

SCHOOL OF HUMANITIES AND SCIENCES

HISTORY

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Courses offered by the Department of History are listed under the subject code HISTORY on the *Stanford Bulletin's* Explore-Courses web site.

MISSION OF THE DEPARTMENT

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, education, and journalism.

DEGREES OFFERED

The Department of History offers the following degrees: Bachelor of Arts, coterminal Bachelor of Arts and Master of Arts, Master of Arts, and Doctor of Philosophy.

BACHELOR OF ARTS IN HISTORY

Note: The following History Bachelor of Arts degree requirements apply to students declaring the history major on or after September 1, 2008. Students who declared on or before August 31, 2008 should consult the 2007-2008 edition of the *Stanford Bulletin* for the History B.A. degree requirements.

PREREQUISITES FOR THE MAJOR

Before declaring the History major, students must take two lecture courses. Fulfilling this requirement are courses numbered HISTORY 101-199. (Winter/Spring IHUM History offerings are also allowed.) The choices for 2009-10 are:

- IHUM 11A,B. Origins of the World: Europe and Latin America
- HISTORY 102. The History of the International System
- HISTORY 103E. History of Nuclear Weapons
- HISTORY 106A. Global Human Geography: Asia and Africa
- HISTORY 106B. Global Human Geography: Europe and Americas
- HISTORY 106C. Global Historical Geography
- HISTORY 110A. Europe from Late Antiquity to 1500
- HISTORY 110B. Early Modern Europe
- HISTORY 110C. Introduction to Modern Europe
- HISTORY 120A. Russian Civilization from Beginnings to the Enlightenment
- HISTORY 123. Reform and Revolution in Modern Russia, 1856-2009
- HISTORY 125. Twentieth-Century Eastern Europe
- HISTORY 132A. Enlightenment and the Arts
- HISTORY 133A. Blood and Roses: The Age of the Tudors
- HISTORY 134A. European Witch Hunts
- HISTORY 135. History of European Law, Medieval to Contemporary
- HISTORY 137. The Holocaust
- HISTORY 138A. Germany and the World Wars, 1870-1990
- HISTORY 139. Modern Britain and the Empire
- HISTORY 140. World History of Science, Technology and Medicine: From Prehistory to the Scientific Revolution
- HISTORY 141A. The Emergence of Modern Medicine: The Middle Ages and Renaissance
- HISTORY 142. Darwin in the History of Life
- HISTORY 144. Gender in Science, Medicine and Engineering
- HISTORY 145B. Africa in the Twentieth Century
- HISTORY 145C. Africa in the Age of Empire
- HISTORY 147. History of South Africa
- HISTORY 150A. Colonial and Revolutionary America
- HISTORY 150B. Nineteenth-Century America
- HISTORY 150C. The United States in the Twentieth Century
- HISTORY 151. Slavery and Freedom in American History
- HISTORY 154. 19th Century U.S. Cultural and Intellectual History, 1790-1860
- HISTORY 154A. Religion and American Society
- HISTORY 158. The United States Since 1945
- HISTORY 164C. From Freedom to Freedom Now: African American History, 1865-1965
- HISTORY 165. Mexican American History through Film
- HISTORY 166. Introduction to African American History: The Modern African American Freedom Struggle
- HISTORY 168. U.S. History in Film: Since World War II
- HISTORY 170. Colonial Latin America
- HISTORY 181B. The Middle East in the Twentieth Century
- HISTORY 181C. Social and Cultural History of Modern Shi'ism
- HISTORY 182B. The Three Empires of Islam: The Ottomans, Safavids, and Mughals
- HISTORY 182C. From Prophet to Empire: The Making of the Muslim Middle East, 600-1500
- HISTORY 185B. Jews in the Modern World
- HISTORY 191D. China: The Northern and Southern Dynasties
- HISTORY 193. Late Imperial China
- HISTORY 194B. Japan in the Age of the Samurai
- HISTORY 195. Modern Korean History
- HISTORY 195C. Modern Japanese History

HISTORY 196. Modern South Asia
 HISTORY 198. The History of Modern China

BACHELOR OF ARTS REQUIREMENTS

History majors are required to complete the following:

1. Completion of a minimum of 63 units and at least 13 courses of at least 3 units each, to include:
 - a. one Sources and Methods seminar (HISTORY 1S-99S)
 (Note: Students must complete the Sources and Methods Seminar requirement prior to enrolling in the Research Seminar for Majors.)
 - b. two 200-level undergraduate colloquia (HISTORY 200-298)
 - c. at least one other small group course, to be chosen among the department's undergraduate colloquia, research seminars, or Stanford Introductory Seminars.
 - d. two lecture courses, one of which must be either a Europe survey course (such as HISTORY 110A,B,C) or a United States survey course (such as HISTORY 150A,B,C); the second must be a lecture course in African, Asian, Middle East, or Latin American History. Students may count courses they took as pre-requisites to the major for this requirement.
2. Courses comprising the 63 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 nine courses must be taken from within the Stanford Department of History. (Transfer students and those who study abroad may be granted exemptions from this requirement at the discretion of the Director of Undergraduate Studies.)
4. Completion of the Writing in the Major requirement. This requirement is satisfied by completing a Research Seminar for Majors (HISTORY 209S) and writing a 20-25 page essay based on original research and including at least two drafts. The Research Seminar for Majors may be taken in either the junior or the senior year. Students must complete the Sources & Methods seminar before enrolling in the Research Seminar.
5. At least six quarters of enrollment in the major. Each candidate for the B.A. in History should declare the major by the Autumn Quarter of the third year of study or earlier, if possible.
6. One Directed Writing (299W) or Directed Research (299S) taken for 3-5 units and for a letter grade may be applied toward the thirteen courses required for the B.A. in History.
7. Capstone: The History department organizes a series of luncheon workshops in May, at which students present their research essays and honors theses.

Completion of the major requires planning. History majors should plan to meet with their faculty advisers twice yearly, once in the Autumn and once in the Winter or Spring quarters. These meetings should take place within the first three weeks of the quarter, before the add/drop deadline.

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.

Advanced Placement credits do not fulfill any major requirements.

For further information on History courses' satisfaction of major requirements, see <http://history.stanford.edu/courses>.

WRITING IN THE MAJOR (WIM) REQUIREMENT

History's Writing in the Major requirement is satisfied by completing a Research Seminar for Majors.

This course may be taken in either the junior or senior year, but not before completing the sources and methods seminar requirement. Students will write a 20-25 page research essay. Original research and revision are important parts of the research essay. Students must conduct substantial research in the libraries and must submit at least two drafts (a rough draft as well as a final draft) of the essay. Any student wishing to write an honors thesis

must take the Research Seminar for Majors in his or her junior year and use it to begin work on the thesis; this work can take the place of a research essay.

Note: HISTORY 209S fulfills the WIM requirement only. It does not fulfill geographical requirements or small group course requirements.

Students will select their research topics based on the general topic of each quarter's offering.

HISTORY 209S. Research Seminar for Majors

Autumn: United States History

Winter: European History

Spring: History of Science

HONORS PROGRAM

For a limited number of majors, the department offers a special program leading to Departmental 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 HISTORY 299H, The Junior Honors Colloquium, students must enroll in 11 to 15 units of Senior Research in the senior year, 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 thirteen 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. Students who study abroad for the entire junior year and want to write an honors thesis should plan to take the Research Seminar for Majors in the first quarter following completion of the study abroad program. Under exceptional circumstances, students are admitted to the program in Autumn Quarter of the senior year. Such students must not enroll in any HISTORY 299A,B,C, Senior Research I,II,III units until the Research Seminar for Majors has been completed.

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 Departmental 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 Robert M. Golden Medals, as well as for departmental James Birdsall Weter prizes.

Honors Program Requirements: To graduate with Departmental Honors in History, students must: (1) complete HISTORY 299H in the junior year; (2) maintain a 3.3 GPA in History courses and throughout the University during the final 5 quarters of enrollment/thesis preparation; (3) select both a primary thesis adviser (who is a member of the Stanford History faculty) and a secondary adviser (who is a Stanford University faculty member) no later than Autumn quarter of the senior year; (4) submit by May 14, 2010 a 65-120 page honors thesis including bibliography that receives a grade of 'B+' or better; (5) enroll in the 11-15 units of Senior Research as specified below; and (6) participate in mandatory Honors Program activities throughout senior year (including, but not limited to, writing workshops and the annual Honors Day oral presentations) as specified in the Honors Program Handbook.

Note: HISTORY 299A,B,C do not fulfill any history major requirements other than Honors, but the units do count towards the 180 required for B.A. degree conferral.

Required Courses—

To be taken in the Junior Year:

HISTORY 299H. Junior Honors Colloquium

HISTORY 209S. Research Seminar for Majors

Note: An exception (for HISTORY 299H) 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 prior to going overseas.

To be taken in the Senior Year:

HISTORY 299A. Senior Research I (5 units)

HISTORY 299B. Senior Research II (5 units)

HISTORY 299C. Senior Research III (1-5 units)

OVERSEAS STUDIES OR STUDY ABROAD

Courses offered by Stanford's Bing Overseas Studies Program and appearing on the History Department's Cognate Course List automatically receive credit towards the major or minor in History. Course work completed in non-Stanford Study Abroad programs will be evaluated for major/minor credit by designated History Department faculty on a case-by-case basis. Students in non-Stanford Study Abroad programs are advised to take classes with reading and writing components comparable to History Department course loads.

HISTORY FIELDS OF STUDY OR DEGREE OPTIONS

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

General History

History, Literature, and the Arts

History of Science and Medicine

History and the Law

Public History/Public Service

The General History track emphasizes breadth of study among historical areas and periods as well as concentration in one selected field. The four tracks with interdisciplinary emphasis (History, Literature and the Arts, History of Science and Medicine, History and the Law, and Public History/Public Service) combine the study of history with the methods and approaches of other disciplines, and involve substantial course work outside of History.

GENERAL HISTORY TRACK

In addition to completing the requirements for all History majors, the student in the General History track is required to satisfy breadth and concentration requirements.

1. Breadth Requirements: to ensure chronological and geographical breadth, at least two courses must be completed in a pre-modern 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 (Field IV) may also count for Fields I-III. For 2009-2010, these courses are as follows:

Field I: Africa/Asia/Middle East

HISTORY 44S. Sex and Power in South African History

HISTORY 46S. The History and Legacy of Mau Mau in Kenya: A Civil War, Peasant Revolt, or Nationalist Struggle?

HISTORY 48N. African History through Literature and Film

HISTORY 48Q. South Africa: Contested Traditions

HISTORY 50S. The History of Development in Africa

HISTORY 84Q. The American Empire in the Middle East since the Cold War: Afghanistan, Iraq, and Israel/Palestine

HISTORY 90S. The Social and Cultural History of Tokugawa Japan, 1603-1868

HISTORY 91N. Mao Zedong: The Man Who Would Become China

HISTORY 91S. The Making of Nationalism in Modern China

HISTORY 106A. Global Human Geography: Asia and Africa

HISTORY 145B. Africa in the Twentieth Century

HISTORY 145C. Africa in the Age of Empire

HISTORY 147. History of South Africa

HISTORY 181B. The Middle East in the 20th Century

HISTORY 181C. Social and Cultural History of Modern Shi'ism

HISTORY 182B. The Three Empires of Islam: The Ottomans, Safavids, and Mughals

HISTORY 182C. From Prophet to Empire: The Making of the Muslim Middle East, 600-1500

HISTORY 191D. China: The Northern and Southern Dynasties

HISTORY 193. Late Imperial China

HISTORY 194B. Japan in the Age of the Samurai

HISTORY 195. Modern Korean History

HISTORY 195C. Modern Japanese History

HISTORY 196. Modern South Asia

HISTORY 198. The History of Modern China

HISTORY 217A. Poverty and Charity in Medieval Christianity, Judaism, and Islam

HISTORY 245G. Law and Colonialism in Africa

HISTORY 247S. Intellectual and Cultural History in Modern Africa

HISTORY 248. Islam in Africa

HISTORY 256. U.S.-China Relations: From the Opium War to Tiananmen

HISTORY 281. Economic and Social History of the Modern Middle East

HISTORY 281C. Urban History of the Middle East: Aleppo and Istanbul on the Eve of Modernity

HISTORY 281D. The Origins and Formation of Islam

HISTORY 282. The United States and the Middle East since 1945

HISTORY 282A. State and Society in Modern Turkey

HISTORY 282D. The Late Ottoman Empire, Its Collapse, and the Making of the Turkish Nation State

HISTORY 287C. Zionism and its Critics

HISTORY 287D. Tel Aviv: Site, Symbol, City

HISTORY 288. Palestine and the Arab-Israeli Conflict

HISTORY 291D. Colonialism and Collaboration in East Asia

HISTORY 292. The Korean War: The Origins, Outbreak and Aftermath

HISTORY 292D. Japan in Asia, Asia in Japan

HISTORY 292F. Traditional Korea: History and Culture

HISTORY 295F. Race and Ethnicity in East Asia

HISTORY 295J. Chinese Women's History

HISTORY 296E. Contentious Identities: The Formation of Race, Ethnicity, and Nationhood in Modern Japan

Field II: The Americas

HISTORY 36N. Gay Autobiography

HISTORY 54N. African American Women's Lives

HISTORY 57. The Constitution: A Short History

HISTORY 62N. The Atomic Bomb in Policy and History

HISTORY 67S. The Virgin Mary: Religion and Identity from Mexico City to Los Angeles

HISTORY 68S. The Cultural Margins of America: Witches, Indians, and Arabs in the 18th Century Imagination

HISTORY 103E. History of Nuclear Weapons

HISTORY 144. Gender in Science, Medicine and Engineering

HISTORY 150A. Colonial and Revolutionary America

HISTORY 150B. Nineteenth Century America

HISTORY 150C. The United States in the Twentieth Century

HISTORY 151. Slavery and Freedom in American History

HISTORY 154. 19th Century U.S. Cultural and Intellectual History, 1790-1860

HISTORY 154A. Religion and American Society

HISTORY 158. The United States Since 1945

HISTORY 164C. From Freedom to Freedom Now: African American History, 1865-1965

HISTORY 165. Mexican American History through Film

HISTORY 166. Introduction to African American History: The Modern African American Freedom Struggle

