History—(Same as 301.) Gateway course for the History and Public Service interdisciplinary track. How public service and the study of history are connected. Opportunities for students to apply history to public service. Theory and practice of public service. GER:DB-SocSci

5 units, Aut (Camarillo, A; McKibben, C)

HISTORY 202. International History and International Relations Theory—(Same as 306E, POLISCI 316.) The relationship between history and political science as disciplines. Sources include studies by historians and political scientists on topics such as the origins of WW I, the role of nuclear weapons in international politics, the end of the Cold War, nongovernmental organizations in international relations, and change and continuity in the international system. GER:DB-SocSci

5 units, not given this year (Holloway, D)

HISTORY 203A. Theories of the State from the Ancient World to the Present—(Same as 303A.) The development and contemporary condition of thinking about the state. Philosophic, rhetorical, and historical contexts. Aristotle's *Politics*; early modern theorists such as Machiavelli, Hobbes, and Rousseau; transformations of the idea through the French Revolution by Sieyes and Hegel; and problematizations of the ideas in the last century by Schmidt and Foucault. GER:DB-Hum

4-5 units, Win (Baker, K; Sheehan, J)

HISTORY 204E. Origins of Totalitarianism—(Same as 307E.) Modern revolutionary and totalitarian politics. Sources include monographs on the medieval, Reformation, French Revolutionary, and Great War eras. 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:DB-SocSci

4-5 units, Aut (Weiner, A)

HISTORY 204G. War, Culture, and Society in the Modern Age—(Same as 304G.) How Western societies and cultures have responded to modern warfare. The relationship between its destructive capacity and effects on those who produce, are subject to, and must come to terms with its aftermath. Literary representations of WWI; destructive psychological effects of modern warfare including those who take pleasure in killing; changes in relations between the genders; consequences of genocidal ideology and racial prejudice; the theory of just war and its practical implementation; and how wars are commemorated. WIM

5 units, Aut (Weiner, A)

HISTORY 205B. Quantitative Methods in Historical Research—(Same as 305B.) Latest techniques applied to research issues in current historical debates. Preparation of data, processing, statistical procedures to examine theoretical historical issues, and how to present quantitative materials in historical writing. Mathematical or statistical training not required. GER:DB-SocSci

4-5 units, Aut (Klein, H)

HISTORY 206. History and Geography of Contemporary Global Issues—(Same as INTNLREL 163.) The historical background and geographical context of contemporary global issues and events. Texts are a world atlas and regular reading of the *New York Times* and *The Economist*. Topics vary according to what is happening in the world. Student presentations. GER:DB-SocSci, WIM

5 units, Aut (Lewis, MW)

HISTORY 208A. Science and Law in History—(Same as 308A.) How the intertwined modern fields of science and law, since the early modern period, together developed central notions of fact, evidence, experiment, demonstration, objectivity, and proof. WIM

4-5 units, Spr (Riskin, J)

COGNATE COURSE**LAW 229. Race and the Law**

3 units, Win (Banks, R)

EUROPE SURVEY

HISTORY 110A. Europe from Late Antiquity to 1500—Focus is on religion and politics. Issues include: the rise of Christianity and its impact on Rome; transformations of Catholicism and its institutions including the impact of barbarian tribes and the struggle between church and state; antisemitism, heresy, Crusades, and inquisition; courtly love; and scholasticism. GER:DB-Hum

5 units, not given this year

HISTORY 110B. Machiavellian Moments: Europe's History, 1492-1793—Survey of the intellectual and social currents from the voyages of Columbus to the French Revolution. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Lougee Chappell, C)

HISTORY 110C. Introduction to Modern Europe—From the late 18th century to the present. How Europeans responded to rapid social changes caused by political upheaval, industrialization, and modernization. Political ideologies such as liberalism, socialism, communism, and fascism that Europeans developed in response to revolution, nation building, imperialism, and international competition. GER:DB-Hum

5 units, Aut (Daughton, J)

ANCIENT AND MEDIEVAL EUROPE

HISTORY 212. Holy Wars: Medieval Perspectives—(Same as 312.) Cultural and societal factors at play in Christian holy war from late antiquity to the early modern era. Topics include: the Crusades and their meanings; armed struggle against heresy; and the wars of religion. Prerequisite: consent of instructor. GER:DB-Hum

4-5 units, Aut (Buc, P)

HISTORY 215. Crusades: Interdisciplinary Approaches—(Same as ENGLISH 103, MEDVLST 165, RELIGST 140.) Causes, meanings, meaningfulness, and commemoration of the Christian expeditions against Muslims, pagans, and heretics. Primary and secondary sources.

3-5 units, Spr (Buc, P; Summit, J; Gelber, H)

HISTORY 216. Medieval Antisemitism—(Same as 316.) 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:DB-SocSci

5 units, not given this year (Buc, P)

HISTORY 216A. Muslims and Infidels: Islam and the Crusades—(Same as 316A.) The impact of the Crusades on the Muslim world and consciousness from the Middle Ages and to the present. Primary and secondary sources. Themes include: *jihād*; cultural interaction between Muslims and Christians in the Holy Land; and military, political, and ideological developments in the 12th and 13th centuries. Modern interpretations and debates about jihadist theology and global *jihād*. GER:DB-Hum

4-5 units, not given this year (Miller, K)

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

4-5 units, Win (Miller, K)

COGNATE COURSES**CLASSART 61. Introduction to Greek Archaeology**

3-5 units, Aut (Krotscheck, U)

CLASSGEN 47. Hannibal

4-5 units, Win (Hunt, P)

CLASSGEN 60. The Life and Death of a Roman City: Pompeii

4-5 units, Win (Pieraccini, L; Janda, S)

CLASSGEN 66. Herodotus

4-5 units, Win (Manning, J)

CLASSHIS 101. The Greeks

4-5 units, Win (Ober, J; Krotscheck, U)

CLASSHIS 250A. Greek Political Economy I,II—(Same as POLISCI 332R,S.)

4-5 units, A: Win, B: (Manning, J; Ober, J)

POLISCI 237/337. Models of Democracy—(Same as CLASSHIS 137/237, COMM 212/312.)

3-5 units, Win (Fishkin, J; Cohen, J)

EASTERN EUROPE, RUSSIA, AND EURASIA

See also 23S, 204E, 204G.

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:DB-Hum, EC-GlobalCom

4-5 units, not given this year (Kollmann, N)

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:DB-Hum

5 units, not given this year (Crews, R)

HISTORY 120C. 20th-Century Russian and Soviet History—The Soviet polity from the 1917 Revolution to its collapse in 1991. Essentials of Marxist ideology; the Russian Empire in 1917. Causation in history; interpretations of the Revolution; state building in a socialist polity; social engineering through collectivization of agriculture, force-paced industrialization, and cultural revolution; terror as concept and practice; nationality policies in a multiethnic socialist empire; the routinization, decline, and collapse of the revolutionary ethos; and the legacy of the Soviet experiment in the new Russia. GER:DB-Hum

5 units, not given this year

HISTORY 122. Aristocracies and Absolutism: Early Modern Eastern Europe, 1400-1800—The societies and culture of E. Europe (Byelorussia, 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:DB-SocSci

5 units, not given this year

HISTORY 123. Reform and Revolution in Modern Russia, 1856-2008—The reforms under Alexander II and the autocracy's attempts to modernize and maintain Russia's great power status while curbing liberal and radical forces. The 1917 revolution and the Communist system under Lenin and Stalin. The influence of Marxist ideology through the Gorbachev years. What was Russian about the Soviet Union and what is Soviet about post-Soviet Russia.

5 units, Spr (Patenaude, B)

HISTORY 125. 20th-Century Eastern Europe—Major historical trends in 20th-century E. European history. Empires and national movements. The creation of independent Eastern Europe after WW I; social movements and the emergence of dictatorships and fascism in the inter-war period. WW II, Stalinism, and destalinization in contemporary E. Europe. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Jolluck, K)

HISTORY 221A. Men, Women, and Power in Early Modern Russia, 1500-1800—Social values, gender relations, and social change in an era of rapid change; challenges to established norms by new constructions of deviance (witchcraft, religious reform, and revolt) and 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:DB-Hum, EC-Gender, WIM

5 units, not given this year (Kollmann, N)

HISTORY 221B. The Woman Question in Modern Russia—Russian radicals believed that the status of women provided the measure of freedom in a society and argued for the extension of rights to women as a basic principle of social progress. The social status and cultural representations of Russian women from the mid-19th century to the present. The arguments and actions of those who fought for women's emancipation in the 19th century, theories and policies of the Bolsheviks, and the reality of women's lives under them. How the status of women today reflects on the measure of freedom in post-Communist Russia. GER:DB-SocSci, EC-Gender

5 units, Aut (Jolluck, K)