HISTORY 168. American History in Film: Since World War II

HISTORY 170. Colonial Latin America

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

- HISTORY 243J. Climate Change in the West: A History of the Future
- HISTORY 251. Creating the American Republic
- HISTORY 252. Decision Making in Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis
- HISTORY 253D. Approaches to American Legal History
- HISTORY 254. Popular Culture and American Nature
- HISTORY 255D. Racial Identity in the American Imagination
- HISTORY 256. U.S.-China Relations: From the Opium War to Tiananmen
- HISTORY 259A,B. Poverty and Homelessness in America
- HISTORY 260. California's Minority-Majority Cities
- HISTORY 265. Writing Asian-American History
- HISTORY 268E. American Foreign Policy and International History, 1941-2009
- HISTORY 275F. Social Change in Latin America since 1900
- HISTORY 282. The United States and the Middle East since 1945
- IHUM 11B. Origins of the World: Europe and Latin America *Field III: Europe, Eastern Europe, and Russia*
- HISTORY 13N. Slavery and Rebellion in Ancient Rome
- HISTORY 14N. The Crusades
- HISTORY 20Q. Russia in the Early Modern European Imagination
- HISTORY 22N. Crime, Punishment and Rebellion in Early Modern Russia
- HISTORY 24S. The Soviet Union Through Western Eyes: Workers' Paradise and Evil Empire
- HISTORY 27S. Life in the Divided City: A History of Post-war Berlin, 1945-2009
- HISTORY 30Q. English Society through Fiction
- HISTORY 31S. The Renaissance of War: War, Technology, and Art in the High Renaissance
- HISTORY 34S. From Tears of Joy to the Reign of Terror: The French Revolution, 1789-1794
- HISTORY 36N. Gay Autobiography
- HISTORY 36S. Folk Tales, Fairy Tales, Carnival and Magic: Popular Culture in Early Modern Europe
- HISTORY 42N. Science, Medicine and Empire
- HISTORY 102. The History of the International System
- HISTORY 103E. History of Nuclear Weapons
- HISTORY 110A. Europe from Late Antiquity to 1500
- HISTORY 110B. Early Modern Europe
- HISTORY 110C. Introduction to Modern Europe
- HISTORY 120A. Russian Civilization from Beginnings to the Enlightenment
- HISTORY 123. Reform and Revolution in Modern Russia, 1856-2009
- HISTORY 125. Twentieth Century Eastern Europe
- HISTORY 132A. Enlightenment and the Arts
- HISTORY 133A. Blood and Roses: The Age of the Tudors
- HISTORY 134A. European Witch Hunts
- HISTORY 135. History of European Law, Medieval to Contemporary
- HISTORY 137. The Holocaust
- HISTORY 138A. Germany and the World Wars, 1870-1990
- HISTORY 139. Modern Britain and the Empire
- HISTORY 140. World History of Science, Technology and Medicine: From Prehistory to the Scientific Revolution
- HISTORY 141A. The Emergence of Medicine: The Middle Ages and Renaissance
- HISTORY 142. Darwin in the History of Life
- HISTORY 185B. Jews in the Modern World
- HISTORY 208. Private Lives, Public Stories: Autobiography in Women's History
- HISTORY 211. Body, Gender, and Society in Medieval Europe
- HISTORY 211B. Jews under Islam and Christianity in the Middle Ages
- HISTORY 217A. Poverty and Charity in Medieval Christianity, Judaism, and Islam
- HISTORY 217B. Land of Three Religions: Medieval Spain
- HISTORY 218A. Barcelona to Berlin: Muslim Minorities in History
- HISTORY 220G. Demons, Witches, Holy Fools, and Folk Belief: Popular Religion in Russia, 19th and 20th Centuries
- HISTORY 221A. Men, Women, and Power in Early Modern Russia, 1500-1800
- HISTORY 221B. The Woman Question in Modern Russia
- HISTORY 223F. The Nationality Question in the Russian Empire and the Soviet Union
- HISTORY 229. Poles and Jews
- HISTORY 230A. The Witness in Modern History: Memoir, Reportage, Image
- HISTORY 231S. Early Modern Things
- HISTORY 233C. Two British Revolutions
- HISTORY 233F. Political Thought in Early Modern Britain
- HISTORY 234C. Counterinsurgency in History
- HISTORY 236A. European Nationalism, 1600 to the Present
- HISTORY 236B. The Idea of Society
- HISTORY 236C. Reordering Europe, 1917-1923
- HISTORY 237E. Violence, Law, and Order in Eighteenth and Nineteenth Century Ireland
- HISTORY 238K. European Collaboration, Resistance, and Retribution, 1938-1948
- HISTORY 239D. Capital and Empire
- HISTORY 238H. Colonialism and Empire in Modern Europe
- HISTORY 285K. History of Modern Antisemitism
- HISTORY 287E. Jewish Intellectuals and Modernity
- IHUM 11A. Origins of the World: Europe and Latin America *Field IV: Pre-1700*
- HISTORY 7S. The Age of Discovery: Maritime Imperialism and Science, 1400-1850
- HISTORY 13N. Slavery and Rebellion in Ancient Rome
- HISTORY 14N. The Crusades
- HISTORY 20Q. Russia in the Early Modern European Imagination
- HISTORY 22N. Crime, Punishment and Rebellion in Early Modern Russia
- HISTORY 31S. The Renaissance of War: War, Technology, and Art in the High Renaissance
- HISTORY 36S. Folk Tales, Fairy Tales, Carnival and Magic: Popular Culture in Early Modern Europe
- HISTORY 42N. Science, Medicine and Empire
- HISTORY 110A. Europe from Late Antiquity to 1500
- HISTORY 110B. Early Modern Europe
- HISTORY 120A. Russian Civilization from Beginnings to the Enlightenment
- HISTORY 132A. Enlightenment and the Arts
- HISTORY 133A. Blood and Roses: The Age of the Tudors
- HISTORY 134A. European Witch Hunts
- HISTORY 135. History of European Law, Medieval to Contemporary
- HISTORY 140. World History of Science, Technology and Medicine: From Prehistory to the Scientific Revolution
- HISTORY 141A. The Emergence of Medicine: The Middle Ages and Renaissance
- HISTORY 170. Colonial Latin America
- HISTORY 182B. The Three Empires of Islam: The Ottomans, Safavids, and Mughals
- HISTORY 182C. From Prophet to Empire: The Making of the Muslim Middle East, 600-1500
- HISTORY 191D. China: The Northern and Southern Dynasties
- HISTORY 193. Late Imperial China
- HISTORY 194B. Japan in the Age of the Samurai
- HISTORY 211. Body, Gender, and Society in Medieval Europe
- HISTORY 211B. Jews under Islam and Christianity in the Middle Ages
- HISTORY 217A. Poverty and Charity in Medieval Christianity, Judaism, and Islam
- HISTORY 217B. Land of Three Religions: Medieval Spain
- HISTORY 218A. Barcelona to Berlin: Muslim Minorities in History

HISTORY 221A. Men, Women, and Power in Early Modern Russia, 1500-1800
 HISTORY 231S. Early Modern Things
 HISTORY 233C. Two British Revolutions
 HISTORY 233F. Political Thought in Early Modern Britain
 HISTORY 281C. Urban History of the Middle East: Aleppo and Istanbul on the Eve of Modernity
 HISTORY 281D. The Origins and Formation of Islam
 IHUM 11A. Origins of the World: Europe and Latin America

2. Concentration: to develop some measure of expertise, students must complete four courses in a single area (including one undergraduate colloquium or research seminar). The proposed concentration must be approved by the major adviser; a proposal for a thematic concentration must be approved by both the adviser and the department's director of undergraduate studies. Areas of concentration are:
- 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.
3. Required course: HISTORY 102. The International System is a required course for students who select the International History concentration. This course is offered in Spring quarter.

Certain Introduction to the Humanities (IHUM) courses taught by History faculty in a Winter-Spring sequence count toward the General History major. These are: IHUM 4A,B; 5A,B; 6A,B;11A,B

HISTORY TRACKS WITH INTERDISCIPLINARY EMPHASIS (HMIE)

These tracks are designed for students who are interested in other disciplines who want to focus on the historical aspects of the subject matter covered by that discipline, who want to understand how interdisciplinary approaches can deepen their understanding of history, or who are 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 thirteen courses for the major as follows:

Gateway Course (one course)—Students are required to take the appropriate gateway course for their interdisciplinary track. This course 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 track. (*Note:* The History and the Law track has no gateway course requirement.)

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 advanced by the student's adviser. See the section on each HMIE for the appropriate historical methods courses. (*Note:* The History and the Law track requires four methodology 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.

Research Seminar for Majors (HISTORY 209S)—Fulfills Writing in the Major Requirement.

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 HMIE tracks only insofar as their content is specifically appropriate to the particular methodological or geographic cluster.

HISTORY, LITERATURE, AND THE ARTS

The History, Literature, and the Arts (HLA) 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 132A. Enlightenment and the Arts gives students a broad introduction to the study of literary texts in history. *Note:* The former gateway course, HISTORY 239E, History, Literature and the Arts in Great Britain, may be counted in lieu of 132A.

Methodological Cluster—This three-course 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. These courses need not be in the student's geographic concentration. For 2009-10, these courses are:

- HISTORY 6N. Utopia: History of Nowhere Land
- HISTORY 20Q. Russia in the Early Modern European Imagination
- HISTORY 30Q. English Society through Fiction
- HISTORY 31S. The Renaissance of War: War, Technology, and Art in the High Renaissance
- HISTORY 36N. Gay Autobiography
- HISTORY 36S. Folk Tales, Fairy Tales, Carnival and Magic: Popular Culture in Early Modern Europe
- HISTORY 48N. African History through Literature and Film
- HISTORY 54N. African American Women's Lives
- HISTORY 67S. The Virgin Mary: Religion and Identity from Mexico City to Los Angeles
- HISTORY 68S. The Cultural Margins of America: Witches, Indians, and Arabs in the 18th Century Imagination
- HISTORY 90S. The Social and Cultural History of Tokugawa Japan, 1603-1868
- HISTORY 154. 19th Century U.S. Cultural and Intellectual History, 1790-1860
- HISTORY 154A. Religion and American Society
- HISTORY 165. Mexican American History through Film
- HISTORY 168. American History in Film: Since World War II
- HISTORY 207. Biography and History
- HISTORY 208. Private Lives, Public Stories: Autobiography in Women's History
- HISTORY 209B. The Century: The Problem of the Present in Twentieth Century Thought

HISTORY 230A. The Witness in Modern History: Memoir, Reportage, Image
 HISTORY 231S. Early Modern Things
 HISTORY 233F. Political Thought in Early Modern Britain
 HISTORY 236B. The Idea of Society
 HISTORY 247S. Intellectual and Cultural History in Modern Africa
 HISTORY 254. Popular Culture and American Nature
 HISTORY 255D. Racial Identity in the American Imagination
 HISTORY 287E. Jewish Intellectuals and Modernity
 HISTORY 292F. Traditional Korea: History and Culture

Geographical Cluster—Students select four History courses in one geographic area. These are: 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.

Research Seminar for Majors—HISTORY 209S; fulfills Writing in the Major requirement.

General Requirements—Like all History majors, students in History Interdisciplinary Programs must complete two lecture courses (one Europe or U.S., one Africa, Asia, Middle East or Latin America), two 200-level courses, a Sources and Methods seminar, and a Research Seminar for Majors.

HISTORY, SCIENCE, AND MEDICINE

The History, Science and Medicine (HS&M) track is a collaborative program of the Department of History and the Program in the History and Philosophy of Science. The major is designed for students interested in both sciences and humanities, and in the interactions between the two. It is also especially useful for students contemplating medical school, since it allows them to study the history of medicine, biology, and allied sciences in conjunction with fulfilling the pre-med science requirements.

Gateway Course (one course)—HISTORY 140. World History of Science, Technology and Medicine: From Prehistory to the Scientific Revolution (Winter Quarter)

Methodological Cluster (three courses)—These History courses focus on the history of science, technology, and medicine. For 2009-10, these courses are:

HISTORY 7S. The Age of Discovery: Maritime Imperialism and Science, 1400-1850
 HISTORY 31S. The Renaissance of War: War, Technology, and Art in the High Renaissance
 HISTORY 42N. Science, Medicine and Empire
 HISTORY 141A. The Emergence of Medicine: The Middle Ages and Renaissance
 HISTORY 142. Darwin in the History of Life
 HISTORY 144. Gender in Science, Medicine and Engineering
 HISTORY 208A. Science and Law in History
 HISTORY 231S. Early Modern Things
 HISTORY 243G. Tobacco and Health in World History
 HISTORY 243J. Climate Change in the West: A History of the Future

Geographical Cluster (four 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 (four courses)—Students select four courses in scientific disciplines and/or in philosophy of science, anthropology of science, or sociology of science. These courses require faculty adviser pre-approval.

Research Seminar for Majors (HISTORY 209S)—Fulfills the Writing in the Major requirement.

General Requirements—Like all history majors, students in History Interdisciplinary Programs must complete two lecture courses (one Europe or US, one Africa, Asia, Middle East or Latin America), two 200-level courses, a Sources & Methods seminar, and a Research Seminar for Majors.

HISTORY AND 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 four 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 and a Research Seminar for Majors.

Gateway Course—There is no gateway course for this track. Instead, students take an extra course in the Methodological cluster.

Methodological Cluster (four courses)—Students enroll in at least four History department courses, including courses outside History taught by faculty affiliated with the department, that focus on how law, policies, constitutions, and legal structures affect the development of various societies. (*Note:* The Methodological Cluster for this HIP contains one extra course since there is no Gateway course.) For 2009-10, these courses are:

HISTORY 22N. Crime, Punishment and Rebellion in Early Modern Russia
 HISTORY 57. The Constitution: A Short History
 HISTORY 134A. European Witch Hunts
 HISTORY 135. History of European Law, Medieval to Contemporary
 HISTORY 208A. Science and Law in History
 HISTORY 208S. Facing the Past: The Politics of Retrospective Justice
 HISTORY 237E. Violence, Law, and Order in Eighteenth and Nineteenth Century Ireland
 HISTORY 245G. Law and Colonialism in Africa
 HISTORY 251. Creating the American Republic
 HISTORY 253D. Approaches to American Legal History
 HISTORY 352B. History of American Law (requires the permission of the Law School instructor)
 CLASSHIS 141. Ancient Justice: Trials and Judgment in Ancient Greece

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

Interdisciplinary Cluster (four courses)—Students may select from courses offered in the School of Law, School of Education, and others as appropriate. *Note:* Courses in the School of Law and School of Education require the permission of the instructor before undergraduate students can enroll, since these are graduate-level courses.

Research Seminar for Majors (HISTORY 209S)—Fulfills the Writing in the Major requirement.

General Requirements—Like all history majors, students in History Interdisciplinary Programs must complete two lecture courses (one Europe or US, one Africa, Asia, Middle East or Latin America), two 200-level courses, a Sources & Methods seminar, and a Research Seminar for Majors.

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 non-profit organizations, public agencies, and educational institutions.