HISTORY 221D. Women's Activism in War and Peace—(Same as 321D.) Theoretical issues, historical origins, changing forms of women's activism in response to war throughout the 20th century, and contemporary cases, such as the Russian Committee of Soldiers Mothers, Bosnian Mothers of Srebrenica, Serbian Women in Black, and the American Cindy Sheehan. Focus is on the U.S. and Eastern Europe, with attention to Israel, England, and Argentina. GER:DB-Hum

4-5 units, Spr (Jolluck, K)

HISTORY 222. Honor, Law, and Modernity—How Europe evolved from medieval to modern; focus is on standards for conflict resolution emphasizing insults to honor. How attitudes towards the self and society, and the state's relationship to individuals, changed from the 16th to 18th centuries in Europe and Russia. Traditional concepts of honor and patterns of settling disputes contrasted to early modern concepts of honor, private life, civility, and crime and punishment. GER:DB-Hum

5 units, not given this year (Kollmann, N)

HISTORY 224. Violence, Islam, and the State in Central Asia—(Same as 324.) 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 British and Russian imperial eras through the flight of the Taliban. 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 *jihād*, the Taliban movement, and contemporary Islamist, nationalist, and regionalist contests for the state. GER:DB-SocSci, EC-GlobalCom

5 units, not given this year (Crews, R)

HISTORY 224A. Modern Russia, Iran, and Afghanistan—(Same as 324A.) 1800 to the present. The history of interactions between Russia and its Muslim neighbors, and how events in Iran and Afghanistan shaped Russia and the surrounding region. Russian expansion, competition for the Caucasus and the Caspian regions, state modernization, socialist revolutions, the Islamic Republic, the Taliban, and the post-9/11 contest for hegemony in the Caucasus, the Middle East, and Central Asia. GER:DB-SocSci

4-5 units, not given this year (Crews, R)

HISTORY 225. Class and Ethnicity in Modern Eurasia—(Same as 325.) Class and ethnicity in the shaping of the political, social, religious and cultural landscape. The decline and collapse of the Habsburg and Russian Empires; the emergence of national states and multinational unions such as the USSR, the EU, and the CIS; contested borderlands and sovereignty; and the impact of revolutionary regimes and movements. GER:DB-SocSci

5 units, not given this year (Crews, R; Weiner, A)

HISTORY 226E. The Creation and Destruction of Yugoslavia—From the genesis of the Yugoslav idea in the 19th century to the Balkan wars of the 90s: formation of the Yugoslav kingdom during WW I, Yugoslavism, disintegration during WW II occupation, collaboration and resistance movements, the Communist revolution, the Tito-Stalin split, life in socialist Yugoslavia, dissent within Tito's regime, the rise of nationalism in socialist Yugoslavia, and the disintegration of Yugoslavia and ethnic cleansing and genocide in the Balkan Wars of the 90s. GER:DB-SocSci, EC-Global

5 units, Aut (Knezevic, J)

HISTORY 226G. Civilians and War in Modern Europe—(Same as 326G.) From the French Revolution to the present, including the French Revolutionary wars, the Franco-Prussian War, the Balkan wars of 1912-13, WW I and II, the Spanish Civil War, fascist and communist totalitarian regimes, and the Balkan wars of the 90s. Civilians as participants, victims, and bystanders under various conditions of war, including the mobilization of society for total war, occupation, siege, collaboration and resistance, ethnic cleansing, and genocide. GER:DB-SocSci

4-5 units, Spr (Knezevic, J)

HISTORY 226H. Nationalism in the Habsburg Empire, 1848-1918—(Same as 326H.) Was nationalism responsible for the demise of the Habsburg Empire? The development of national identity and national movements. The precepts upon which the multinational empire was based; how these collided with 19th-century nationalism, liberalism, and mass politics. Why Habsburg attempts to reform and modernize failed. Focus is on the decisive role of WW I in the disintegration of the empire. GER:DB-SocSci

4-5 units, Win (Knezevic, J)

HISTORY 227. East European Women and War in the 20th Century—(Same as 327.) Thematic chronological approach through conflicts in the region: the Balkan Wars, WW I, WW II, and the recent wars in the former Yugoslavia. The way women in E. Europe have been involved in and affected by these wars compared to women in W. Europe in the two world wars. Women's involvement in war as members of the military services, the backbone of underground movements, workers in war industries, mothers of soldiers, subjects and supporters of war aims and propaganda, activists in peace movements, and objects of wartime destruction, dislocation, and sexual violation. GER:DB-SocSci, EC-Gender

5 units, not given this year (Jolluck, K)

HISTORY 227A. The History of Genocide—(Same as 327A.) Multi-disciplinary. Causes and consequences; conceptual and legal problems in defining genocide. Focus is on the modern period and cases from around the world.

4-5 units, Win (Naimark, N)

HISTORY 228. Circles of Hell: Poland in World War II—(Same as 328.) The experience and representation of Poland's wartime history from the Nazi-Soviet Pact of 1939 to the aftermath of Yalta in 1945. Nazi and Soviet ideology and practice regarding the Poles and the ways Poles responded, resisted, and survived. The self-characterization of Poles as innocent victims, and their involvement or complicity in the Holocaust, thus engaging in a current debate in Polish society. GER:DB-SocSci
5 units, not given this year (*Jolluck, K*)

HISTORY 229. Poles and Jews—(Same as 329.) Focus is on the period since WW I. The place of the Jews in interwar Poland, WW II, surviving Jews after the war, Polish memorialization of the Holocaust, the reality and mythology of Jews in the communist apparatus, the manipulation of anti-Semitism by the communist government, and post-communist movement toward reconciliation. Memory and national mythology emphasizing Polish wartime behavior and the relationship of Jews to communism. The sources and uses of stereotypes, and the state of Polish-Jewish relations today. GER:DB-Hum
4-5 units, *Win (Jolluck, K)*

EARLY MODERN AND MODERN EUROPE

See also 10S, 14S, 30S, 31S, 38S, 39S, 41S, 204E, and 204G.

HISTORY 126A. The First World War—How did the experience of WW I shape the 20th century? How modern was this mechanized, total war? Did trench warfare, economic blockade, unrestricted submarine warfare, atrocities, occupation, and the Armenian genocide represent a brutalization of warfare? How did mobilization of entire populations affect women and children? How did people mourn and commemorate the victims of mass death? Military, political, cultural, and social approaches. Sources include scholarly texts, literature, and film.
5 units, *Aut (Knezevic, J)*

HISTORY 132. Ordinary Lives: A Social History of the Everyday in Early Modern Europe—What war meant for foot soldiers and the peasants across whose fields they marched. Ordinary people's lives in the eras of Machiavelli, Shakespeare, the Reformation, and the scientific revolution. Topics include: birth, marriage, and death; city life and peasant culture; lay encounters with religious and intellectual ideas; war and crime; and gender and sexuality.
5 units, *Aut (Stokes, L)*

HISTORY 133A. Yorkist and Tudor England—English society and state from the Wars of the Roses to the death of Elizabeth. Political, social, and cultural upheavals of the Tudor period and the changes wrought by the Reformation. The establishment of the Tudor monarchy; destruction of the Catholic church; rise of Puritanism; and 16th-century social and economic changes. GER:DB-Hum
5 units, not given this year (*Como, D*)

HISTORY 133B. Revolutionary England: The Stuart Age—From the accession of King James I in 1603 to the death of Queen Anne in 1714: a brutal civil war, the execution of one anointed king, and the deposition of another. Topics include the causes and consequences of the English Revolution, the origins of Anglo-American democratic thought, the rise and decline of Puritanism, and the emergence of England as an economic and colonial power. GER:DB-Hum
5 units, not given this year (*Como, D*)

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

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:DB-Hum
4-5 units, *Spr (Felstiner, M)*

HISTORY 138A. History of Modern Germany, 1866 to the Present—Civil-military relations in Prussia and Germany; the resolution of the German question under Bismarck; the origins, course, and impact of WW I; Germany and Europe under the Nazis; and German-German relations during the Cold War.

5 units, *Spr (Kauffman, J)*

HISTORY 139. Modern Britain and the Empire—From American Independence to the latest war in Iraq. Topics include: the rise of the modern British state and economy; imperial expansion and contraction; the formation of class, gender, and national identities; mass culture and politics; the world wars; and contemporary racial politics. Focus is on questions of decline, the fortunes and contradictions of British liberalism in an era of imperialism, and the weight of the past in contemporary Britain. GER:DB-Hum, DB-Hum, EC-GlobalCom
5 units, *Win (Satia, P)*

HISTORY 232F. The Scientific Revolution—(Same as 332F.) What do people know and how do they know it? What counts as scientific knowledge? In the 16th and 17th centuries, understanding the nature of knowledge engaged the attention of individuals and institutions including Copernicus, Galileo, Descartes, Newton, the early Royal Society, and less well-known contemporaries. New meanings of observing, collecting, experimenting, and philosophizing, and political, religious, and cultural ramifications in early modern Europe. GER:DB-Hum, WIM
4-5 units, *Win (Riskin, J)*

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

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

HISTORY 233F. Political Thought in Early Modern Britain—1500 to 1700. Theorists include Hobbes, Locke, Harrington, the Levellers, and lesser known writers and schools. Foundational ideas and problems underlying modern British and American political thought and life. GER:DB-Hum
5 units, not given this year (*Como, D*)

HISTORY 234. Paris and Politics, 1600-2006—The emergence of the modern city of lights. Paris as a mirror of French politics: top down, capital to country, center to periphery, noble to bourgeois to people. Sources include maps, art, music, essays, and memoirs.
5 units, not given this year (*Lougee-Chappell, C*)

HISTORY 236. The Ethics of Imperialism—Can a commitment to liberty, progress, and universal rights be reconciled with imperialism? The ethical underpinnings of empire; how modern Europeans provided ethical and political justifications for colonial expansion. How European ideals were used to defend and justify inequality, violence, and genocide. The ethics of American-driven globalization and humanitarianism. Texts include primary sources, philosophical treatises, and historical studies. GER:DB-Hum
5 units, *Aut (Daughton, J)*

HISTORY 237B. Teaching the Unteachable: Teaching and Representing the Holocaust—(Same as EDUC 253X.) Theodore Adorno asked whether it was possible to write poetry after Auschwitz; whatever the answer, each year witnesses exponential growth in state-sponsored mandates to teach the Holocaust. How and to what end does catastrophe become curriculum? How to assess what students learn from these efforts. The Nazis' efforts to teach for hate, and contemporary parallels. Historical and educational sources, especially films and memoirs.

3-5 units, Win (Wineburg, S)

HISTORY 239D. Capital and Empire—(Same as 339D, HUMNTIES 191S.) Can empire be justified with balance sheets of imperial crimes and boons, a calculus of racism versus railroads? The political economy of empire through its intellectual history from Adam Smith to the present; the history of imperial corporations from the East India Company to Wal-mart; the role of consumerism; the formation of the global economy; and the relationship between empire and the theory and practice of development. GER:DB-SocSci

4-5 units, Spr (Satia, P)

HISTORY 239E. History and the Arts in 20th-Century Britain—Novels, poetry, buildings, images, and music. The works in themselves and what they reveal about the society that produced them. Emphasis is on Bill Brandt's photographs. GER:DB-Hum, WIM

5 units, Aut (Stansky, P)

HISTORY 239F. Empire and Information—(Same as 339F.) How do states see? How do they know what they know about their subjects, citizens, economies, and geographies? How does that knowledge shape society, politics, identity, freedom, and modernity? Focus is on the British imperial state activities in S. Asia and Britain: surveillance technologies and information-gathering systems, including mapping, statistics, cultural schemata, and intelligence systems, to render geographies and social bodies legible, visible, and governable. GER:DB-Hum, EC-GlobalCom

4-5 units, not given this year (Satia, P)

COGNATE COURSES

ECON 115. European Economic History

5 units, Win (Chaudhary, L)

HISTORY OF SCIENCE AND TECHNOLOGY

See also 208A, 232F.

HISTORY 241F. History of the Modern Fact—(Same as 341F.) The early modern emergence and subsequent development and transformation of notions such as fact, evidence, experiment, demonstration, and objectivity that operate at the crux of modern science. Recent historical writing on the history of evidence, objectivity, and the modern fact. GER:DB-SocSci

4-5 units, not given this year (Riskin, J)

HISTORY 241G. History of the Senses—(Same as 341G, STS 134/234.) Technological, medical, philosophical, and scientific history of the five senses, drawing upon readings from antiquity to the present. How physiologists and philosophers have explained the functioning of the senses; how doctors have tampered with them both to help and to hinder; and how technologies including medical devices, scientific instruments, and tools of the arts have continually transformed the nature and experience of sensation. GER:DB-SocSci

4-5 units, not given this year (Riskin, J)

HISTORY 241S. Science and Culture Wars—Social, cultural, and political conflicts over scientific theories, beginning with the trial of Galileo, often presented as clashes between modern science and religious or political ideology. The cultural engagement of the sciences through such moments of conflict.

5 units, not given this year (Riskin, J)

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

4-5 units, not given this year

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

4-5 units, not given this year (Schiebinger, L)

HISTORY 243G. Tobacco and Health in World History—(Same as 343G.) GER:DB-SocSci

4-5 units, Aut (Proctor, R)

HISTORY 243S. Human Origins: History, Evidence, and Controversy—(Same as 443A.) Research seminar. Debates and controversies include: theories of human origins; interpretations of fossils, early art, and the oldest tools; the origin and fate of the Neanderthals; evolutionary themes in literature and film; visual rhetoric and cliché in anthropological dioramas and phyletic diagrams; the significance of hunting, gathering, and grandmothing; climatological theories and neocatastrophic geologies; molecular anthropology; the impact of racial theories on human origins discourse. Background in human evolution not required. GER:DB-SocSci

4-5 units, not given this year (Proctor, R)

HISTORY 244C. The History of the Body in Science, Medicine, and Culture—(Same as 444C.) The human body as a natural and cultural object, historicized. The crosscultural history of the body from the 18th century to the present. Topics include: sciences of sex and race; medical discovery of particular body parts; human experimentation, foot binding, veiling, and other bodily coverings; thinness and obesity; notions of the body politic. GER:DB-SocSci, EC-Gender

4-5 units, not given this year (Schiebinger, L)

COGNATE COURSES

HPS 154. What is Science? Explaining Nature from Pythagoras to Popper

3-5 units, Aut (McCaskey, J)

HPS 156. History of Women and Medicine in the United States

5 units, Aut (Horn, M)

AFRICA

See also 47S and 48Q.

HISTORY 145A. Africa Until European Conquest—Episodes in African history from the earliest records up until European partition of the continent, focusing on how knowledge about the natural, social, and spiritual worlds was linked to the exercise of power. The effects of technological innovations on states and other forms of social complexity; use of religious beliefs and practices to legitimize or critique authority. The effects of slave trades and imperial conquest on these forms of authority. GER:DB-Hum, EC-GlobalCom

5 units, not given this year (Hanretta, S)

HISTORY 145B. Africa in the 20th Century—The transformations in African societies and cultures from the beginning of colonial rule to the 90s. Case studies of colonialism and its impact on Africans. Debates over modernity, modernization, and tradition. The challenges of postcoloniality. Social changes in the organization of labor, family life, markets, and the built environment. Cultural changes in literature, music, representational art, and political thought. GER:DB-SocSci, EC-GlobalCom, WIM

5 units, Win (Hanretta, S)

HISTORY 149C. Slavery and the Slave Trade—Slave trades and forms of slavery in W. Africa from 1000 to 1885; impacts on lives, social organization, and political structures. Slavery in Islam, the slave market in the Mediterranean and Middle East, and the Saharan slave trade. Slavery within Africa, growth of the Atlantic trade, the Middle Passage, and war and trade that produced slaves. Impact of the Industrial Revolution and European abolition movements on the use of slaves and warfare in Africa. The relationship between slaving and the European conquest of Africa.

5 units, Spr (Staff)

HISTORY 245E. Health and Society in Africa—(Same as 347E.) The history of disease, therapeutic and diagnostic systems, and the definition of health in precolonial, colonial, and postcolonial Africa. The social and political histories of specific epidemics, including sleeping sickness, influenza, TB, mental illness, and AIDS. The colonial contexts of epidemics and the social consequences of disease. GER:DB-SocSci, EC-GlobalCom

4-5 units, not given this year (Roberts, R)

HISTORY 245G. 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. WIM GER:DB-SocSci

4-5 units, not given this year (Roberts, R)

HISTORY 246S. Research Seminar: African Nationalism and Beyond—(Same as 446A.) African intellectual, political, social and cultural institutions confronting issues of sovereignty, authority, heterarchy, and power during the 19th and 20th centuries.