PH/PS majors enroll in a gateway course on public history and public service and in four History department courses that provide a geographic concentration as well as completing a two-course methodological requirement. In addition, students, in consultation with the PH/PS faculty coordinator, complete four courses from outside the History department drawn from the annual listing of service-learning courses provided by the Haas Center for Public Service; these courses 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 (one course)—HISTORY 201, Introduction to Public History in the U.S., Nineteenth Century to the Present, 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 non-profit organizations, including local historical societies.

Geographical Cluster (four 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 (four 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.

Examples of appropriate PH/PS interdisciplinary courses are:
 SOC 118. Social Movements and Collective Action
 SOC 137. Homelessness: Its Causes, Consequences, and Policy Solutions
 POLISCI 133. Ethics and Politics In Public Service
 POLISCI 141. Global Politics of Human Rights
 AMSTUD 221. Public and Professional Service: Theories and Ethical Practice of Public and Community
 ETHICSOC 144. Nongovernmental Organizations and Development in Poor Countries

Methodological Cluster (two courses)—Students must enroll in one Sources and Methods seminar course and one additional 200-level History course. The Writing in the Major (WIM) requirement must be completed in a Research Seminar for Majors.

Public Service/Service Learning Internship (one 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. (*Note:* Students who complete a paid summer internship in lieu of one for academic credit will have two options: they can complete an additional history course, or they can enroll in 3 units of HISTORY 299S with the faculty coordinator of the PH/PS track and write a 20-page research paper related to their internship work. This research paper will be in addition to that required for the Research Seminar for Majors.)

Three History Department service-learning courses will be offered in 2009-10:

HISTORY 201. Introduction to Public History in the U.S., 19th Century to the Present (Autumn)
 HISTORY 259A,B. Poverty and Homelessness in America (Winter/Spring)
 HISTORY 260. California's Minority-Majority Cities (Spring)

If students elect to fulfill the internship requirement through a History Department service-learning course, they must enroll in an additional course in either the geographical cluster or the Interdisciplinary cluster in order to complete the 13 courses required for the major.

Research Seminar for Majors (HISTORY 209S)—Fulfills Writing in the Major requirement.

General Requirements—Like all history majors, students in History Interdisciplinary Programs must complete two lecture courses (one Europe or US, one Africa, Asia, Middle East or Latin America), two 200-level courses, a Sources & Methods seminar, and a Research Seminar for Majors.

HISTORY SECONDARY 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.

MINOR IN HISTORY

Students must declare the minor in History no later than Autumn Quarter of the senior year via Axess. Minor declarations are approved by the Department of History and confirmation is sent via email to the student.

Candidates for the minor in History must complete six courses, at least three of which must have a field or thematic focus. Students completing the minor may choose to concentrate in such fields as African, American, Asian, British, 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.

Requirements—

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 Stanford overseas campuses may count toward the minor, but at least three of the six courses must be taken from Stanford History faculty.

Advanced Placement credits do not fulfill any minor requirements.

Optional Courses for the Minor—History courses taken at non-Stanford Study Abroad programs may count toward the minor (provided the History Department approves them), but at least three of the six courses must be taken from Stanford History faculty. One course from certain Introduction to the Humanities courses (IHUM 4A,B; 5A,B; and 11A,B) may count toward the six-course requirement, but not for the three-course field of concentration. One Directed Research (299S) course may count toward 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.

GRADUATE PROGRAMS IN HISTORY

The primary goal of Stanford's Department of History's graduate program is the training of scholars. Most students who receive doctorates in the program go on to teach at colleges or universities. Other students have obtained positions in university administration and research.

COTERMINAL B.A. AND M.A. PROGRAM IN HISTORY

The department each year admits a limited number of undergraduates for co-terminal B.A. and M.A. degrees in History. Co-terminal 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 this bulletin.

ADMISSION

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.

The application filing deadline is December 9, 2009.

The coterminal B.A. and M.A. program is not declarable on Aexs.

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

MASTER OF ARTS IN HISTORY

University requirements for the M.A. 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.

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.

The application filing deadline is December 9, 2009.

DOCTOR OF PHILOSOPHY IN HISTORY

University requirements for the Ph.D. are described in the "Graduate Degrees" section of this bulletin.

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 9, 2009. 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.

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.

The application filing deadline is December 9, 2009.

DEGREE REQUIREMENTS

Required Courses—

HISTORY 304, Approaches to History—for all first-year Ph.D. students

HISTORY 305, Graduate Workshop in Teaching—for all first-year Ph.D. students

HISTORY 351A,B,C,D,E,F, Core in American History—for first-year Ph.D. students in American History

HISTORY 313,314, Core in Medieval History—for Ph.D. students in Medieval History.

Other Graduate Core Colloquia required for Ph.D. students studying in fields other than the above are listed in the Department of History's Graduate Handbook.

University Oral Examinations—The student is expected to take the University oral examination in the major concentration in the third graduate year.

Dissertation—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.

Dissertation Committee—The reading committee consists of the principal dissertation adviser (first reader), and two additional members of the Department (second and third readers) agreed upon by the adviser and the student.

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 Degree Requirements 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 Gimon 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.

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. Interconcentrations require course work outside the Department of History which is related to the stu-

dent's training as a historian. Interdisciplinary course work can either add to a student's technical competence or broaden his or her approach to the problems of the research concentration.

5. Each student, before conferral of the Ph.D., is required to satisfy the department's teaching requirement.
6. There is no University or department foreign language requirement for the Ph.D. degree. A reading knowledge of one or more foreign languages is required in concentrations where appropriate. The faculty in the major concentration prescribes the necessary languages. In no concentration is a student required to take examinations in more than two foreign languages. Certification of competence in commonly taught languages (that is, French, German, 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.
7. The student is expected to take the University oral examination in the major concentration in the third graduate year.
8. The student must complete and submit a dissertation which is the result of independent work and is a contribution to knowledge. It should evidence the command of approved techniques of research, ability to organize findings, and competence in expression. For details and procedural information, inquire in the department.

PH.D. IN HISTORY AND HUMANITIES

The department of History participates in the Graduate Program in Humanities leading to the joint Ph.D. in History and Humanities. At this time, the option is available only to students already enrolled in the Graduate Program in Humanities. Although the Graduate Program in Humanities is not currently accepting new students, it continues to provide advising for students already enrolled as well as courses, open to all students. The University remains committed to a broad-based undergraduate education in the humanities, and a successor program is under discussion by the faculty of the Division of Literatures, Cultures, and Languages. For further information, please consult Gregory Freidin, the director of the program; the list of courses and events may be found on the program web site at <http://ish.stanford.edu/programs/graduate>.

PH.D. MINOR IN HISTORY

Students pursuing a Ph.D. other than in History may apply for the Ph.D. Minor in History. Ph.D. students cannot pursue a minor in their own program. The minimum University requirement for a Ph.D. minor is 20 units of History course work at the graduate level (courses numbered 300 and above) at Stanford. All units should be in a single field. Units taken for the minor can be counted as part of the overall requirement for the Ph.D. of 135 units taken at Stanford. Courses used for a minor may not be used to meet the requirements for a master's degree.

Requirements—20 units of History course work at the graduate level (HISTORY 300-399W and 400-499X) at Stanford. All units should be in a single field.

Optional Courses for the Minor—A Ph.D. minor form outlining the program of study must be approved by the major and minor departments.

OVERSEAS STUDIES COURSES IN HISTORY

For course descriptions and additional offerings, see the listings in the *Stanford Bulletin's* ExploreCourses web site (<http://explorecourses.stanford.edu>) or the Bing Overseas Studies web site (<http://bosps.stanford.edu>). Students should consult their

department or program's student services office for applicability of Overseas Studies courses to a major or minor program.

AUTUMN QUARTER

FLORENCE

- OSPFLOR 26. Greeks and Etruscans in the Archaeology of Ancient Italy. 3-5 units, Giovanna Ceserani, GER:DB:Hum
 OSPFLOR 27. Ancients and Moderns in the Making of the Italian Nation. 3-5 units, Giovanna Ceserani, GER:DB:Hum
 OSPFLOR 106V. Italy: From an Agrarian to a Post-industrial Society. 5 units, Giuseppe Mammarella, GER:DB:SocSci, EC:GlobalCom

MOSCOW

- OSPMOSC 78. Russian-American Relations: from the War of Independence to the War on Terror. 5 units, Edward A. Ivanian, GER:DB:SocSci

OXFORD

- OSPOXFRD 15. British Architecture and the Renaissance: 1500-1850. 4-5 units, Geoffrey Tyack, GER:DB:Hum
 OSPOXFRD 66. Oxford: The Culture of the City. 3 units, Helena Chance, GER:DB:Hum

SANTIAGO

- OSPSANTG 65. Economic History of the Southern Cone from Liberalism to Neoliberalism and Beyond. 5 units, Zephyr Frank, GER:DB:SocSci
 OSPSANTG 68. The Emergence of Nations in Latin America. 4-5 units, Ivan Jaksic, GER:DB:SocSci

WINTER QUARTER

BERLIN

- OSPBER 70. The Long Way to the West—German History from the 18th Century to the Present. 5 units, Martin Jander, GER:DB:Hum, EC:GlobalCom

FLORENCE

- OSPFLOR 49. The Cinema Goes to War: Fascism and World War II As Represented in Italian and European Cinema. 5 units, Ermelinda Campani, GER:DB:Hum

PARIS

- OSPPARIS 81. France During the Second World War: Between History and Memory. 5 units, Fabrice Virgili, GER:DB:SocSci

SPRING QUARTER

CAPETOWN

- OSPCPTWN 23. History and Politics of South Africa in Transition. 4 units, Mary Simons, GER:DB:SocSci, EC:GlobalCom

FLORENCE

- OSPFLOR 58. Space as History: Urban Change and Social Vision: Florence 1059-2008. 4 units, Filippo Rossi, Timothy Verdon, GER:DB:Hum

OXFORD

- OSPOXFRD 141V. European Imperialism and the Third World, 1870-1970. 5 units, Andrew Baker, GER:DB:SocSci, EC:GlobalCom
 OSPOXFRD 221Y. Art and Society in Britain. 4-5 units, Geoffrey Tyack, GER:DB:Hum

PARIS

- OSPPARIS 29. Colonization, Decolonization and Immigration: An Overview of French Global History in the 20th Century. 5 units, Choukri Hmed, GER:DB:SocSci, EC:GlobalCom

SANTIAGO

OSPSANTG 68. The Emergence of Nations in Latin America. 4-5 units, Ivan Jaksic, GER:DB:SocSci

HISTORY (HISTORY)

UNDERGRADUATE COURSES IN HISTORY

HISTORY 6N. Utopia: History of Nowhere Land

(F,Sem) Stanford Introductory Seminar. What would the perfect society be? How would work be organized, and education, honor and profit be distributed? How would children be raised, and who would govern? Such questions have engaged philosophers, revolutionaries, and dreamers in every historical age. Examines utopian literature from ancient Greece through the modern age, focusing on the early modern period. GER:DB-Hum

4 units, Spr (Stokes, L)

HISTORY 7S. The Age of Discovery: Maritime Imperialism and Science, 1400-1850

Chinese, Portuguese, Spanish, and British voyages of trade, exploration and science. The voyages of Zheng He, Da Gama, Magellan, Cook, Malaspina, Darwin. Topics include: developments in maritime technology during this period; the interrelationship between science and empire in the early modern world; non-European accounts of the Age of Discovery with examples from Japan, Malacca, and E. Africa; and changing perspectives on exploration and explorers, using Columbus and Zheng He as comparisons.

5 units, Aut (Aranda, M)

HISTORY 10A. Europe from Antiquity to 1500

(Same as History 110A. History majors and others taking 5 units, register for 110A.) 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.

3 units, Win (Buc, P)

HISTORY 10B. Early Modern Europe

(Same as HISTORY 110B. History majors and others taking 5 units, register for 110B.) Survey of early modern European history from the Reformation through the Enlightenment. Topics include religious war, state building and revolt, exploration and colonialism, gender and society.

3 units, Spr (Stokes, L)

HISTORY 13N. Slavery and Rebellion in Ancient Rome: Spartacus in Legend and History

(Same as CLASSHIS 23N) Preference to freshmen. Spartacus and his army of slaves resisted the power of the Roman legions for two years and became the stuff of legend. Introduction to Roman history. Slavery in ancient Rome in its psychological, social, and economic dimensions. Causes of Spartacus' rebellion; how the traumatic end of the rebellion gave rise to a legend popularized in Stanley Kubrick's 1960 film.

3 units, Aut (Saller, R)

HISTORY 14N. The Crusades

(F,Sem) Stanford Introductory Seminar. What were the European crusades? How can we explain this phenomenon, which mobilized entire societies for holy wars against pagans, Muslims, heretics, and sometimes bad kings? Was religion the main motivator, or should one factor in economics and political ambitions? How did European minorities, including Jews, fit within this phenomenon? Was there a difference between crusading warfare and ordinary warfare? GER:DB-SocSci

5 units, Aut (Buc, P)

HISTORY 20A. Russian Civilization from Beginnings to the Enlightenment

(Same as HISTORY 120A. History majors and others taking 5 units, register for 120A.) Fundamental building blocks of Russian civilization, treated thematically, from the tenth to the eighteenth centuries: religion, art and architecture, literature, social structures, political ideology, and political culture.

3 units, Aut (Kollmann, N)

HISTORY 20Q. Russia in the Early Modern European Imagination

(S,Sem) Stanford Introductory Seminar. Preference to sophomores. The contrast between the early modern image of Europe as free, civilized, democratic, rational, and clean against the notion of New World Indians, Turks, and Chinese as savage. The more difficult, contemporary problem regarding E. Europe and Russia which seemed both European and exotic. Readings concerning E. Europe and Russia from the Renaissance to the Enlightenment; how they construct a positive image of Europe and conversely a negative stereotype of E. Europe. Prerequisite: PWR 1. GER:DB-Hum, EC-GlobalCom

5 units, Spr (Kollmann, N)

HISTORY 22N. Crime, Punishment, and Rebellion in Early Modern Russia

(F,Sem) Stanford Introductory Seminar. Preference to freshmen. Goal is to understand the social values that shaped and moderated violence in Russia and the stresses created by the rise of the early modern state. Rising crime and banditry, corporal and capital punishment, and bloody rebellions as response to the rising demands that the state placed on society. The early modern state-building project, a process of empire building and military reform that required higher taxation and more stringent social control. Forms in which violence erupted in early modern Russia. Causes, the moral economy of violence and rebellion, and the symbolism of public executions. Readings include law codes, court cases, and studies of rebellions in the time of troubles and in Catherine the Great's time. Violence engendered by religious dissidents in the name of true faith in the late 17th century. GER:DB-Hum

5 units, Win (Kollmann, N)

HISTORY 24S. The Soviet Union Through Western Eyes: Workers' Paradise and Evil Empire

Soviet history through the experiences and perceptions of foreigners including travelers, diplomats, writers, journalists, and statesmen. Events and topics include: the 1917 Revolution; NEP and the 1920s; collectivization, industrialization, and Stalinist terror; World War II; Cold War; developed socialism; last years and downfall of the Soviet Union. Issues of perception and historical interpretation, and the problems and opportunities of observing secretive totalitarian societies.