4-5 units, Win (Hanretta, S)

HISTORY 248. Islam in Africa—(Same as 348.) Relations between African Muslims and the broader Islamic tradition over the last 1200 years. The roots of the Islamic tradition, its adoption, endogenization, and elaboration by African Muslims. The interplay of religion, politics, culture and society, and how tradition exercises influence even while being transformed. The worldviews and lives of African Muslims; how and why those worldviews and experiences changed. GER:DB-Hum, EC-GlobalCom, WIM

4-5 units, Spr (Hanretta, S)

HISTORY 248S. African Societies and Colonial States—(Same as 448A.) The encounter between African societies and European colonialism in the colony or region of their choice. Approaches to the colonial state; tours of primary source collections in the Hoover Institution and Green Libraries. Students present original research findings and may continue research for a second quarter. GER:DB-SocSci

4-5 units, not given this year (Roberts, R)

HISTORY 249. History without Documents—(Same as 349.) Can history be written about places and times for which are no written sources, or for people in literate societies who left no written traces? Practical training in historical methods for non-documentary sources, including oral traditions and history, archaeology, ecological sources, historical linguistics, ethnography, rituals, myths, songs, and art. GER:DB-Hum

4-5 units, not given this year (Hanretta, S)

UNITED STATES SURVEY

HISTORY 150A. Colonial and Revolutionary America—Survey of the origins of American society and polity in the 17th and 18th centuries. Topics: the migration of Europeans and Africans and the impact on native populations; the emergence of racial slavery and of regional, provincial, Protestant cultures; and the political origins and constitutional consequences of the American Revolution. GER:DB-SocSci, EC-AmerCul

5 units, Aut (Rakove, J)

HISTORY 150B. 19th-Century America—Territorial expansion, social change, and economic transformation. The causes and consequences of the Civil War. Topics include: urbanization and the market revolution; slavery and the Old South; sectional conflict; successes and failures of Reconstruction; and late 19th-century society and culture. GER:DB-SocSci, EC-AmerCul, WIM

5 units, Win (White, R)

HISTORY 150C. The United States in the Twentieth Century—Major political, economic, social, and diplomatic developments in the U.S. Themes: the economic and social role of government (Progressive, New Deal, Great Society, and Reagan-Bush eras); ethnic and racial minorities in society (mass immigration at the turn of the century and since 1965, the civil rights era of the 50s and 60s); the changing status of women since WW II; shifting ideological bases, institutional structures, and electoral characteristics of the political system (New Deal and post-Vietnam); determinants of foreign policy in WW I and II, and the Cold War. GER:DB-SocSci, EC-AmerCul

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

THE UNITED STATES

See also 54S, 55S, 59, and 201.

HISTORY 154. 19th-Century U.S. Cultural and Intellectual History, 1790-1860—How Americans considered problems such as slavery, imperialism, and sectionalism. Topics include: the political legacies of revolution; biological ideas of race; the Second Great Awakening; science before Darwin; reform movements and utopianism; the rise of abolitionism and proslavery thought; phrenology and theories of human sexuality; and varieties of feminism. Sources include texts and images. GER:DB-Hum, EC-AmerCul

5 units, Spr (Winterer, C)

HISTORY 158. The United States Since 1945—Focus is on foreign policy and politics with less attention to social and intellectual history. Topics include nuclear weapons in WW II, the Cold War, the Korean and Vietnam wars, Eisenhower revisionism, the Bay of Pigs and Cuban missile crisis, civil rights and the black freedom struggle, the women's movement, the Great Society and backlash, welfare policy, conservatism and liberalism, the 60s anti-war movement, Watergate and the growth of executive power, Iran-Contra and Reagan revisionism, Silicon Valley, the Gulf War, the Clinton impeachment controversy, 2004 election, and 9/11 and Iraq war. GER:DB-SocSci, EC-AmerCul

4-5 units, Win (Bernstein, B)

HISTORY 158B. History of Education in the United States—(Same as EDUC 201.) How education came to its current forms and functions, from the colonial experience to the present. Focus is on the 19th-century invention of the common school system, 20th-century emergence of progressive education reform, and the developments since WW II. The role of gender and race, the development of the high school and university, and school organization, curriculum, and teaching.

3-4 units, Spr (Staff)

HISTORY 158C. History of Higher Education in the U.S.—(Same as EDUC 165/265.) Major periods of evolution, particularly since the mid-19th century. Premise: insights into contemporary higher education can be obtained through its antecedents, particularly regarding issues of governance, mission, access, curriculum, and the changing organization of colleges and universities.

3-4 units, Aut (Staff)

HISTORY 161. U.S. Women's History, 1890s-1990s—The transformation of Victorian womanhood in the late 19th century, including the workforce participation of immigrant and black women, educational and professional opportunities for middle class white women, impact of wars and depression on 20th-century women's lives, and rebirth of feminism. GER:DB-SocSci, EC-Gender

5 units, Spr (Freedman, E)

HISTORY 163. A History of North American Wests—The history, peoples, and natural systems of a region that has never been contained within a single empire or nation state, but has been united by the movement of peoples, species, and things. Topics include smallpox, horses, gold, salmon, rivers, coal, and oil. WIM

5 units, Aut (*White, R*)

HISTORY 166. Introduction to African American History: The Modern African American Freedom Struggle—Focus is on political thought and protest movements after 1930. Individuals who have shaped and been shaped by modern African American struggles for freedom and justice. Sources include audiovisual materials. Research projects required for fifth unit. GER:DB-SocSci, EC-AmerCul

4-5 units, Aut (*Carson, C*)

HISTORY 251. Creating the American Republic—(Same as 352, LAW 246, POLISCI 321.) Concepts and developments in the late 18th-century invention of American Constitutionalism; the politics of constitution making and ratifying; emergence of theories of constitutional interpretation including originalism; early notions of judicial review. Primary and secondary sources. GER:DB-SocSci

5 units, Win (*Rakove, J*)

HISTORY 252. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis—(Same as 355.) For advanced undergraduates and graduate students. Primary documents and secondary literature. Topics include: the decision to use the atomic bomb on Japan, the Korean War, and the Cuban missile crisis. GER:DB-SocSci

4-5 units, Aut (*Bernstein, B*)

HISTORY 252H. Environmental History of the San Francisco Bay Area—How changing ideas on the relationship between human beings, nature, and cities have shaped the Bay Area. Topics include: historical connection between the Bay Area and surrounding environments; grassroots organizations and environmental justice movements; responses to urbanization and the rise of urban conservation initiatives; and regional agencies and legislation influencing the creation of parks and green space, pollution control measures, public health standards, and urban food networks.

4-5 units, Win (*Staff*)

HISTORY 254. Popular Culture and American Nature—Despite John Muir, Aldo Leopold, and Rachel Carson, it is arguable that the Disney studios have more to do with molding popular attitudes toward the natural world than politicians, ecologists, and activists. Disney as the central figure in the 20th-century American creation of nature. How Disney, the products of his studio, and other primary and secondary texts see environmentalism, science, popular culture, and their interrelationships. GER:DB-Hum

5 units, Spr (*White, R*)

HISTORY 255. Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice—King's religious and political thought, using the documentary resources of the King Institute at Stanford. His social gospel Christianity and prophetic message of radical social transformation. Readings include the forthcoming *The Papers of Martin Luther King, Jr., Volume VI: Advocate of the Social Gospel*.

5 units, Spr (*Staff*)

HISTORY 255A. America in Western Civilization—(Same as 355A.) The distinctive American reflection of the Renaissance, Reformation, Enlightenment, Industrial Revolution, and century of total war. Corresponding themes: the imaginative rendering of the New World; religion; politics; the economy; and foreign relations.

4-5 units, Aut (*Kennedy, D; Sheehan, J*)

HISTORY 256. U.S.-China Relations: From the Opium War to Tiananmen—(Same as 356.) The history of turbulent relations, military conflict, and cultural clashes between the U.S. and China, and the implications for the domestic lives of these increasingly interconnected countries. Diplomatic, political, social, cultural, and military themes from early contact to the recent past. GER:DB-SocSci, EC-GlobalCom, WIM

4-5 units, Win (*Chang, G*)

HISTORY 257. The Politics and Ethics of Modern Science and Technology—(Same as 347, STS 221.) The WW II decision to build and use the atomic bomb. The controversy over the H-bomb. The Oppenheimer loyalty-security case and the relationship of scientist to the state. Medical experimentation on humans and pitfalls of technology. Relations among science, technology, and university. GER:DB-SocSci

4-5 units, not given this year (*Bernstein, B*)

HISTORY 258. History of Sexuality in the U.S.—(Same as 358; formerly 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:DB-SocSci, EC-Gender

4-5 units, not given this year (*Freedman, E*)

HISTORY 259A. Poverty and Homelessness in America—Service learning. Students participate in a two quarter internship at a local shelter for homeless individuals or families. Readings include historical, social science, and social commentary literature.

5 units, not given this year (*Camarillo, A*)

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

3 units, not given this year (*Camarillo, A*)

HISTORY 260. California's Minority-Majority Cities—Historical development and the social, cultural, and political issues that characterize large cities and suburbs where communities of color make up majority populations. Case studies include cities in Los Angeles, Santa Clara, and Monterey counties. Comparisons to minority-majority cities elsewhere in the U.S. GER:DB-SocSci, EC-AmerCul

5 units, Spr (*McKibben, C*)

HISTORY 265. New Research in Asian American History—(Same as 365.) Narrative material and methodologies. Possible research work. GER:DB-SocSci, EC-AmerCul

4-5 units, not given this year (*Chang, G*)

COGNATE COURSES

AMSTUD 160. Perspectives on American Identity

5 units, Win, Spr (*Gillam, R*)

AMSTUD 203A. Children in American History

5 units, Spr (*Horn, M*)

AMSTUD 214. The American 1960s: Thought, Protest, and Culture

5 units, Aut (*Gillam, R*)

ECON 116. American Economic History

5 units, Spr (*Wright, G*)

ECON 226. U.S. Economic History

2-5 units, Spr (*Staff*)

URBANST 161. U.S. Urban History since 1920

5 units, Spr (*Kahan, M*)

LATIN AMERICA

See also 70.

HISTORY 170. Colonial Latin America—(Same as 370.) 16th-19th centuries. Indigenous cultures. The arrival of Europeans and its impact on native and European societies. Culture, religion and institutions, and everyday life. The independence period and the formation of new nations. Readings include primary and secondary sources. GER:DB-SocSci

4-5 units, Aut (*Herzog, T*)

HISTORY 273. The European Expansion—(Same as 373A.) The relationship between European monarchies and their colonial domains from the 16th-18th centuries. Reasons for expansion, methods, and results. Case studies include the Spanish, Portuguese, Dutch, French, and English domains in Africa, Asia, and the Americas. Readings include primary and secondary sources.

4-5 units, not given this year (*Herzog, T*)

HISTORY 275F. Social Change in Latin America Since 1900—(Same as 375F, LATINAM 201/301.) Changes in the social and demographic characteristics of Latin American populations since 1900 and the response of national governments in terms of the evolution of social welfare, health, and educational systems. Fulfills requirement for Latin American Studies honors seminar. Required core course for Latin American Studies master's students. GER:DB-SocSci, WIM

4-5 units, Aut (*Klein, H*)

HISTORY 276. Modern Brazil—(Same as 376.) From independence in 1822 to the present. Social and cultural history. Literary and historical sources. WIM

4-5 units, Spr (*Frank, Z*)

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. What explains the economic gap that developed since 1900? Why are some Latin American nations rich and others poor? Marxist, dependency, neoclassical, and institutionalist interpretive frameworks. The effects of globalization on Latin American economic growth, autonomy, and potential for social justice. GER:DB-SocSci, EC-GlobalCom, WIM

4-5 units, Spr (*Frank, Z*)

MIDDLE EAST

See also 31S, 81S, 185G, 215, 286, and 287A.

HISTORY 181B. The Middle East in the 20th Century—(Formerly 187B.) The history of the Middle East since WWI, focusing on the eastern Arab world, Egypt, the Fertile Crescent, and the Arabian Peninsula (the *mashriq*), with attention to Turkey, Iran, and Israel.

5 units, not given this year

HISTORY 181C. Social and Cultural History of Modern Shi'ism—The influence of Shi'ism in colonial and postcolonial Middle Eastern countries such as Iran, Iraq, Lebanon, and Saudi Arabia. Survey of Islamic history and the doctrinal differences among Muslim sects. GER:DB-Hum

5 units, Spr (*Kadhim, A*)

HISTORY 281A. Twentieth-Century Iraq: A Political and Social History—The colonial experience, creation of the modern Iraqi state, and transition to military dictatorship. Political movements, religious and tribal elements, and their relation to the state. Geopolitical context.

5 units, Win (*Kadhim, A*)

COGNATE COURSES

CLASSHIS 105. History and Culture of Ancient Egypt

4-5 units, Spr (*Manning, J*)

JEWISH HISTORY

See also 217B.

HISTORY 185B. Jews in the Modern World—Possible themes: the restructuring of Jewish existence during the Enlightenment and legal emancipation at the end of the 18th century in W. Europe, the transformation of Jewish life in E. Europe under the authoritarian Russian regime, colonialism in the Sephardic world, new ideologies (Reform Judaism and Jewish nationalisms), the persistence and renewal of antisemitism, the destruction of European Jewry under the Nazis, new Jewish centers in the U.S., and the State of Israel. GER:DB-Hum, EC-GlobalCom

5 units, not given this year (*Zipperstein, S*)

HISTORY 185G. Coexistence and Conflict: Jews in Premodern Christian and Muslim Lands—(Same as 385G.)

4-5 units, Aut (*Staff*)

HISTORY 286. Jews among Muslims—(Same as 386.) The history of Jewish communities in the lands of Islam and their relations with the surrounding Muslim populations from the time of Muhammad to the 20th century. Topics: the place of Jews in Muslim societies, Jewish communal life, variation in the experience of communities in different Muslim lands, the impact of the West in the Modern period, the rise of nationalisms, and the end of Jewish life in Muslim countries. GER:DB-Hum

4-5 units, Win (*Rodrigue, A*)

HISTORY 287A. History of the Israeli-Arab Land Conflict—(Same as 387A.) Emphasis is on legal aspects. The Palestinian land ownership system during the Ottoman and British periods. Legislation and national institutions such as the Jewish National Fund and the Jewish Agency. The first decade of Israeli statehood that facilitated the transfer of Palestinian refugee property to Jewish ownership. Aftermath of the 1967 War, and settlement policies in E. Jerusalem and the occupied territories. Socio-legal issues underlying the separation wall; the effects of the constitutional revolution in Israel on land struggle.

4-5 units, Spr (*Staff*)

ASIA

See also 90Q, 91Q, 92A, and 256.

HISTORY 191. East Asia in the Early Buddhist Age—(Same as 391.) Evolution of cities in imperial China through early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative examination of cases from European history. GER:DB-Hum, EC-GlobalCom

4-5 units, not given this year (*Lewis, ME*)

HISTORY 192. China: The Early Empires—How China was transformed as a consequence of its political unification by the Qin dynasty. The geographical reorganization of China in the process of unification. The changing nature of rulership, cities, rural society, military organization, kinship structure, religion, literary practice, law, and relations to the outside world. The nature of empire as a political system. GER:DB-Hum

3-5 units, Spr (*Lewis, ME*)

HISTORY 193. Late Imperial China—From the Tang-Song transition until the collapse of imperial order. The rise of absolutism and gentry society, and concomitant shifts in culture, gender relations, and the economy. The threat of steppe nomadism which produced the Mongol and Manchu conquest dynasties. The last imperial dynasty, the Qing, which solved traditional problems but was confronted by new ones. How simultaneous disasters of internal rebellion and Western imperialist invasion destroyed the old order. GER:DB-Hum

5 units, not given this year (*Sommer, M*)

HISTORY 195. Modern Korean History—Topics include: the Choson dynasty; 19th-century reforms and rebellions; Korean nationalism; Japanese colonial rule; decolonization; the Korean diaspora; the Cold War in E. Asia; and the Korean War. The division of the country and the separate state building processes. Industrialization and democratization of the South. GER:DB-Hum, EC-GlobalCom

5 units, Aut (*Moon, Y*)

HISTORY 195C. Modern Japanese History—Japan's modern transformation from the late 19th century to the present. Topics include: the Meiji revolution; industrialization and social dislocation; the rise of democracy and empire; total war and US occupation; economic miracle and malaise; Japan as soft power; and politics of memory. Readings and films focus on the lived experience of ordinary men and women across social classes and regions. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (*Uchida, J*)

HISTORY 196. South Asian Modernities: Colonialism, Community, Nationality—Does modernity in S. Asia unavoidably carry the memory of its colonial experience? Are there indigenous modes of being modern? The region's global connections in the realm of ideas and political thought; developments pertaining to community, culture, violence, and nationality; the political trajectories of India's nationalist struggle; and the implications of anticolonial politics for the character of postcolonial national modernities.

5 units, Spr (Kumar, A)

HISTORY 197. Southeast Asia: From Antiquity to the Modern Era—The history of S.E. Asia, comprising Indonesia, the Philippines, Malaysia, Singapore, Thailand, Vietnam, Burma, Cambodia, and Laos, from antiquity to the present. The spread of Indian cultural influences, the rise of indigenous states, and the emergence of globally linked trade networks. European colonization, economic transformation, the rise of nationalism, the development of the modern state, and the impact of globalization. GER:DB-Hum

5 units, Win (Lewis, MW)

HISTORY 198. The History of Modern China—Major historical transformations including the decline of the last imperial dynasty, the formation of the first Chinese republic, WW II, the rise of Communism, China under Mao, post-Mao reforms, and the Beijing Olympics of 2008. GER:DB-SocSci, EC-Global

5 units, Win (Mullaney, T)

HISTORY 291A. Archaeology and Modernity in Asia: The Excavation of Ancient Civilizations in Modern Times—(Same as 391A.) The interplay in Asia between antiquity and modernity, civilization and nation state, and national versus colonial science. The recent excavation of artifacts and places associated with Asian civilization such as the terracotta warriors in China and Angkor Wat in Cambodia. How Asian states have grappled with modernity and colonialism as they simultaneously dug up their ancient pasts. GER:DB-SocSci

4-5 units, not given this year (Mullaney, T)

HISTORY 291B. The City in Imperial China—(Same as 391B.) The evolution of cities in the early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative cases from European history. Readings include primary and secondary sources, and visual materials.