5 units, Win (Frese, A)

HISTORY 27S. Life in the Divided City: A History of Postwar Berlin, 1945-2009

Sources such as declarations by the Allies, speeches, Berliners' diaries, novels, examples of East and West Berlin art, popular music and film. Topics include the emergence of the Cold War, postwar reconstruction, 60s youth protests in the West, life under Stasi surveillance, the fall of the wall, and historical memory.

5 units, Aut (Matro, K)

HISTORY 30C. Culture and Society in Reformation England

(Same as HISTORY 130C. History majors and others taking 5 units, register for 130C.) Focuses on the appeal of both Reformed and Catholic ideas in the political and cultural contexts of early modern Europe. Topics include: the Lutheran revolt; the spread of Protestant ideas; Calvin's Geneva; the English Reformation; Tridentine reform and the Jesuits; toleration and the underground churches; wars and religious violence; and the making of European confessional identities. Sources include sermons, religious polemic, autobiographies, graphic prints, poetry, and music.

3 units, not given this year

HISTORY 30Q. English Society Through Fiction

(S,Sem) Stanford Introductory Seminar. Preference to sophomores. England from the eighteenth century to the twentieth century through the reading of seven novels ranging from Henry Fielding's Joseph Andrews, to Evelyn Waugh's A Handful of Dust. Focus is on the novels themselves and the historical context of the novels to acquire a knowledge of British history over two hundred years. GER:DB-Hum

4 units, Spr (Stansky, P)

HISTORY 31S. The Renaissance of War: War, Technology, and Art in the High Renaissance

How did the Renaissance contribute to the history of warfare? The Italian Wars (1494-1530) were a critical period of military innovation, laying the foundations for European military advantage. Topics include tactics, grand strategy, and the development of diplomatic system, state-building, and war finance. Also examines the rapid development of field artillery, handguns, new fortifications, and related military technology as well as the intersections with art and literature. Sources include Ariosto, Castiglione, Cellini, Contarini, da Vinci, Guicciardini, Machiavelli, Michelangelo, Vasari.

5 units, Win (Bregge, B)

HISTORY 33A. Blood and Roses: The Age of the Tudors

(Same as HISTORY 133A. History majors and others taking 5 units, register for 133A.) 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.

3 units, Win (Como, D)

HISTORY 33S. The France of Louis XIV

Louis XIV's reign as the foundation of France's modern global eminence despite the imposition of governing practices that undermined France's chance of effective modernization. Sources include 17th-century documents and a computer simulation in game format to define the problems faced by the Sun King and his contemporaries in an era of economic, political, and social change. GER:DB-Hum

5 units, not given this year

HISTORY 34A. European Witch Hunts

(Same as HISTORY 134A. History majors and others taking 5 units, register for 134A.) After the Reformation, in the midst of state building and scientific discovery, Europeans conducted deadly witch hunts, violating their own laws and procedures in the process. What was it about early modernity that fueled witch hunting? Witch trials and early modern demonology as well as historians' interpretations of events to seek answers to this question.

3 units, Aut (Stokes, L)

HISTORY 34S. From Tears of Joy to the Reign of Terror: The French Revolution, 1789-1794

How politicians described themselves and each other, and how competing political groups claimed to speak for the people, energized the French Revolution of 1789. Declaring themselves representatives of the people against traitors, royalists, aristocrats, and most of Europe, French politicians destroyed the social order and reformed it with a mixture of bombastic rhetoric and practical solutions. The changing political discourse that first spoke of an ideal community and eventually declared it necessary to kill political opponents.

5 units, Spr (St Meyer, J)

HISTORY 36N. Gay Autobiography

(F,Sem) 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 36S. Folk Tales, Fairy Tales, Carnival & Magic: Popular Culture in Early Modern Europe

How did popular culture in early modern Europe affect people's worldviews and vice versa? What role did the popular play in the political? How can historians use cultural sources to understand the past? Stories, rituals, festivals, how-to manuals and other sources point to the possibilities and problems of studying history through the lens of popular culture.

5 units, Aut (Otto, H)

HISTORY 39. Modern Britain and the Empire

(Same as HISTORY 139. History majors and others taking 5 units, register in 139.) 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.

3 units, Spr (Satia, P)

HISTORY 40. World History of Science, Technology and Medicine: From Prehistory to the Scientific Revolution

(Same as HISTORY 140. History majors and others taking 5 units, register for 140.) The earliest developments in science, the prehistoric roots of technology, the scientific revolution, and global voyaging. Theories of human origins and the oldest known tools and symbols. Achievements of the Mayans, Aztecs, and native N. Americans. Science and medicine in ancient Greece, Egypt, China, Africa, and India. Science in medieval and Renaissance Europe and the Islamic world including changing cosmologies and natural histories. Theories of scientific growth and decay; how science engages other factors such as material culture and religions.

3 units, Win (Proctor, R)

HISTORY 41A. The Emergence of Medicine: The Middle Ages and Renaissance

(Same as HISTORY 141A. History majors and others taking 5 units, register for 141A.) How did medicine emerge as a distinctive body of knowledge and a profession? The history of medicine from ca. 1000 to 1750. Topics: new ways of examining and treating the body; the religious and cultural significance of disease; the development of hospitals; and the rise of public health systems. Comparison of the status of medicine in Europe and the Islamic world. The work of key figures such as Vesalius and Harvey. GER:DB-SocSci

3 units, Win (Findlen, P)

HISTORY 42. Darwin in the History of Life

(Same as HISTORY 142. History majors and others taking 5 units, register for 142.) Origins and impact of evolutionary theory from the nineteenth century to the present. Early theories of fossils, the discovery of deep time and uniformitarian geology, debates over evolution vs. extinction, the origin of life, and human origins; the rise of anthropology and racial theory; the changing challenge of creationism, the abuse of evolution in eugenics and Nazi racial hygiene; and new discoveries in the realm of extreme life, evodevo, neocatastrophism, and the new technological frontier of biomimicry.

3 units, Spr (Proctor, R)

HISTORY 42N. Science, Medicine, and Empire

(F,Sem) Stanford Introductory Seminar. The global exchange of medicines, knowledges, technologies, flora, peoples, and disease within French, British, and Dutch empires in the 18th-century Atlantic world. Amerindian, slave, and European knowledges within the context of slave and trade economies. Examples may be drawn from other traditions in India and Indonesia. Readings on voyaging, colonialism, science, slavery, materia medica, and environmental exchange. GER:DB-SocSci

4 units, Win (Schiebinger, L)

HISTORY 44S. Sex and Power in South African History

At key moments in South African history, sexual behavior has captured national attention. Examines state attempts to regulate sex while asking the following questions: How can we think historically about something as seemingly private as sex? What drives public institutions to regulate sexual behavior? What is the relationship between sexuality and race, gender, and class? And what struggles over sexuality tell us about the rest of South African history?

5 units, Aut (Thornberry, E)

HISTORY 45B. Africa in the Twentieth Century

(Same as HISTORY 145B. History majors and others taking 5 units, register for 145B.) The challenges facing Africans from when the continent fell under colonial rule until independence. Case studies of colonialism and its impact on African men and women drawn from West, Central, and Southern Africa. Novels, plays, polemics, and autobiographies written by Africans.

3 units, Win (Roberts, R)

HISTORY 46S. The History and Legacy of Mau Mau in Kenya: Civil War, Peasant Revolt, or Nationalist Struggle?

Competing narratives concerning Mau Mau, the 50s Kenyan war. How to reconstruct a history of this war using documents, oral history, and material artifacts. The war as a case study for understanding the effects of colonialism and the fluidity of historical memory.

5 units, Win (Weitzberg, K)

HISTORY 47. History of South Africa

(Same as HISTORY 147. History majors and others taking 5 units, register for 147.) Introduction, focusing particularly on the modern era. Topics include: precolonial African societies; European colonization; the impact of the mineral revolution; the evolution of African and Afrikaner nationalism; the rise and fall of the apartheid state; the politics of post-apartheid transformation; and the AIDS crisis.

3 units, Aut (Campbell, J)

HISTORY 48N. African History through Literature and Film

(F,Sem) Stanford Introductory Seminar. Literary and cinematic works as a window into the history of sub-Saharan Africa.; and the difficulty of using artistic works as historical sources, the value of art as representation and artifact of the past. Premodern traditions of political narrative; art in the era of the slave trade; the impact of colonialism on African intellectuals; the political uses of art by nationalists; and the struggle to represent rapidly changing social and culture norms. GER:DB-Hum

4-5 units, Win (Hanretta, S)

HISTORY 48Q. South Africa: Contested Transitions

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

3 units, Win (Samoff, J)

HISTORY 50A. Colonial and Revolutionary America

(Same as HISTORY 150A. History majors and others taking 5 units, register for 150A.) 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.

3 units, Aut (Winterer, C)

HISTORY 50B. 19th Century America

(Same as HISTORY 150B. History majors and others taking 5 units, register in 150B.) 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.

3 units, Win (White, R)

HISTORY 50C. The United States in the Twentieth Century

(Same as HISTORY 150C. History majors and others taking 5 units, register for 150C.) 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.

3 units, Spr (Chang, G)

HISTORY 50S. The History of Development in Africa

Africa's experience with international development. Large- and small-scale development projects, from state-led development schemes to community education, examining the doctors, institutions, and agencies that have sought to pursue development. From the colonial to the postcolonial era; the complicated and politically charged processes by which development theory becomes translated into development practice.

5 units, Spr (Bourbonniere, M)

HISTORY 51. Slavery and Freedom in American History

(Same as HISTORY 151. History majors and others taking 5 units, register for 151.) What does the fact that the preamble to the Declaration of Independence, with its professions about equality and unalienable rights, was written by a slaveowner tell us about the history of the U.S., and about the experience of African Americans? Topics: the transatlantic slave trade, slavery and the American Revolution, the Haitian Revolution, the African colonization movement, abolitionism, the Civil War, and Reconstruction.

3 units, Aut (Campbell, J)

HISTORY 54. 19th-Century U.S. Cultural and Intellectual History, 1790-1860

(Same as HISTORY 154. History majors and others taking 5 units, register for 154.) 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.

3 units, Spr (Winterer, C)

HISTORY 54N. African American Women's Lives

(F,Sem) (Same as AFRICAAM 54N) Stanford Introductory Seminar. Preference to freshmen. The everyday lives of African American women in 19th- and 20th-century America in comparative context of histories of European, Hispanic, Asian, and Native American women. Primary sources including personal journals, memoirs, music, literature, and film, and historical texts. Topics include slavery and emancipation, labor and leisure, consumer culture, social activism, changing gender roles, and the politics of sexuality. GER:DB-Hum

4-5 units, Aut (Hobbs, A)

HISTORY 57. The Constitution: A Short History

(Same as POLISCI 128S) A broad survey of the Constitution, from its Revolutionary origins to the contemporary disputes over interpretation. Topics include the invention of the written constitution and interpretative canons; the origins of judicial review; the Civil War and Reconstruction as constitutional crises; the era of substantive due process; the rights revolution; and the Constitution in wartime. GER:EC-AmerCul

5 units, Win (Rakove, J)

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, not given this year

HISTORY 62N. The Atomic Bomb in Policy and History (F,Sem) 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 post-war 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 64C. From Freedom to Freedom Now!: African American History, 1865-1965

(Same as AFRICAAM 64) (Same as HISTORY 164C. History majors and others taking 5 units, register for 164C.) Explores the working lives, social worlds, political ideologies and cultural expressions of African Americans from emancipation to the early civil rights era. Topics include: the transition from slavery to freedom, family life, work, culture, leisure patterns, resistance, migration and social activism. Sources include memoirs, letters, personal journals, pamphlets, speeches, literature, film and music. GER:EC-AmerCul

3 units, Win (Hobbs, A)

HISTORY 67S. The Virgin Mary: Religion and Identity from Mexico City to Los Angeles

Examines the cult of Latin America's most venerated saint, the Virgin of Guadalupe. Focuses on Mexico and the American Southwest from the colonial period to the twentieth century and emphasizes national and ethnic identity, gender, family, syncretism, and the role of religion in immigrant communities.

5 units, Spr (Fontes, G)

HISTORY 68S. The Cultural Margins of America: Witches, Indians, Africans, Arabs in the 18th-Century Imagination

Contradictions in the myth of a cultural melting pot: instances in early American history when groups, such as women, Africans, Native Americans, and Arabs, were excluded from and not absorbed into the ideal of America. Sources include: 18th-century documents; modern theories in sociology, anthropology, and history to understand the judicial, literary, and linguistic processes that European settlers used to define their communities; case studies that show how cultural myths sustain collective identities.

5 units, Win (Mansfield, J)

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, not given this year

HISTORY 70A. Colonial Latin America

(Same as HISTORY 170. History majors and others taking 5 units, register for 170.) 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.

3 units, Win (Herzog, T)

HISTORY 84Q. The American Empire in the Middle East since the Cold War: Afghanistan, Iraq, and Israel/Palestine

(S,Sem) Stanford Introductory Seminar. What were the traditional objectives of U.S. policy in the Middle East since the end of WW II? What forces shaped U.S. policy towards the Middle East? Did those interests and the means employed to pursue them change substantially after the demise of the Soviet Union? What has been the impact of U.S. policy on the region itself? The three principal cases to be examined are Afghanistan, Iraq, and Israel/Palestine. GER:DB-SocSci, EC-GlobalCom

3 units, Aut (Beinin, J)

HISTORY 90S. The Social and Cultural History of Tokogawa Japan, 1603-1868

Lived experience and culture of ordinary Japanese people in the samurai era, from the age of Tokugawa shogun to Perry's arrival. Topics include: peasant uprisings; village life; agrarian economy and commercial economy; gender and women; class status and tensions; pilgrimage; system of affiliation between Buddhist temples and households; tourism; publishing boom; popular culture of townspeople; and people's riots on the eve of the Meiji revolution. Sources include historical maps, popular novels, legal documents, and folktales.

5 units, Spr (Sakakibara, S)

HISTORY 91D. China: The Northern and Southern Dynasties

(Same as HISTORY 191D. History majors and others taking 5 units, register for 191D.) Examines one of the most dynamic periods of Chinese history with the emergence of the institutional religions (Buddhism and Daoism), the development of the garden as an art form, the rise of landscape as a theme of verse and art, the invention of lyric poetry, and the real beginnings of the southward spread of Chinese civilization.

3 units, Spr (Lewis, M)

HISTORY 91S. The Making of Nationalism in Modern China

Nationalism as a force in fueling historical change in China. How has the meaning of Chinese nationalism changed over time? How nationalism has been constructed and expressed from the late 1890s to the 2008 Olympics. Sources include government documents, memoirs, revolutionary texts, and Internet discussion forums, reflecting distinct perspectives and ideologies.

5 units, Win (Vanden Bussche, E)

HISTORY 92A. The Historical Roots of Modern East Asia

(Same as HISTORY 392E) 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

4-5 units, not given this year

HISTORY 93. Late Imperial China

(Same as HISTORY 193. History majors and others taking 5 units, register for 193.) 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.

3 units, Win (Sommer, M)

HISTORY 94B. Japan in the Age of the Samurai

(Same as HISTORY 194B. History majors and others taking 5 units, register for 194B.) From the Warring States Period to the Meiji Restoration. Topics include the three great unifiers, Tokugawa hegemony, the samurai class, Neoconfucian ideologies, suppression of Christianity, structures of social and economic control, frontiers, the other and otherness, castle-town culture, peasant rebellion, black marketing, print culture, the floating world, National Studies, food culture, samurai activism, black ships, unequal treaties, anti-foreign terrorism, restorationism, millenarianism, modernization as westernization, Japan as imagined community.

3 units, Aut (Wigen, K)

HISTORY 95. Modern Korean History

(Same as HISTORY 195. History majors and others taking 5 units, register for 195.) Themes include status, gender, and monarchy in the Choson dynasty; intellectual life and social transformation in the 19th century; the rise of Korean nationalism; Japan's colonial rule and Korean identities; culture, economy, and society in colonial Korea; the Korean War, and the different state building processes in North and South after the Korean War.

3 units, Spr (Moon, Y)

HISTORY 95C. Modern Japanese History

(Same as History 195C. History majors and others taking 5 units, register for 195C.) 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.

3 units, *Win (Uchida, J)*

HISTORY 96. Modern South Asia

(Same as HISTORY 196. History majors and others taking 5 units, register for 196.) History and politics of the Indian subcontinent across two centuries of transformation. Topics: interactions among colonial power, nationalism, and modern institutions; S. Asia at the crossroads of world history in an age of empire, capitalism, and war; history and memory through political traditions, social movements, and religious experiences that shaped S. Asian modernity; from Edmund Burke to Gandhi; East India Company's statemaking to origins of nationality; Tagore to Iqbal; peasants and rebels to liberals and revolutionaries; decolonization and Partition.

3 units, *Aut (Kumar, A)*

HISTORY 98. The History of Modern China

(Same as HISTORY 198. History majors and others taking 5 units, register for 198.) 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.

3 units, *Aut (Mullaney, T)*

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

5 units, *Spr (Ward, 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. GER:DB-Hum

5 units, *not given this year*

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. GER:DB-Hum

4 units, *not given this year*

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 (Staff)*

HISTORY 106A. Global Human Geography: Asia and Africa

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, EC-GlobalCom

5 units, *Aut (Lewis, M)*

HISTORY 106B. Global Human Geography: Europe and Americas

Patterns of demography, economic and social development, geopolitics, and cultural differentiation. Use of maps to depict geographical patterns and processes. GER:DB-SocSci, EC-GlobalCom

5 units, *Win (Lewis, M)*

HISTORY 106C. Global Historical Geography

The sweep of human history through the medium of maps. The rise, expansion, and fall of kingdoms, empires, and other states; the spread of major religions; the paths of explorers, conquerors, and diseases; and the development and intensification of trade networks. Overview of the prehistoric period and ancient times, but focus is on the modern world.

5 units, *Spr (Lewis, M)*

HISTORY 110A. Europe from Late Antiquity to 1500

(Same as HISTORY 10A. History majors and others taking 5 units, register for 110A.) 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, WIM

5 units, *Win (Buc, P)*

HISTORY 110B. Early Modern Europe

(Same as HISTORY 10B. History majors and others taking 5 units, register for 110B.) Survey of early modern European history from the Reformation through the Enlightenment. Topics include religious war, state building and revolt, exploration and colonialism, gender and society. GER:DB-SocSci, EC-GlobalCom

5 units, *Spr (Stokes, L)*

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)*

HISTORY 120A. Russian Civilization from Beginnings to the Enlightenment

(Same as HISTORY 20A. History majors and others taking 5 units, register for 120A.) Fundamental building blocks of Russian civilization, treated thematically, from the tenth to the eighteenth centuries: religion, art and architecture, literature, social structures, political ideology, and political culture. GER:DB-Hum, EC-GlobalCom

5 units, *Aut (Kollmann, N)*

HISTORY 120B. The Russian Empire

From Peter the Great to the Bolsheviks. Russia as an empire; its varied regions, including the Caucasus, Central Asia, Ukraine, Poland, and the Baltics. Focus is on the politics and cultures of empire. Sources include novels, political tracts, paintings, music, and other primary sources. GER:DB-Hum

5 units, *not given this year*

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 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 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. GER:DB-Hum

5 units, not given this year

HISTORY 132A. Enlightenment and the Arts

Gateway course for the History, Literature, and the Arts track of the History major. Novels, poetry, music, paintings, and architecture, and what they reveal about the society that produced them. GER:DB-Hum

5 units, Spr (Lougee Chappell, C)

HISTORY 133A. Blood and Roses: The Age of the Tudors

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, Win (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. (Como) GER:DB-Hum

5 units, not given this year

HISTORY 134A. The European Witch Hunts

(Same as HISTORY 34A. History majors and others taking 5 units, register for 134A.) After the Reformation, in the midst of state-building and scientific discovery, Europeans conducted a series of deadly witch hunts, violating their own laws and procedures in the process. What was it about early modernity that fueled witch hunting? Examines witch trials and early modern demonology as well as historians' interpretations of events to seek answers to this question. GER:DB-Hum

5 units, Aut (Stokes, L)

HISTORY 135. History of European Law, Medieval to Contemporary

(Same as HISTORY 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

4-5 units, Spr (Herzog, T)

HISTORY 137. The Holocaust

(Same as HISTORY 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, Win (Felstiner, M)

HISTORY 137A. Europe, 1945-2002

Europe's transformation from the end of WW II to an expanded EU. Political, cultural, economic, and social history. Topics: post-war reconstruction, Cold War, consumer versus socialist culture, collapse of Communism, postcommunist integration. GER:DB-SocSci

5 units, not given this year

HISTORY 138A. Germany and the World Wars, 1870-1990

Germany's history from Bismarck's wars of unification through the end of the Cold War. The radicalizing relationship between international conflict, social upheaval, and state transformation with a focus on the clashes of the Second Empire, the road to WW I, interwar instability, the rise of Nazism, WW II, the Holocaust, the division of communist E. and capitalist W. Germany, and the fall of the Iron Curtain. GER:DB-SocSci

5 units, Spr (Sheffer, E)

HISTORY 139. Modern Britain and the Empire

(Same as HISTORY 39. History majors and others taking 5 units, register in 139.) 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, EC-GlobalCom, EC-GlobalCom

5 units, Spr (Satia, P)

HISTORY 140A. The Scientific Revolution

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

5 units, not given this year

HISTORY 141A. The Emergence of Medicine: The Middle Age and the Renaissance

(Same as HISTORY 41A. History majors and others taking 5 units, register for 141A.) How did medicine emerge as a distinctive body of knowledge and a profession? The history of medicine from ca. 1000 to 1750. Topics: new ways of examining and treating the body; the religious and cultural significance of disease; the development of hospitals; and the rise of public health systems. Comparison of the status of medicine in Europe and the Islamic world. The work of key figures such as Vesalius and Harvey.

5 units, Win (Findlen, P)

HISTORY 142. Darwin in the History of Life

(Same as HISTORY 42. History majors and others taking 5 units, register for 142.) Origins and impact of evolutionary theory from the nineteenth century to the present. Early theories of fossils, the discovery of deep time and uniformitarian geology, debates over evolution vs. extinction, the origin of life, and human origins; the rise of anthropology and racial theory; the changing challenge of creationism, the abuse of evolution in eugenics and Nazi racial hygiene; and new discoveries in the realm of extreme life, evolution, neocatastrophism, and the new technological frontier of biomimicry. GER:DB-SocSci

5 units, Spr (Proctor, R)

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 legitimate or critique authority. The effects of slave trades and imperial conquest on these forms of authority. WIM GER:DB-Hum, EC-GlobalCom

5 units, not given this year

HISTORY 145B. Africa in the 20th Century

(Same as HISTORY 45B. History majors and others taking 5 units, register for 145B.) The challenges facing Africans from when the continent fell under colonial rule until independence. Case studies of colonialism and its impact on African men and women drawn from West, Central, and Southern Africa. Novels, plays, polemics, and autobiographies written by Africans. GER:DB-SocSci, EC-GlobalCom

5 units, Win (Roberts, R)

HISTORY 145C. Africa in the Age of Empire

Radical transformations in political, social, economic, and cultural systems that took place in Africa in the 19th century. The formation of indigenous empires in West, East, and South Africa; the struggles of warlords and independent entrepreneurs to control the continuing slave trade and slave production; the modernization of state bureaucracies and ideologies; and the gradual collapse of African political autonomy in the face of growing European colonial involvement. GER:DB-SocSci

5 units, Spr (Hanretta, S)

HISTORY 147. History of South Africa

(Same as HISTORY 47. History majors and others taking 5 units, register for 147.) Introduction, focusing particularly on the modern era. Topics include: precolonial African societies; European colonization; the impact of the mineral revolution; the evolution of African and Afrikaner nationalism; the rise and fall of the apartheid state; the politics of post-apartheid transformation; and the AIDS crisis. GER:DB-SocSci

5 units, Aut (Campbell, J)

HISTORY 150A. Colonial and Revolutionary America

(Same as HISTORY 50A. History majors and others taking 5 units, register for HISTORY 150A.) 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 (Winterer, C)

HISTORY 150B. 19th-Century America

(Same as HISTORY 50B. History majors and others taking 5 units, register for 150B.) 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

(Same as HISTORY 50C. History majors and others taking 5 units, register for 150C.) 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 (Chang, G)

HISTORY 151. Slavery and Freedom in American History

(Same as HISTORY 51. History majors and others taking 5 units, register for 151.) What does the fact that the preamble to the Declaration of Independence, with its professions about equality and unalienable rights, was written by a slaveowner tell us about the history of the U.S., and about the experience of African Americans? Topics: the transatlantic slave trade, slavery and the American Revolution, the Haitian Revolution, the African colonization movement, abolitionism, the Civil War, and Reconstruction. GER:DB-SocSci

5 units, Aut (Campbell, J)

HISTORY 154. 19th-Century U.S. Cultural and Intellectual History, 1790-1860

(Same as HISTORY 54. History majors and others taking 5 units, register for 154.) 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 154A. Religion and American Society

How and why is the U.S. at once the most secular and the most religious industrialized nation in the world; why does it matter? How has American religion influenced reform, wars, politics, civil rights, popular culture, and national identity? Larger connections between religion and society; how religious institutions and movements have shaped the American experience and vice versa. GER:DB-Hum, EC-AmerCul

5 units, Aut (Herzog, J)

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 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, not given this year

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. GER:DB-SocSci

5 units, not given this year

HISTORY 164C. From Freedom to Freedom Now!: African American History, 1865-1965

(Same as HISTORY 64C. History majors and others taking 5 units, register for 164C.) Explores the working lives, social worlds, political ideologies and cultural expressions of African Americans from emancipation to the early civil rights era. Topics include: the transition from slavery to freedom, family life, work, culture, leisure patterns, resistance, migration and social activism. Sources include memoirs, letters, personal journals, pamphlets, speeches, literature, film and music. GER:DB-SocSci, EC-AmerCul

5 units, Win (Hobbs, A)

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 audio-visual materials. Research projects required for fifth unit. GER:DB-SocSci, EC-AmerCul

4-5 units, Spr (Carson, C)

HISTORY 168. American History in Film: Since World War II

U.S. society, culture, and politics since WW II through feature films. Topics include: McCarthyism and the Cold War; ethnicity and racial identity; changing sex and gender relationships; the civil rights and anti-war movements; and mass media. Films include *The Best Years of Our Lives*, *Salt of the Earth*, *On the Waterfront*, *Raisin in the Sun*, *Medium Cool*, and *Broadcast News*. GER:DB-Hum

3-4 units, Sum (Carroll, P)

HISTORY 170. Colonial Latin America

(Same as HISTORY 70A. History majors and others taking 5 units, register for 170.) 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

5 units, Win (Herzog, T)

HISTORY 181B. The Middle East in the 20th Century

(Formerly 187B.) The history of the Middle East since WW I, focusing on the eastern Arab world, Egypt, the Fertile Crescent, and the Arabian Peninsula, with attention to Turkey, Iran, and Israel.

5 units, Spr (Beinin, J)

HISTORY 182A. The Ottoman Empire

From the rise of the Empire in the 13th century to its end in WW I. Geographic coverage from the Balkans to Iraq and from N. Africa to the Caucasus. Military expansion; political, religious, and cultural institutions; relations with Iran, Europe, Africa, and S. Asia; nature of imperial rule; gender; trade; landholding; popular culture; law. GER:DB-SocSci

5 units, not given this year

HISTORY 182B. Three Empires of Islam: The Ottomans, Safavids, and Mughals

Comparative history of Islam's three major early modern empires. Comparative treatment of topics including representations of political authority, the arts, gender, trade, science, and social life.