3-5 units, Win (Lewis, ME)

HISTORY 291C. Chinese Science, Technology, and Medicine through the Ages

5 units, Spr (Mullaney, T)

HISTORY 291E. Maps, Borders, and Conflict in East Asia—(Same as 391E.) The nature of borders and border conflicts in N.E. Asia from the 17th to the early 20th century. Focus is on contact zones between China, Russia, Korea, and Japan. The geopolitical imperatives that drove states to map their terrain in variable ways. Cultural, diplomatic, and imperial contexts. European pressures and contributions to E. Asian cartography; the uses of maps in surveillance, diplomacy, identity, and war. Student projects focus on a contested border zone. GER:DB-SocSci

4-5 units, not given this year (Wigen, K)

HISTORY 292D. Japan in Asia, Asia in Japan—(Same as 392D.) How Japan and Asia mutually shaped each other in the late 19th and 20th centuries. Focus is on Japanese imperialism in Asia and its postwar legacies. Topics include: pan-Asianism and orientalism; colonial modernization in Korea and Taiwan; collaboration and resistance; popular imperialism in Manchuria; total war and empire; comfort women and the politics of apology; the issue of resident Koreans; and economic and cultural integration of postwar Asia. GER:DB-SocSci

4-5 units, Win (Uchida, J)

HISTORY 293. Law and Society in Late Imperial China—(Same as 392B.) Connections between legal and social history. Ideology and practice, center and periphery, and state-society tensions and interactions. Readings introduce the work of major historians on concepts and problems in Ming-Qing history. GER:DB-Hum

4-5 units, not given this year (Sommer, M)

HISTORY 294. Violence, Ethics, Colonialism: Gandhi, Liberalism, and the Politics of Friendship—How postcolonial ethics might rearrange conventional histories of communitarian politics, civil society, modernity, and anticolonialism. Liberal theorists such as Mill and Macaulay; rhetoric of contract, freedom, and ethical responsibility; Burke's critique of empire; the Indian question; impeachment of Warren Hastings; and implications of liberalism for colonial politics. Patriotism and native translations of liberalism; Gandhi's hermeneutic departure from individual to community; his politics of friendship and gift; and his inversion of liberal contract and historicism. GER:EC-EthicReas

5 units, Win (Kumar, A)

HISTORY 295J. Chinese Women's History—The lives of women in the last 1,000 years of Chinese history. Focus is on theoretical questions fundamental to women's studies. How has the category of woman been shaped by culture and history? How has gender performance interacted with bodily disciplines and constraints such as medical, reproductive, and cosmetic technologies? How relevant is the experience of Western women to women elsewhere? By what standards should liberation be defined? GER:DB-Hum, EC-Gender

5 units, Spr (Sommer, M)

COGNATE COURSES

CLASSHIS 106/206. Life and Death in China's Late Antiquity

4-5 units, Win (Hsu, H)

INDIVIDUAL WORK

HISTORY 299A. Senior Research I

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

HISTORY 299B. Senior Research II

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

HISTORY 299C. Senior Research III

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

HISTORY 299H. Junior Honors Colloquium—Required of junior History majors planning to write a History honors thesis during senior year.

5 units, Win (Winterer, C)

HISTORY 299M. Undergraduate Directed Research: Martin Luther King, Jr., Research and Education Institute—May be repeated for credit.

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

HISTORY 299S. Undergraduate Directed Research and Writing—May be repeated for credit.

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

HISTORY 299W. Undergraduate Directed Writing—May be repeated for credit.

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

HISTORY 299X. Design and Methodology for International Field Research—(Same as 399A.)

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

GRADUATE

Graduate History courses are listed in the following subsection order:
 Required Colloquia, Workshops, and Seminars: 300-305, 400-405
 International, Global, and Thematic: 306-310, 406-410
 Ancient and Medieval Europe: 311-319, 411-419
 Eastern Europe, Russia, and Eurasia: 320-329, 320-329
 Early Modern and Modern Europe: 330-339
 History of Science and Technology: 340-344, 440-444
 Africa: 345-349, 445-449
 United States: 351-369, 451-469
 Latin America: 370-379, 470-479
 Middle East: 380-384, 480-484
 Jewish History: 385-389, 485-489
 Asia: 390-398, 490-498
 Individual Study: 399, 499

REQUIRED COLLOQUIA, WORKSHOPS, SEMINARS

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

4-5 units, Aut (Baker, K)

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

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

INTERNATIONAL, GLOBAL, AND THEMATIC

See also 327A and 399A.

HISTORY 301. Public Service through Public History—(Same as 201.) Gateway course for the History and Public Service interdisciplinary track. How public service and the study of history are connected. Opportunities for students to apply history to public service. Theory and practice of public service.

5 units, Aut (Camarillo, A; McKibben, C)

HISTORY 303A. Theories of the State from the Ancient World to the Present—(Same as 203A.)

4-5 units, Win (Baker, K; Sheehan, J)

HISTORY 304G. War, Culture, and Society in the Modern Age—(Same as 204G.)

5 units, Aut (Weiner, A)

HISTORY 305B. Quantitative Methods in Historical Research—(Same as 205B.)

4-5 units, Aut (Klein, H)

HISTORY 306E. International History and International Relations Theory—(Same as 202, POLISCI 316.)

5 units, not given this year (Holloway, D)

HISTORY 307E. Origins of Totalitarianism—(Same as 204E.)

4-5 units, Aut (Weiner, A)

HISTORY 308A. Science and Law in History—(Same as 208A.)

4-5 units, Spr (Riskin, J)

HISTORY 309A. Colonial Force and the Postcolonial Subject—How the subaltern's ambiguous narrative style complicates colonial history and anticolonial politics. How a nationalist rhetoric of ethical calmness is interrupted by insurgent traces. How a complex matrix of speech genres, including mimicry, rumor, testimony, irony, repetition, and soliloquy, disturbs colonial force, law, time, and political ethics. Theorizing resistance, archive, and language. The rhetorical tension among nation, community, and subject. Readings include Abamben, Benjamin, Bhabha, Blanchot, Derrida, Fanon, Kierkegaard, Levinas, Ricoeur, Spivak, Taussig, and subalternists.

4-5 units, Win (Kumar, A)

HISTORY 309E. History Meets Geography—Focus is on developing competence in GIS computer applications and applying it to historical problems. Previous experience with GIS not required. Recommended: complete the GIS tutorial in Branner Library before the course starts.

4-5 units, not given this year (Frank, Z)

HISTORY 309F. Historical Geography Colloquium: Maps in the Early Modern World—The significance of cartographic enterprise across the early modern world. Political, economic, and epistemological imperatives that drove the proliferation of nautical charts, domain surveys, city plans, atlases, and globes; the types of work such artifacts performed for their patrons, viewers, and subjects. Contributions of indigenous knowledge to imperial maps; the career of the map in commerce, surveillance, diplomacy, conquest, and indoctrination. Sources include recent research from Asia, Europe, and the Americas.

3-5 units, Aut (Wigen, K)

ANCIENT AND MEDIEVAL EUROPE

HISTORY 311A. Family, Gender, and Production in Ancient Rome—(Same as CLASSGEN 220.) Seminar. The household as the basic unit of production in Rome in the context of family relations and ideologies of gender. Methodological challenges of doing social and economic history from literary, epigraphic, and literary texts. Demography of family and kinship in ancient Rome. Ideologies of gender and family roles and their influence on economic production. Economic theories of the family and human capital.

4-5 units, Win (Saller, R)

HISTORY 312. Holy Wars: Medieval Perspectives—(Same as 212.)

4-5 units, Aut (Buc, P)

HISTORY 313. Core Colloquium in Medieval European History

4-5 units, not given this year (Buc, P)

HISTORY 314. Graduate Core Colloquium in Medieval European History

4-5 units, Win (Miller, K)

HISTORY 316. Medieval Antisemitism—(Same as 216.)

5 units, not given this year (Buc, P)

HISTORY 316A. Muslims and Infidels: Islam and the Crusades—(Same as 216A.)

4-5 units, not given this year (Miller, K)

HISTORY 317B. Land of Three Religions: Medieval Spain—(Same as 217B.)

4-5 units, Win (Miller, K)

HISTORY 414A, B. Medieval History

4-5 units, A: Win, B: Spr (Buc, P)

COGNATE COURSE

CLASSHIS 365. The First Great Divergence: Late Antique and Early Medieval Europe and China

4-5 units, Aut (Morris, I; Scheidel, W)

EASTERN EUROPE, RUSSIA, AND EURASIA

See also 304G and 307E.

HISTORY 321A. Early Modern Russian Historiography

5 units, not given this year (Kollmann, N)

HISTORY 321B. Imperial Russian Historiography

4-5 units, not given this year (Crews, R)

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

4-5 units, not given this year (Weiner, A)

HISTORY 321D. Women's Activism in War and Peace—(Same as 221D.)

4-5 units, Spr (Jolluck, K)

HISTORY 324. Violence, Islam, and the State in Central Asia—(Same as 224.)

5 units, not given this year (Crews, R)

HISTORY 324A. Modern Russia, Iran, and Afghanistan—(Same as 224A.)

4-5 units, not given this year (Crews, R)

HISTORY 325. Class and Ethnicity in Modern Eurasia—(Same as 225.)