5 units, Win (Mikhail, A)

HISTORY 182C. From Prophet to Empire: The Making of the Muslim Middle East, 600-1500

Traces the establishment of a Muslim religious and political presence in the Middle East from the formative years of conquest in Arabia and early experiments in state formation to the emergence of empires defining the early modern world. Explores the construction of a remarkable social, intellectual and artistic culture out of the various indigenous and imported elements then available. GER:DB-SocSci

5 units, Aut (Staff)

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, Aut (Zipperstein, S)

HISTORY 191. East Asia in the Early Buddhist Age

(Same as HISTORY 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

HISTORY 191D. China: The Northern and Southern Dynasties

(Same as HISTORY 91D. History majors and others taking 5 units, register for 191D.) Examines one of the most dynamic periods of Chinese history with the emergence of the institutional religions (Buddhism and Daoism), the development of the garden as an art form, the rise of landscape as a theme of verse and art, the invention of lyric poetry, and the real beginnings of the southward spread of Chinese civilization. GER:DB-Hum

5 units, Spr (Lewis, M)

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, not given this year

HISTORY 193. Late Imperial China

(Same as HISTORY 93. History majors and others taking 5 units, register for 193.) 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, Win (Sommer, M)

HISTORY 194B. Japan in the Age of the Samurai

(Same as HISTORY 94B. History majors and others taking 5 units, register for 194B.) From the Warring States Period to the Meiji Restoration. Topics include the three great unifiers, Tokugawa hegemony, the samurai class, Neoconfucian ideologies, suppression of Christianity, structures of social and economic control, frontiers, the other and otherness, castle-town culture, peasant rebellion, black marketing, print culture, the floating world, National Studies, food culture, samurai activism, black ships, unequal treaties, anti-foreign terrorism, restorationism, millenarianism, modernization as westernization, Japan as imagined community. GER:DB-Hum

5 units, Aut (Wigen, K)

HISTORY 195. Modern Korean History

(Same as HISTORY 95. History majors and others taking 5 units, register for 195.) Themes include status, gender, and monarchy in the Choson dynasty; intellectual life and social transformation in the 19th century; the rise of Korean nationalism; Japan's colonial rule and Korean identities; culture, economy, and society in colonial Korea; the Korean War, and the different state building processes in North and South after the Korean War. GER:DB-Hum, EC-GlobalCom, EC-GlobalCom

5 units, Spr (Moon, Y)

HISTORY 195C. Modern Japanese History

(Same as HISTORY 95C. History majors and others taking 5 units, register for 195C.) 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, Win (Uchida, J)

HISTORY 196. Modern South Asia

(Same as HISTORY 96. History majors and others taking 5 units, register for 196.) History and politics of the Indian subcontinent across two centuries of transformation. Topics: interactions among colonial power, nationalism, and modern institutions; S. Asia at the crossroads of world history in an age of empire, capitalism, and war; history and memory through political traditions, social movements, and religious experiences that shaped S. Asian modernity; from Edmund Burke to Gandhi; East India Company's statemaking to origins of nationality; Tagore to Iqbal; peasants and rebels to liberals and revolutionaries; decolonization and Partition. GER:DB-SocSci, EC-GlobalCom

5 units, Aut (Kumar, A)

HISTORY 198. The History of Modern China

(Same as HISTORY 98. History majors and others taking 5 units, register for 198.) 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, DB-SocSci, EC-GlobalCom

5 units, Aut (Mullaney, T)

HISTORY 201. Introduction to Public History in the U.S., 19th Century to the Present

(Same as HISTORY 301) Gateway course for the History and Public Service interdisciplinary track. Topics include the production, presentation, and practice of public history through narratives, exhibits, web sites, and events in museums, historical sites, parks, and public service settings in nonprofit organizations, government agencies, and educational institutions. GER:DB-SocSci

4-5 units, Aut (McKibben, C)

HISTORY 201G. Sexual Encounters: The Middle East and Europe

(Same as HISTORY 301G) The Middle East and Europe have been engaged for millennia. Examines this relationship from the middle ages to the present through romance, desire, sex, love, sexuality, and gender. Topics include: travel, homosexuality, marriage, family, violence, prostitution, and policing.

4-5 units, Win (Mikhail, A; Sheffer, E)

HISTORY 202. International History and International Relations Theory

(Same as HISTORY 306E, POLISCI 216E, 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, Win (Staff)

HISTORY 204G. War, Culture, and Society in the Modern Age

(Same as HISTORY 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 WW I; 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. GER:DB-SocSci

5 units, not given this year

HISTORY 205B. Quantitative Methods in Historical Research

(Same as HISTORY 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, Spr (Klein, H)

HISTORY 207. Biography and History

(Same as HISTORY 308) Relationship between biographical and historical writing, primarily in Europe and America. Problems of methodology, evidence, dispassion, and empathy. Texts: biographies, critical literature on biographical work, and novels (A. S. Byatt's *Possession*, Bernard Malamud's *Dubin's Lives*) that illuminate the intellectual underpinnings of biographical labor. GER:DB-Hum

4-5 units, Spr (Zipperstein, S)

HISTORY 208. Private Lives, Public Stories: Autobiography in Women's History

Changing contexts of women's lives and how women's actions have shaped and responded to those contexts. GER:DB-Hum, EC-Gender

5 units, Win (Lougee Chappell, C)

HISTORY 208A. Science and Law in History

(Same as HISTORY 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. GER:DB-SocSci

4-5 units, Win (Riskin, J)

HISTORY 208B. Women Activists' Response to War

(Same as HISTORY 308B) Theoretical issues, historical origins, changing forms of women's activism in response to war in the 20th century, and cases such as the Russian Committee of Soldiers Mothers, Bosnian Mothers of Srebrenica, Serbian Women in Black, and Cindy Sheehan. Focus is on the U.S. and E. Europe, with attention to Israel, England, and Argentina. GER:DB-Hum, EC-Gender

4-5 units, not given this year

HISTORY 208S. Facing the Past: The Politics of Retrospective Justice

Forms of injustice in history including slavery, genocide, ethnic cleansing, mass rape, forced religious conversion, and torture of prisoners. Mechanisms developed over the last century to define, deter, and alleviate the effects of such offenses, including war crimes tribunals, truth commissions, national apologies, and monetary reparations. Case studies chart the international field of retrospective justice, exploring the legal, political, and moral implications of confronting traumatic pasts. GER:DB-SocSci

5 units, Win (Campbell, J)

HISTORY 209B. The Century: Problem of the Present in Twentieth-Century Thought

(Same as HISTORY 309B) What is the present? Can it stand on its own, without invoking history and without promising a future? How did the 20th century make sense of itself, as violent and rup-

tured from all preceding centuries as it was, yet so prolific and promising in its revolutionary achievements and futures? The century through four concepts: time, ambiguity, cruelty, and crisis. 20th-century politics through what happened to dialectic, humanism, history, and Europe.

4-5 units, Win (Kumar, A)

HISTORY 209C. Liberalism and Violence: A Conceptual History

What place does violence have in modern political thought? Liberalism eschews violence, yet condones moral war. Marxism justifies revolutionary violence. Anticolonialism invokes insurgency. Gandhi seeks truth in nonviolent suffering. Can modern politics and life be grasped without reference to violence? How is violence related to law and justice? Is there a theology of violence? Liberalism and its critics: Agamben, Arendt, Benjamin, Derrida, Fanon, Foucault, Gandhi, Heidegger, Nietzsche, Schmitt, and Sorel. Biopolitics, civil society, friend/enemy, sovereignty, terror, and strikes. GER:EC-EthicReas

5 units, Aut (Kumar, A)

HISTORY 209S. Research Seminar for Majors

Required of History majors. How to conduct original, historical research and analysis, including methods such as using the libraries and archives at Stanford and elsewhere, and working collaboratively to frame topics, identify sources, and develop analyses. Autumn quarter focuses on United States topics; winter quarter on European topics; spring quarter on History of Science topics.

5 units, Aut (Hobbs, A), Win (Baker, K), Spr (Riskin, J)

HISTORY 211B. Jews under Islam and Christianity in the Middle Ages

(Same as HISTORY 311B) Addresses the relationship between the Jews and the host Islamic and Christian societies during the Middle Ages (AD 500-1500). Themes, covered in a comparative context, include: the Jews' legal status, economic and political rule, toleration and persecutions, adaptation and acculturation, and religious polemics. GER:DB-SocSci

4-5 units, Spr (Staff)

HISTORY 212. Holy Wars: Medieval Perspectives

(Same as HISTORY 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, not given this year

HISTORY 216A. Muslims and Infidels: Islam and the Crusades

(Same as HISTORY 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: jihad; 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 jihad. GER:DB-Hum

4-5 units, not given this year

HISTORY 217A. Poverty and Charity in Medieval Christianity, Judaism, and Islam

(Same as HISTORY 317A) Topics include: Jewish, Christian, and Islamic theoretical discussions of poverty and charity; normative law versus actual practice; the voice of the poor in available source; and formal and informal institutions of charity in the medieval Mediterranean region. GER:DB-Hum

4-5 units, Spr (Miller, K)

HISTORY 217B. Land of Three Religions: Medieval Spain

(Same as HISTORY 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? GER:DB-SocSci

4-5 units, Aut (Miller, K)

HISTORY 218A. Barcelona to Berlin: Muslim Minorities in History

(Same as HISTORY 318A) Muslim minorities under non-Muslim rule in different historical contexts and configurations such as enclaves and diasporas, from the Middle Ages to the present. GER:DB-SocSci

4-5 units, Spr (Miller, K)

HISTORY 220G. Demons, Witches, Holy Fools, and Folk Belief: Popular Religion in Russia, 19th and 20th Centuries

(Same as HISTORY 320G) Popular religion in Russia, focusing on life in the provinces and villages in the nineteenth and early twentieth centuries. The double faith of Orthodox Christianity combined with folk beliefs. Topics include: parish priests, witchcraft, possession, Holy Fools, Old Believers, spiritual elders, saints, icons, religious cults, and women's lay religious movements.

4-5 units, Win (Kollmann, J)

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, DB-Hum, EC-Gender

5 units, Win (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, 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

HISTORY 223. Art and Ideas in Imperial Russia

(Same as HISTORY 323) Poetry, novels, symphonic music, theater, opera, painting, design, and architecture: what they reveal about the politics and culture of tsarist Russia. GER:DB-Hum

4-5 units, not given this year

HISTORY 223F. The Nationality Question in the Russian Empire and the Soviet Union

(Same as HISTORY 323F) Examines the shaping of ethnonational identity and nationalities policy in imperial Russia and the Soviet Union, concluding with an overview of nationalism in the post-Soviet states. Topics include the cultural strategies pursued by governments in St. Petersburg and Moscow under the Romanovs and the Soviets, Marxist ideology on the nationality question, the influence of the Second World War on national identities inside the Soviet Union, and the role of ethnonationalism in the break up of the USSR. GER:DB-SocSci

4-5 units, Spr (Patenaude, B)

HISTORY 224B. Modern Afghanistan

(Same as HISTORY 324B) Politics, society, and culture in Afghanistan from the 19th century to the present. Topics include state building, tribal politics, Islamic law, geopolitics, the Taliban, and the post-Taliban disorder. GER:DB-SocSci

4-5 units, not given this year

HISTORY 227. East European Women and War in the 20th Century

(Same as HISTORY 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

4-5 units, Win (Jolluck, K)

HISTORY 228. Circles of Hell: Poland in World War II

(Same as HISTORY 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

HISTORY 229. Poles and Jews

(Same as HISTORY 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, DB-Hum, EC-GlobalCom

4-5 units, Spr (Jolluck, K)

HISTORY 231S. Early Modern Things

(Same as HISTORY 431) How do objects reveal their histories? What can be learned about the past by studying things? The material culture of early modern Europe, ca 1450-1750. Recent work on the circulation, use, and consumption of things, starting with the Columbian exchange which expanded the material horizons of the early modern world in the late 15th century, exploring challenges to the meaning of things in the age of the Reformation and Scientific Revolution, and ending with the birth of consumer society in the 18th century. How did the meaning of things and people's relationships to them change over these centuries? What objects, ordinary and extraordinary, secular and sacred, natural and man-made, came to define the emerging features of the early modern world?

4-5 units, Win (Findlen, P)

HISTORY 232D. Rome: The City and the World, 1350-1750

(Same as HISTORY 332D) What lies beyond the ruins of an ancient city? The history of Rome from the Renaissance to the age of the grand tour. Topics include: the political, diplomatic, and religious history of the papacy; society and cultural life; the everyday world of Roman citizens; the relationship between the city and the surrounding countryside; the material transformation of Rome as a city; and its meaning for foreigners. GER:DB-Hum

4-5 units, not given this year

HISTORY 233. Reformation, Political Culture, and the Origins of the English Civil War

(Same as HISTORY 333) 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. GER:DB-Hum

4-5 units, not given this year

HISTORY 233B. Early Modern Sexualities

(Same as HISTORY 333B) History of sexuality in early modern Europe. Normative sexuality, heterosexual transgressions, and minority sexualities. Theoretical approaches to and debates about the history of sexuality, in particular prior to the 19th century. Tools for critiquing the heteronormativity of early modern sources and for reading those sources for evidence of sexual diversity. Readings include monographs and primary sources. GER:DB-SocSci, EC-Gender

4-5 units, not given this year

HISTORY 233C. Two British Revolutions

(Same as HISTORY 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, Aut (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, Aut (Como, D)

HISTORY 233G. Catholic Politics in Europe, 1789-1992

What led to the creation of a specifically Catholic mass politics? How did these parties and movements interact with the Vatican and the wider Church? What accounts for political Catholicism's involvement in clerical-fascist states and its important role in shaping the EU? Sources focus on monographs. Research paper using primary sources. GER:DB-SocSci

5 units, not given this year

HISTORY 233K. The Invention of the Modern Republic

(Same as HISTORY 333K) Examines the history of republican thinking in the Atlantic World from the Renaissance to the French Revolution.

4-5 units, Spr (Staff)

HISTORY 234C. Counterinsurgency in History

(Same as HISTORY 334C) Classic texts and case studies of insurgency and counterinsurgency from the 19th century to the present. GER:DB-SocSci

4-5 units, Win (Sheehan, J)

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, not given this year

HISTORY 236A. European Nationalism, 1600 to the Present

(Same as HISTORY 336A) Theory and practice of nationalism from its genesis. What is the nation and how is it built? What is its relationship to the state? How do national movements adapt to changing ideological and geopolitical contexts? Focus is on Europe; attention to other parts of the world as required by theory studies. GER:DB-SocSci

4-5 units, Aut (Ward, J)

HISTORY 236B. The Idea of Society

(Same as HISTORY 336B) Classic texts in social theory from the seventeenth century to the present. Readings include Locke, Smith, Hegel, Comte, and Durkheim, and Weber.

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

HISTORY 236C. Reordering Europe, 1917-1923

(Same as HISTORY 336C) The struggle to craft a new European order after the disaster of the First World War. Topics: Wilsonian versus Leninist visions for Europe, Paris Peace Conference, early Weimar Germany, state-building in Yugoslavia, Greek-Turkish population exchanges, Polish-Soviet War, and Fascist rise to power in Italy. Major component of course involves student presentations and research with primary sources. GER:DB-SocSci

4-5 units, Win (Ward, J)

HISTORY 237E. Violence, Law, and Order in Eighteenth- and Nineteenth-Century Ireland

Experiences of and attitudes to both violence and the law in eighteenth and nineteenth century Ireland on both the interpersonal and collective levels. Topics include the varying causes and motives for violent activity in Irish society; the role of the law and, in particular, its effectiveness in controlling violent activity in Irish society; how legal provisions interacted with and were shaped by the broader sociocultural conditions from the eighteenth century onwards; and the impact that Irish patterns of violent activity and attitudes to law and authority had overseas, particularly in N. America. GER:DB-SocSci

5 units, Win (Staff)

HISTORY 238K. European Collaboration, Resistance, and Retribution: 1938-1948

Experiences of European populations under occupation or suzerainty during WW II. How did populations respond to an invader or hegemonic power such as Nazi Germany? What other options were open to them? How and why did postwar Europe judge their choices? Readings span high politics and individual lives. GER:DB-SocSci

5 units, Aut (Ward, J)

HISTORY 239D. Capital and Empire

(Same as HISTORY 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 239F. Empire and Information

(Same as HISTORY 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

HISTORY 239H. Colonialism and Empire in Modern Europe

To better understand the history of modern Europe within a global context, explores the following questions: What impact did more than a century of colonialism have on the social lives, cultural attitudes, political loyalties, and intellectual world views of European women and men during the nineteenth century? What accounts for the resiliency of empire during a period of rapid global change that witnessed the rise of modern democracy, economic liberalism, ethnic nationalism, and international socialism? GER:DB-SocSci

5 units, Win (Naranch, B)

HISTORY 243C. 18th-Century Colonial Science and Medicine

(Same as HISTORY 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. GER:DB-SocSci

4-5 units, not given this year

HISTORY 243G. Tobacco and Health in World History

(Same as HISTORY 343G) GER:DB-SocSci

4-5 units, Aut (Proctor, R)

HISTORY 243J. Climate Change in the West: A History of the Future

(Same as EARTHYSYS 143) Global warming is changing the American West. But this region is no stranger to environmental change and human adaption to harsh environments. How can history help us think more clearly about the current crisis and our choices for the future? Examines the long history of climate change in the West, as well as current warming, through scientific research, historical sources, environmental histories, and visions for the future, including plans for mitigation and adaption, scientific predictions, and science fiction.

5 units, Spr (Christensen, J)

HISTORY 243S. Human Origins: History, Evidence, and Controversy

(Same as HISTORY 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 grandmothering; 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

HISTORY 244C. The History of the Body in Science, Medicine, and Culture

(Same as HISTORY 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

HISTORY 245E. Health and Society in Africa

(Same as HISTORY 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

HISTORY 245G. Law and Colonialism in Africa

(Same as HISTORY 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 as a new frontier for the social history of Africa. Topics: meanings of conflicts over marriage, divorce, inheritance, property, and authority. GER:DB-SocSci

4-5 units, Win (Roberts, R)

HISTORY 246S. Research Seminar: African Nationalism and Beyond

(Same as HISTORY 446A) African intellectual, political, social and cultural institutions confronting issues of sovereignty, authority, heterarchy, and power during the 19th and 20th centuries. GER:DB-SocSci

4-5 units, not given this year

HISTORY 247S. Intellectual and Cultural History in Modern Africa

(Same as HISTORY 447A) GER:DB-SocSci, EC-GlobalCom

4-5 units, Win (Hanretta, S)

HISTORY 248. Islam in Africa

(Same as HISTORY 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

4-5 units, Spr (Hanretta, S)

HISTORY 248S. African Societies and Colonial States

(Same as HISTORY 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

HISTORY 249. History without Documents

(Same as HISTORY 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

HISTORY 251. Creating the American Republic

(Same as POLISCI 222P) 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.

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 HISTORY 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 253D. Approaches to American Legal History

(Same as POLISCI 226U) Legal history, once primarily devoted to exploring legal doctrines and key judicial opinions and thus of interest mainly to legal scholars and lawyers, now resembles historical writing more generally; the study of legal ideas and practices is increasingly integrated with social, intellectual, cultural, and political history. Recent writings in American legal history; how the field reflects developments in historical writing; and how the use of legal materials affects understanding of American history.

5 units, Aut (Rakove, J)

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, WIM

5 units, Aut (White, R)

HISTORY 255. Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice

The religious and political thought of Martin Luther King, Jr., 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*. GER:DB-Hum

5 units, not given this year

HISTORY 255D. Racial Identity in the American Imagination

(Same as AFRICAAM 255, HISTORY 355D) Major historical transformations shaping the understanding of racial identity and how it has been experienced, represented, and contested in American history. Topics include: racial passing and racial performance; migration, immigration, and racial identity in the urban context; the interplay between racial identity and American identity; the problems of class, gender, and sexuality in the construction of racial identity. Sources include historical and legal texts, memoirs, photography, literature, film, and music. GER:DB-SocSci, EC-AmerCul

4-5 units, Spr (Hobbs, A)

HISTORY 256. U.S.-China Relations: From the Opium War to Tiananmen

(Same as HISTORY 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. WIM GER:DB-SocSci, EC-GlobalCom

4-5 units, Win (Chang, G)

HISTORY 258. History of Sexuality in the U.S.

(Same as HISTORY 358) (Formerly 265A.) Priority to History and Feminist Studies majors; a limited number of graduate students may be admitted. Recent historical interpretations of sexual violence, emphasizing the intersections of gender and race in the construction of rape in early America and in Canada, the racialization of rape in the U.S., lynching and anti-lynching in the U.S., and feminist responses to sexual violence. Prerequisite: consent of instructor. GER:DB-SocSci, EC-Gender

4-5 units, not given this year

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. GER:DB-SocSci

4-5 units, Win (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, Spr (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 261. Race, Gender, and Class in Jim Crow America

How African American life and labor were redefined from 1890-1954. Topics include family life, work, leisure patterns, transnational relations, cultural expressions emphasizing literature and music, resistance and social activism. Primary sources including visual materials, literature, and film; historical interpretations of the period. GER:DB-SocSci

5 units, not given this year

HISTORY 265. Writing Asian American History

(Same as HISTORY 365) Recent scholarship in Asian American history, with attention to methodologies and sources. Topics: racial ideologies, gender, transnationalism, culture, and Asian American art history. Primary research paper. GER:DB-SocSci, EC-AmerCul

5 units, Win (Chang, G)

HISTORY 268E. American Foreign Policy and International History, 1941-2009

(Same as HISTORY 368E) Major events and interpretations from WW II to the war in Iraq. Issues of race, expansionism and power; nuclear weapons; and war. GER:DB-SocSci

4-5 units, Spr (Bernstein, B)

HISTORY 273. The European Expansion

(Same as HISTORY 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

HISTORY 275F. Social Change in Latin America Since 1900

(Same as HISTORY 375F, LATINAM 201, LATINAM 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

4-5 units, Spr (Klein, H)

HISTORY 278A. Political Economy of Property Rights

(Same as POLISCI 242D) This course seeks to understand how property rights systems influence economic growth and the stewardship of resources. We are also interested in explaining the political process by which societies create property systems. In order to answer these questions we will read and discuss the work of political scientists, economists, and historians.

5 units, Win (Haber, S)

HISTORY 279. Latin American Development: Economy and Society, 1800-2000

(Same as HISTORY 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

4-5 units, not given this year

HISTORY 281. Economic and Social History of the Modern Middle East

(Same as HISTORY 381) The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market are combined with possible case studies of Egypt, Iraq, and Palestine. GER:DB-SocSci

4-5 units, Aut (Beinin, J)

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. GER:DB-SocSci

5 units, not given this year

HISTORY 281B. Modern Egypt

(Same as HISTORY 381B) From just before the Napoleonic expedition of 1798 to the present. Topics: European imperialism, the political economy of cotton, rise of nationalism, gender and the nation, minorities, the coup of 1952, positive neutralism and the Cold War, and the neo-liberal reconstruction of Egypt. GER:DB-SocSci

4-5 units, not given this year

HISTORY 281C. Urban History of the Middle East: Aleppo and Istanbul on the Eve of Modernity, 1650-1850

(Same as HISTORY 381C) Questions both Orientalist and modernist assumptions concerning urban life in the Middle East during a transformative moment in global history, commercialization and the emergence of modern imperialism. The critical relevance of cultural debates and institutional changes in provincial centers such as Aleppo to the unfolding of a modern Ottoman Empire. GER:DB-SocSci

5 units, Spr (Staff)

HISTORY 281D. The Origins and Formation of Islam

(Same as HISTORY 381D) The modern debate over the origins of Islam and the appearance of distinctive disciplines and institutions in the ninth century. Course taught in English; however, students with a proficiency in Arabic may do separate work.

4-5 units, Win (Staff)

HISTORY 282. The United States and the Middle East since 1945

(Same as HISTORY 382) Since the end of WW II, U.S. interests in the Middle East have traditionally been defined as access to oil at a reasonable price, trade and markets, containing the influence of the Soviet Union, and the security of Israel. Is this the full range of U.S. interests? How has the pursuit of these interests changed over time? What forces have shaped U.S. policy? What is the impact of U.S. policy on the region itself? GER:DB-SocSci, EC-GlobalCom
4-5 units, Spr (Beinin, J)

HISTORY 282D. The Late Ottoman Empire, its Collapse, and the Making of the Turkish Nation State

(Same as HISTORY 382D) The turbulent 1910s and the WW I, the catastrophe of the old European and Ottoman world. Focus is on the political elites, their biographies, networks, and ideologies (Ottomanism, Islamism, Turkism, social Darwinism). Topics include the Young Turk revolution of 1908, the entrance into world war, the Armenian genocide, and the Turkish revolution of the 20s. GER:DB-SocSci

4-5 units, Win (Staff)

HISTORY 283. The New Global Economy, Oil, and Islamic Movements in the Middle East

(Same as HISTORY 383) The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market combined with case studies of Egypt, Iraq, and Palestine. GER:DB-SocSci

4-5 units, not given this year

HISTORY 285K. History of Modern Antisemitism

(Same as HISTORY 385K) Focus is on Europe. Topics include: origins of modern antisemitism and difference from theological forms of hatred, differences in antisemitic patterns in eastern central and western Europe; intellectual origins of modern racism, the question of Jewish self-hatred and internalization of antisemitic stereotypes; connections between philo-semitism and antisemitism; contemporary patterns of antisemitism. Emphasis is on cultural and intellectual history as well as a discussion of Jews' major ideological, political, and social responses to antisemitism.

4-5 units, Spr (Staff)

HISTORY 287C. Zionism and Its Critics

(Same as HISTORY 387C) Zionism from its genesis in the 1880s up until the establishment of the state of Israel in May, 1948, exploring the historical, ideological and political dimensions of Zionism. Topics include: the emergence of Zionist ideology in connection to and as a response to challenges of modernity; emancipation; Haskalah (Jewish enlightenment); other national and ideological movements of the period; the ideological crystallization of the movement; and the immigration waves to Palestine.

4-5 units, Aut (Staff)

HISTORY 287D. Tel Aviv: Site, Symbol, City

(Same as HISTORY 387D) Tel Aviv, the first Israeli city, from a cultural history perspective combining high and low cultural texts. Topics include: the utopian origins behind the establishment of Tel Aviv in Zionist texts; artists, poets, and writers in Tel Aviv's early years; as the capital of Bauhaus architecture; the emergence of Israeli pop culture in Tel Aviv of the late 60s and 70s; as the site of the Israeli Zionist and post-Zionist intellectuals. Sources include art, cinema, and literature. GER:DB-Hum

4-5 units, Win (Staff)

HISTORY 287E. Jewish Intellectuals and Modernity

(Same as HISTORY 387E) Intellectual responses of Jewish thinkers to the age of extremes. Readings include a wide assemblage of twentieth-century thinkers, such as Theodor Adorno, Leo Strauss, Hannah Arendt, Isaiah Berlin, Isaac Deutscher, Hans Kohn, Lionel Trilling, Judith Shklar, George Steiner, Emmanuel Levinas, and Jacques Derrida. From these readings, an analysis of enlightenment, nationalism and socialism; political response to totalitarian ideologies, and the extent to which the Jewishness of these political thinkers and philosophers notify their writings.

4-5 units, Spr (Staff)

HISTORY 288. Palestine and the Arab-Israeli Conflict

(Same as HISTORY 388, IPS 388) 1882 to the present. Comparison of representative expressions of competing historical interpretations. U.S. policy towards the conflict since 1948. (Beinin) GER:DB-Hum

4-5 units, Win (Beinin, J)

HISTORY 291A. Archaeology and Modernity in Asia: The Excavation of Ancient Civilizations in Modern Times

(Same as HISTORY 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

HISTORY 291B. The City in Imperial China

(Same as HISTORY 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, not given this year

HISTORY 291D. Colonialism and Collaboration in East Asia

(Same as HISTORY 391D) The roles and problems of collaboration in the rise, sustenance, and fall of empires. Themes include conceptual definitions of collaboration and empire, collaboration of traditional elites, accommodation of religious communities, assimilation and collaboration, local intermediaries, and class and empire. Regional focus is East Asia; also cases from other colonial situations. GER:DB-SocSci

4-5 units, Win (Moon, Y)

HISTORY 291E. Maps, Borders, and Conflict in East Asia

(Same as HISTORY 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

HISTORY 292. The Korean War: The Origins, Outbreak, and Aftermath

(Same as HISTORY 392) Examines major themes and scholarly works to understand the origins, outbreak, and consequences of the Korean War. One focus will be the division of Korea into ROK and DPRK and their subsequent developments. Themes include World War II in East Asia; Korean communist movements during Japanese colonial rule; the Cold War in East Asia; the roles of the US, China, and USSR in the Korean War; the ideas of key North and South Korean leaders, and the consolidation of the two Koreas after the Korean War. GER:DB-SocSci

4-5 units, Win (Moon, Y)

HISTORY 292D. Japan in Asia, Asia in Japan

(Same as HISTORY 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, DB-SocSci, EC-GlobalCom

4-5 units, Aut (Uchida, J)

HISTORY 292F. Traditional Korea: History and Culture

(Same as HISTORY 392F) How iconic features of Korean tradition were created and reinvented. Themes include Korea's ancient kingdoms, the creation of Korean alphabets and its aftermath, commerce and travelers, Korean food and art, religions, the life of women and ordinary people, the kingship and court culture of the Choson dynasty, and Korea's place in premodern East Asia. The modern and contemporary debates.