5 units, not given this year (Crews, R; Weiner, A)

HISTORY 326G. Civilians and War in Modern Europe—(Same as 226G.)

4-5 units, Spr (Knezevic, J)

HISTORY 326H. Nationalism in the Habsburg Empire, 1848-1918—(Same as 226H.)

4-5 units, Win (Knezevic, J)

HISTORY 327. East European Women and War in the 20th Century—(Same as 227.)

5 units, not given this year (Jolluck, K)

HISTORY 327A. The History of Genocide—(Same as 227A.)

4-5 units, Win (Naimark, N)

HISTORY 328. Circles of Hell: Poland in World War II—(Same as 228.)

5 units, not given this year (Jolluck, K)

HISTORY 329. Poles and Jews—(Same as 229.)

4-5 units, Win (Jolluck, K)

HISTORY 421A. Early Modern Russia

4-5 units, not given this year (Kollmann, N)

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

4-5 units, not given this year (Crews, R)

HISTORY 422B. Research Seminar in Imperial Russia

4-5 units, not given this year (Crews, R)

HISTORY 424A,B. The Soviet Civilization—Socialist visions and practices of the organization of society and messianic politics; the Soviet understanding of mass violence, political and ethnic; and living space. Primary and secondary sources. Research paper or historiographical essay.

4-5 units, A: Win, B: Spr (Weiner, A)

EARLY MODERN AND MODERN EUROPE

See also 332F.

HISTORY 330. Core Colloquium on Early Modern Europe: Ancient Regime—Topics in the social, political, and religious history of Western Europe, 1550-1789, emphasizing France. May be repeated for credit.

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

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

4-5 units, Aut (Stokes, L)

HISTORY 331B. Core Colloquium on Modern Europe: The 19th Century—The major historical events and historiographical debates of the long 19th century from the French Revolution to WW I.

4-5 units, not given this year (Daughton, J)

HISTORY 331C. Core Colloquium on Modern Europe—The historiography of 20th-century Europe. Topics include WW I, the Russian Revolution, National Socialism, and the EU.

4-5 units, Win (Satia, P)

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

4-5 units, Aut (Robinson, P)

HISTORY 332A. Power, Art, and Knowledge in Renaissance Italy—Defining features of the world of Leonardo, Machiavelli, and Michelangelo. Intersections of history, politics, art, and literature. The relationship between the Renaissance and the Reformation.

4-5 units, not given this year (Satia, P)

HISTORY 332C. Graduate Research Seminar: The French Revolution—(Same as 432A.) May be repeated for credit.

4-5 units, Win (Baker, K)

HISTORY 332G. When Worlds Collide: The Trial of Galileo—(Same as 232G.)

4-5 units, not given this year (Satia, P)

HISTORY 333. Religion and Politics in Early Modern England—English political and religious culture from the end of the Wars of the Roses to the Civil War of the 1640s. Themes include the growth of the size and power of the state, Reformation, creation of a Protestant regime, transformation of the political culture of the ruling elite, emergence of Puritanism, and causes of the Civil War.

4-5 units, not given this year (Como, D)

HISTORY 333C. Two British Revolutions—(Same as 233C.)

4-5 units, not given this year (Como, D)

HISTORY 335. History of European Law, Medieval to Contemporary—(Same as 135.)

5 units, not given this year (Herzog, T)

HISTORY 336. Modern France

4-5 units, not given this year (Daughton, J)

HISTORY 336E. Violence in History and Theory—Methodological challenges associated with defining and analyzing violence in late-19th- and 20th-century contexts. How people witnessed, coped with, and survived violent episodes. Cases of state violence, ethnic and religious conflict, warfare, genocide, and decolonization. The notion of everyday suffering in the contemporary world. Sources include anthropology, sociology, and history.

4-5 units, Spr (Daughton, J)

HISTORY 337. The Holocaust—(Same as 137.)

4-5 units, Spr (Felstiner, M)

HISTORY 338A. Modern Britain: Facing Europe and Empire, Part I—Influential approaches to problems in British, European, and imperial history. The 19th-century British experience and its relationship to Europe and empire. National identity, the industrial revolution, class formation, gender, liberalism, and state building. Goal is to prepare specialists and non-specialists for oral exams.

4-5 units, not given this year (Satia, P)

HISTORY 338B. Modern Britain, Part II—Themes include empire and racism, the crisis of liberalism, the rise of the welfare state, national identity, the experience of total war, the politics of decline, and modernity and British culture.

4-5 units, not given this year (Satia, P)

HISTORY 339D. Capital and Empire—(Same as 239D, HUMNTIES 191S.)

4-5 units, Spr (Satia, P)

HISTORY 339F. Empire and Information—(Same as 239F.)

4-5 units, not given this year (Satia, P)

HISTORY 432A. Graduate Research Seminar: The French Revolution—(Same as 332C.)

4-5 units, Win (Baker, K)

HISTORY 432B. The Enlightenment and the French Revolution, Part II*4-5 units, Spr (Baker, K)***HISTORY 433A,B. European History***4-5 units, not given this year (Sheehan, J)*

HISTORY 438. 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, Spr (Robinson, P)***HISTORY 439A,B. Graduate Research Seminar: Modern Britain and the British Empire***4-5 units, A: Aut, B: Win (Satia, P)***HISTORY OF SCIENCE AND TECHNOLOGY**

See also 308A.

HISTORY 332F. The Scientific Revolution—(Same as 232F.)*4-5 units, Win (Riskin, J)***HISTORY 341F. History of the Modern Fact**—(Same as 241F.)*4-5 units, not given this year (Riskin, J)***HISTORY 341G. History of the Senses**—(Same as 241G, STS 134/234.)*4-5 units, not given this year (Riskin, J)***HISTORY 342A. What is Life? The History of a Question**—(Same as 242A, HUMNTIES 191R.)*4-5 units, not given this year***HISTORY 343C. 18th-Century Colonial Science and Medicine**—(Same as 243C.)*4-5 units, not given this year (Schiebinger, L)***HISTORY 343G. Tobacco and Health in World History**—(Same as 243G.)*4-5 units, Aut (Proctor, R)***HISTORY 443A. Human Origins: History, Evidence, and Controversy**—(Same as 243S.)*4-5 units, not given this year (Proctor, R)***HISTORY 444C. The History of the Body in Science, Medicine, and Culture**—(Same as 244C.)*4-5 units, not given this year (Schiebinger, L)***AFRICA****HISTORY 345A. Core Colloquium: Precolonial Africa***4-5 units, not given this year (Roberts, R)***HISTORY 345B. Core Colloquium African History: The Colonial Period***4-5 units, not given this year (Roberts, R)*

HISTORY 345C. Graduate Core Colloquium: Sub-Saharan Africa—Structure and processes of government in sub-Saharan colonial Africa. Historiography of colonial rule; what it meant for rulers and ruled. Why Europeans were in Africa and how alien societies were governed. Partition and conquest; the role of African intermediaries in governance; colonial administrators, the impact of writing; French, British, and Belgian models of governance; and postcolonialism. The abolition of slavery as a window into early colonialism; labor and late colonialism.

*4-5 units, Spr (Staff)***HISTORY 347. The Politics and Ethics of Modern Science and Technology**—(Same as 257, STS 221.)*4-5 units, not given this year***HISTORY 347E. Health and Society in Africa**—(Same as 245E.)*4-5 units, not given this year (Roberts, R)***HISTORY 348. Islam in Africa**—(Same as 248.)*4-5 units, Spr (Hanretta, S)***HISTORY 348D. Law and Colonialism in Africa**—(Same as 245G.)*4-5 units, not given this year (Roberts, R)***HISTORY 349. History without Documents**—(Same as 249.)*4-5 units, not given this year (Hanretta, S)***HISTORY 445A,B. Research Seminar in African History***4-5 units, not given this year***HISTORY 446A,B. Research Seminar: African Nationalism and Beyond**—(Same as 246S.)*4-5 units, A: Win, B: Spr (Hanretta, S)***HISTORY 448A,B. African Societies and Colonial States**—(Same as 248S.)*4-5 units, not given this year (Roberts, R)***THE UNITED STATES****HISTORY 351A. Core in American History, Part I***4-5 units, Aut (Rakove, J)***HISTORY 351B. Core in American History, Part II***4-5 units, Aut (Winterer, C)***HISTORY 351C. Core in American History, Part III***4-5 units, Win (White, R)***HISTORY 351D. Core in American History, Part IV***4-5 units, Win (Freedman, E)***HISTORY 351E. Core in American History, Part V***4-5 units, Spr (Camarillo, A)***HISTORY 351F. Core in American History, Part VI***4-5 units, Spr (Bernstein, B)***HISTORY 352. Creating the American Republic**—(Same as 251, LAW 246, POLISCI 321.)*5 units, Win (Rakove, J)***HISTORY 352B. History of American Law**—(Same as LAW 318.)

From the colonial period to the present. Topics include: slavery and race relations; the evolution of criminal justice and correctional systems; the growth of the legal profession; and the role of the legal system in the development of the economy. The relationship between developments in law and in the larger society. Undergraduates by consent of instructor.

*5 units, Win (Friedman, L)***HISTORY 355. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis**—(Same as 252.)*4-5 units, Aut (Bernstein, B)***HISTORY 355A. America in Western Civilization**—(Same as 255A.)*4-5 units, Aut (Kennedy, D; Sheehan, J)***HISTORY 356. U.S.-China Relations: From the Opium War to Tiananmen**—(Same as 256.)*4-5 units, Win (Chang, G)***HISTORY 358. History of Sexuality in the U.S.**—(Same as 258; formerly 265A.)*4-5 units, not given this year (Freedman, E)***HISTORY 365. New Research in Asian American History**—(Same as 265.)*4-5 units, not given this year (Chang, G)*

HISTORY 366. Theoretical Debates in the History of Education—(Same as EDUC 301B.) How and to what purpose should students be educated in America? What is an appropriate curriculum? Do all students deserve or need the same curriculum?

3-4 units, not given this year

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.

4-5 units, Win (Chang, G)

LATIN AMERICA

HISTORY 370. Colonial Latin America—(Same as 170.)

4-5 units, Aut (Herzog, T)

HISTORY 373A. The European Expansion—(Same as 273.)

4-5 units, not given this year (Herzog, T)

HISTORY 375F. Social Change in Latin America Since 1900—(Same as 275F, LATINAM 201/301.)

4-5 units, Aut (Klein, H)

HISTORY 376. Modern Brazil—(Same as 276.)

4-5 units, Spr (Frank, Z)

HISTORY 378A. The Logic of Authoritarian Government, Ancient and Modern—(Same as POLISCI 346S.) If authoritarianism is less economically efficient than democracy, and if authoritarianism is a less stable form of political organization than democracy, then why are there more authoritarian governments than democracies? To address this paradox, focus is on theoretical and empirical literature on authoritarian governments, and related literatures on the microeconomic analysis of property rights and credible commitments.

5 units, Aut (Haber, S)

HISTORY 378E. Political Economy of Development—(Same as POLISCI 440B.) Required of Political Science Ph.D. students with comparative politics as a first or second concentration; others by consent of the instructor. The origins of political and economic institutions and their impact on long run outcomes for growth and democracy. Emphasis is on the analysis of causal models, hypothesis testing, and the quality of evidence.

5 units, Aut (Haber, S)

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

4-5 units, Spr (Frank, Z)

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

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

MIDDLE EAST

See also 385G, 386, 387A.

HISTORY 383. 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.

4-5 units, not given this year (Beinin, J)

JEWISH HISTORY

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

4-5 units, not given this year (Rodrigue, A)

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

4-5 units, not given this year (Zipperstein, S)

HISTORY 385G. Coexistence and Conflict: Jews in Premodern Christian and Muslim Lands—(Same as 185G.)

4-5 units, Aut (Staff)

HISTORY 386. Jews among Muslims—(Same as 286.)

4-5 units, Win (Rodrigue, A)

HISTORY 387A. History of the Israeli-Arab Land Conflict—(Same as 287A.)

4-5 units, Spr (Staff)

HISTORY 486A,B. Graduate Research Seminar in Jewish History

4-5 units, A: Spr, B: Sum (Rodrigue, A)

ASIA

See also 309F.

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

4-5 units, not given this year (Mullaney, T)

HISTORY 390A. Major Topics in Modern Chinese History—Historical transformations and the development of key temporal, spatial, and categorical concepts, such as nationhood, citizenship, gender, ethnicity, and revolution, through which historical agents in China framed their actions and imbued them with meaning. May be repeated for credit.

4-5 units, Win (Mullaney, T)

HISTORY 391. East Asia in the Early Buddhist Age—(Same as 191.)

4-5 units, not given this year (Lewis, ME)

HISTORY 391A. Archaeology and Modernity in Asia: The Excavation of Ancient Civilizations in Modern Times—(Same as 291A.)

4-5 units, not given this year (Mullaney, T)

HISTORY 391B. The City in Imperial China—(Same as 291B.)

3-5 units, Win (Lewis, M)

HISTORY 391E. Maps, Borders, and Conflict in East Asia—(Same as 291E.)

4-5 units, not given this year (Wigen, K)

HISTORY 392B. Law and Society in Late Imperial China—(Same as 293.)

4-5 units, not given this year (Sommer, M)

HISTORY 392C. Key Topics in Qing History—Graduate colloquium. Goal is to prepare for Ph.D. oral examinations; M.A. students also welcome. Issues include: the ethnic dimension of Qing imperialism; the imperial state's relationship with the peasantry; economic and demographic dynamics; and the impact of Western imperialism.

4-5 units, not given this year (Sommer, M)

HISTORY 392D. Japan in Asia, Asia in Japan—(Same as 292D.)

4-5 units, Win (Uchida, J)

HISTORY 393. Frontier Expansion and Ethnic Statecraft in the Qing Empire—The legacy of the Qing dynasty in the territorial boundaries claimed by the People's Republic of China including the frontier zones that lie outside China proper. How the Qing acquired and ruled its frontier territories. Growth and migration of the Han Chinese population. How the dynasty's Manchu rulers managed ethnic difference. Consequences of Qing expansionism and ethnic statecraft for subject peoples and for the dynasty itself. At what point and by what processes did the Qing become China.

4-5 units, Spr (Sommer, M)

HISTORY 396D. Modern Japan—Fourth in a four-part core colloquium series for graduate students. Major historical problems and historiographic trends in from the Meiji period to the present. Themes include late Meiji culture and politics, the formation of imperial subjects and citizens, agrarian society and politics, gender in modern Japan, empire and modernity, total war and transwar state and society, U.S. occupation, and postwar Japan.

4-5 units, Spr (Uchida, J)

HISTORY 492. Society in Ancient and Medieval China—Proseminar on conducting research in ancient or medieval China. Focus is on the theme of the emotions of the period. Sources include theoretical and comparative materials in secondary literature and primary sources. Students present research paper to class.

5 units, not given this year (Lewis, ME)

HISTORY 495A,B. Qing Legal Documents—How to use Qing legal documents for research. Winter: sample documents that introduce the main genres including: the Qing code and commentaries; magistrates' handbooks and published case collections; and case records from Chinese archives. Spring: class meets occasionally; students complete research papers. Prerequisite: advanced reading ability in Chinese.

4-5 units, **A: Win, B: Spr** (Sommer, M)

INDIVIDUAL STUDY

HISTORY 399A. Design and Methodology for International Field Research—(Same as 299X.)

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

HISTORY 399W. Graduate Directed Reading

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

HISTORY 499X. Graduate Research—Units by arrangement. May be repeated for credit.

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

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.

BEIJING

OSPBEIJ 44. Discovering Modern Chinese History in Beijing

4 units, *Spr* (Zhao, D)

CAPE TOWN

OSPGEN 23. History and Politics of South Africa in Transition

4 units, *Spr* (Simons, M)

OSPGEN 64. A Decade of Majority Rule: Contested Transitions in South Africa

2 units, *Aut* (Samoff, J)

FLORENCE

OSPFLOR 33. The Americanization of Italy

4 units, *Win* (Scarpellini, E)

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

5 units, *Win* (Campani, E)

OSPFLOR 106V. Italy: From Agrarian to Postindustrial Society

4 units, *Aut* (Mammarella, G)

KYOTO

OSPKYOTO 42. Scenes In and Around Kyoto

5 units, *Spr* (Wigen, K)

MOSCOW

OSPMOSC 20. The Soviet Union in World War II

5 units, *Aut* (Holloway, D)

OSPMOSC 22. Russia and the World

3 units, *Aut* (Holloway, D)

OXFORD

OSPOXFRD 20. Biography and History: Literary Biography and the Study of the Past

5 units, *Spr* (Zipperstein, S)

OSPOXFRD 51. Britain in the Era of the Two World Wars

5 units, *Win* (Tyack, G)

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

5 units, *Spr* (Jackson, A)

OSPOXFRD 221Y. Art and Society in Britain

4-5 units, *Aut* (Tyack, G)

PARIS

OSPPARIS 26. France: Present and Future

2 units, *Aut* (Lougee Chappell, C)

OSPPARIS 27. Paris and Politics

5 units, *Aut* (Lougee Chappell, C)

OSPPARIS 81. France During the Second World War: Between History and Memory

5 units, *Win* (Virgili, F)

SANTIAGO

OSPSANTG 18. Africans and Afro-Latinos in the Southern Andes

4-5 units, *Spr* (Cussen, C)

OSPSANTG 23. Colonial Latin America

5 units, *Win* (Herzog, T)

OSPSANTG 62. Topics in Chilean History

4-5 units, *Win* (Jaksic, I)

OSPSANTG 68. The Emergence of Nations in Latin America

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

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