4-5 units, Spr (Moon, Y)

HISTORY 293. Law and Society in Late Imperial China

(Same as HISTORY 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

HISTORY 293B. Homosexuality in Historical and Comparative Perspective

(Same as HISTORY 393B) Comparative history of homoerotic desire, relations, and identity through scholarship on different historical periods and parts of the world: the classical Mediterranean, early modern European cities, late imperial and modern China, Tokugawa and modern Japan, and the U.S. GER:EC-Gender

4-5 units, not given this year

HISTORY 293D. Empire and Cosmopolitanism: Traveling Ideas in Global Political Thought

(Same as HISTORY 393D) GER:DB-SocSci

4-5 units, not given this year

HISTORY 295F. Race and Ethnicity in East Asia

(Same as HISTORY 395F) Historical, cultural, political and theoretical perspectives. Commonly misunderstood as an ethnically homogeneous country, the People's Republic of China is home to 55 officially recognized minority groups, many of whom inhabit the strategic border regions of the country. How similar assumptions of ethnic and racial homogeneity in Taiwan, Japan, and Korea are being reexamined by scholars in disciplines including anthropology, history, and political science. GER:DB-SocSci

4-5 units, Win (Mullaney, T)

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, Aut (Sommer, M)

HISTORY 296. Communism and Revolution in China

From the formation of the Chinese Communist Party (CCP) in 1921 through the 1949 founding of the People's Republic of China (PRC). Topics include: early theories of socialism in China; the relationship between Chinese communism and the Communist International and Soviet Union; agrarian reformulation of communism by Mao; the communist-nationalist civil war; the Communist Revolution of 1949; and the consolidation of communist power in the PRC. GER:DB-Hum

5 units, not given this year

HISTORY 296E. Contentious Identities: The Formation of Race, Ethnicity, and Nationhood in Modern Japan

(Same as HISTORY 396E) Exclusion and assimilation of minority groups including Ainu, Burakumin, Okinawans, Koreans, and Taiwanese; how this process was related to the construction of national, racial, and ethnic self-understanding in modern Japan. Ethno-racial formation and nationalism in Japanese society. GER:DB-SocSci

4-5 units, Spr (Shin, H)

HISTORY 299A. Senior Research I

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

HISTORY 299B. Senior Research II

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

HISTORY 299C. Senior Research III

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

HISTORY 299H. Junior Honors Colloquium

Required of junior History majors planning to write a History honors thesis during senior year. Meets twice during quarter, including the first Friday class day of the quarter.

1 unit, Win (Sommer, M)

HISTORY 299M. Undergraduate Directed Research: Martin Luther King, Jr., Research and Education Institute

May be repeated for credit.

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

HISTORY 299S. Undergraduate Directed Research and Writing

May be repeated for credit.

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

HISTORY 299W. Undergraduate Directed Writing

May be repeated for credit.

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

HISTORY 299X. Design and Methodology for International Field Research

(Same as HISTORY 399A) Problems involved in research abroad: ethical issues; safety; security and conduct; human subjects protocol. Methodologies of research: interviewing, networking, case studies, participant observation, large surveys.

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

GRADUATE COURSES IN HISTORY**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. (SSPEP)

3-5 units, Win (Gordon, L), Spr (Gordon, L)

HISTORY 158C. History of Higher Education in the U.S.

(Same as EDUC 165, EDUC 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. (SSPEP-APA)

3-5 units, Aut (Gordon, L)

HISTORY 255E. Education, Race, and Inequality in African American History, 1880-1990

(Same as EDUC 216X) Seminar. The relationship among race, power, inequality, and education from the 1880s to the 1990s. How schools have constructed race, the politics of school desegregation, and ties between education and the late 20th-century urban crisis.

3-5 units, Spr (Gordon, L)

HISTORY 258D. School: What Is It Good For?

(Same as EDUC 207X) Focus is on authors who establish claims that the purposes, functions, impacts, and social roles of schooling promote human capital, citizenship, social reproduction, values transmission, social mobility, class equality, racial equality, social stratification, disciplinary power, and the pursuit of individual interests. Historical and sociological approaches.

3-4 units, Win (Labaree, D)

HISTORY 258E. History of School Reform: Origins, Policies, Outcomes, and Explanations

(Same as EDUC 220D) Required for students in the POLS M.A. program; others welcome. Focus is on 20th-century U.S. Intended and unintended patterns in school change; the paradox of reform that schools are often reforming but never seem to change much; rhetorics of reform and factors that inhibit change. Case studies emphasize the American high school. (SSPEP/APA)

3-5 units, Aut (Labaree, D)

HISTORY 258F. Education Schools: Historical and Sociological Perspectives

(Same as EDUC 231X) The lowly status of the education school in the United States is the issue that defines the starting point of this course. Topics include an exploration the historical development of this institution, its major social function, and the interaction between the two. The course touches on a variety of scholarly domains, including the history of education, sociology of education, higher education, and educational policy.

3-4 units, Spr (Labaree, D)

HISTORY 301. Introduction to Public History in the U.S., 19th Century to the Present

(Same as HISTORY 201) Gateway course for the History and Public Service interdisciplinary track. Topics include the production, presentation, and practice of public history through narratives, exhibits, web sites, and events in museums, historical sites, parks, and public service settings in nonprofit organizations, government agencies, and educational institutions.

4-5 units, Aut (McKibben, C)

HISTORY 301G. Sexual Encounters: The Middle East and Europe

(Same as HISTORY 201G) The Middle East and Europe have been engaged for millennia. Examines this relationship from the middle ages to the present through romance, desire, sex, love, sexuality, and gender. Topics include: travel, homosexuality, marriage, family, violence, prostitution, and policing.

4-5 units, Win (Mikhail, A; Sheffer, E)

HISTORY 304. Approaches to History

Required of first-year History Ph.D. students.

4-5 units, Aut (Baker, K)

HISTORY 304G. War, Culture, and Society in the Modern Age

(Same as HISTORY 204G) 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 WW I; 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.

5 units, not given this year

HISTORY 305. Graduate Workshop in Teaching

Required of first-year History Ph.D. students. Perspectives on pedagogy for historians: use of technology in teaching lectures and seminars. Addressing today's classroom: sexual harassment issues, integrating diversity, designing syllabi to include students with disabilities

1 unit, Spr (Kollmann, N)

HISTORY 305B. Quantitative Methods in Historical Research

(Same as HISTORY 205B) 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.

4-5 units, Spr (Klein, H)

HISTORY 306D. World History: Graduate Colloquium

How do historians engage the global scale in the classroom as well as in research? The world history canon including Toynbee, McNeill, Braudel, Wolf, and Wallerstein; contrasting approaches, recent research, and resources for teaching. Recommended: concurrent enrollment in HISTORY 306E.

4 units, Aut (Wigen, K; Lewis, M)

HISTORY 306E. International History and International Relations Theory

(Same as HISTORY 202, POLISCI 216E, 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.

5 units, Win (Staff)

HISTORY 306F. Identities and Identification in the Atlantic World

How identities and processes of identification changed in Europe, Africa, and the Americas during the early modern period and as a result of the engagement of the inhabitants of these three continents in the Atlantic world.

4-5 units, Win (Herzog, T)

HISTORY 306K. World History Pedagogy Workshop

Students draft a syllabus and create a curriculum module for use in a world history lecture course. Corequisite: HISTORY 306D, recommended.

1 unit, Aut (Wigen, K; Lewis, M)

HISTORY 307A. Legal History Workshop

(Same as LAW 372.) Faculty and students from the Law school and the History department discuss research in the field of legal history. Guest speakers. Secondary literature relevant to the speaker's research. Undergraduates require consent of instructors.

4-5 units, Spr (Herzog, T; Kessler, A)

HISTORY 308. Biography and History

(Same as HISTORY 207) The relationship between biographical and historical writing, primarily in Europe and America. Problems of methodology, evidence, dispassion, and empathy. Texts: biographies, critical literature on biographical work, and novels (A. S. Byatt's *Possession*, Bernard Malamud's *Dubin's Lives*) that illuminate the intellectual underpinnings of biographical labor.

4-5 units, Spr (Zipperstein, S)

HISTORY 308A. Science and Law in History

(Same as HISTORY 208A) 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.

4-5 units, Win (Riskin, J)

HISTORY 308B. Women Activists' Response to War

(Same as HISTORY 208B) 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.

4-5 units, not given this year

HISTORY 309A. Postcolonial Theory and Universal History

Key texts and motifs from postcolonial theory: empire, class, exile, suffering, textuality, archive in juxtaposition to 20th-century philosophical questions about universal history and the relevance of humanist inquiry.

4-5 units, Win (Kumar, A)

HISTORY 309B. The Century: Problem of the Present in Twentieth-Century Thought

(Same as HISTORY 209B) What is the present? Can it stand on its own, without invoking history and without promising a future? How did the 20th century make sense of itself, as violent and ruptured from all preceding centuries as it was, yet so prolific and promising in its revolutionary achievements and futures? The century through four concepts: time, ambiguity, cruelty, and crisis. 20th-century politics through what happened to dialectic, humanism, history, and Europe.

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

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 research from Asia, Europe, and the Americas.

4-5 units, not given this year

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, not given this year

HISTORY 311B. Jews under Islam and Christianity in the Middle Ages

(Same as HISTORY 211B) Addresses the relationship between the Jews and the host Islamic and Christian societies during the Middle Ages (AD 500-1500). Themes, covered in a comparative context, include: the Jews' legal status, economic and political rule, toleration and persecutions, adaptation and acculturation, and religious polemics.

4-5 units, Spr (Staff)

HISTORY 311E. Ancient War

(Same as CLASSHIS 235A) Seminar on Greco-Roman warfare, looking at why and how wars were fought, their causes and consequences, and the experience and expense of fighting. Emphasis on comparative approaches, juxtaposing ancient Mediterranean war with warfare in other parts of the world, wars in earlier and later periods, and conflict among other species.

3-5 units, Win (Morris, I; Scheidel, W)

HISTORY 311F. Ancient War

(Same as CLASSHIS 235B) Continuation of 135A. Seminar on Greco-Roman warfare, looking at why and how wars were fought, their causes and consequences, and the experience and expense of fighting. Emphasis on comparative approaches, juxtaposing ancient Mediterranean war with warfare in other parts of the world, wars in earlier and later periods, and conflict among other species.

3-5 units, Spr (Morris, I)

HISTORY 311G. Big Ancient History

(Same as CLASSHIS 312) How the shift away from thinking about European history in terms of a western civilization model toward embedding it in stories of how global history affects research and teaching on ancient Greece and Rome. Conventional, evolutionary, and global history narratives of the past 5,000 to 15,000 years and some new ideas about how Greco-Roman history might fit into different storylines.

4-5 units, not given this year

HISTORY 312. Holy Wars: Medieval Perspectives

(Same as HISTORY 212) 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.

4-5 units, not given this year

HISTORY 313. Core Colloquium in Medieval European History

4-5 units, not given this year

HISTORY 314. Graduate Core Colloquium in Medieval European History

4-5 units, Aut (Miller, K)

HISTORY 316A. Muslims and Infidels: Islam and the Crusades

(Same as HISTORY 216A) 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: jihad; 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 jihad.

4-5 units, not given this year

HISTORY 317. Medieval Seminar: Classics and Key Works

(Same as HUMNTIES 322) Colloquium focused on key primary sources that allow entry into Medieval European culture. Readings include: Augustine, *On Christian Doctrine*; Gregory the Great, *Moralia on the Book of Job*; Beowulf; the Song of Roland; and Aquinas, *Summa Theologica*.

3-5 units, not given this year

HISTORY 317A. Poverty and Charity in Medieval Christianity, Judaism, and Islam

(Same as HISTORY 217A) Topics include: Jewish, Christian, and Islamic theoretical discussions of poverty and charity; normative law versus actual practice; the voice of the poor in available source; and formal and informal institutions of charity in the medieval Mediterranean region.

4-5 units, Spr (Miller, K)

HISTORY 317B. Land of Three Religions: Medieval Spain

(Same as HISTORY 217B) 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?

4-5 units, Aut (Miller, K)

HISTORY 318A. Barcelona to Berlin: Muslim Minorities in History

(Same as HISTORY 218A) Muslim minorities under non-Muslim rule in different historical contexts and configurations such as enclaves and diasporas, from the Middle Ages to the present.

4-5 units, Spr (Miller, K)

HISTORY 319B. Secularity

Classic theories of secularity. Is a secular world possible? How does, historically seen, the notion of the secular emerge, impose itself, and get challenged? Readings include Max Weber, E. Durkheim, R.A. Markus, Carl Schmitt, and Hans Blumenberg, and studies bearing on the Middle Ages, English monastic secularization, the French Revolution, and 20th-century political religions.

4-5 units, Spr (Buc, P)

HISTORY 320G. Demons, Witches, Holy Fools, and Folk Belief: Popular Religion in Russia, 19th and 20th Centuries

(Same as HISTORY 220G) Popular religion in Russia, focusing on life in the provinces and villages in the nineteenth and early twentieth centuries. The double faith of Orthodox Christianity combined with folk beliefs. Topics include: parish priests, witchcraft, possession, Holy Fools, Old Believers, spiritual elders, saints, icons, religious cults, and women's lay religious movements.

4-5 units, Win (Kollmann, J)

HISTORY 321A. Classics of Russian Historiography

Main trends of Russian intellectual history as seen through major historians' treatment of Muscovy: Romanticism, Slavophilism, Hegelianism, Populism, Social Democracy, New Idealism, and Marxism-Leninism.

4-5 units, Aut (Kollmann, N)

HISTORY 321B. Imperial Russian Historiography

4-5 units, not given this year

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

HISTORY 322. Topics in Early Modern Russian History

4-5 units, not given this year

HISTORY 323. Art and Ideas in Imperial Russia
(Same as HISTORY 223) Poetry, novels, symphonic music, theater, opera, painting, design, and architecture: what they reveal about the politics and culture of tsarist Russia.

4-5 units, not given this year

HISTORY 323B. Research Methodologies in Early Modern Russian History

4-5 units, not given this year

HISTORY 323F. The Nationality Question in the Russian Empire and the Soviet Union

(Same as HISTORY 223F) Examines the shaping of ethnonational identity and nationalities policy in imperial Russia and the Soviet Union, concluding with an overview of nationalism in the post-Soviet states. Topics include the cultural strategies pursued by governments in St. Petersburg and Moscow under the Romanovs and the Soviets, Marxist ideology on the nationality question, the influence of the Second World War on national identities inside the Soviet Union, and the role of ethnonationalism in the break up of the USSR.

4-5 units, Spr (Patenaude, B)

HISTORY 324B. Modern Afghanistan

(Same as HISTORY 224B) Politics, society, and culture in Afghanistan from the 19th century to the present. Topics include state building, tribal politics, Islamic law, geopolitics, the Taliban, and the post-Taliban disorder.

4-5 units, not given this year

HISTORY 324F. The Caucasus and the Muslim World

The linkages connecting the societies of the Caucasus to Muslim communities in Iran, Russia, the Ottoman Empire and Turkey, S. Asia, and the Middle East.

4-5 units, not given this year

HISTORY 327. East European Women and War in the 20th Century

(Same as HISTORY 227) 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.

4-5 units, Win (Jolluck, K)

HISTORY 328. Circles of Hell: Poland in World War II

(Same as HISTORY 228) 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.

5 units, not given this year

HISTORY 329. Poles and Jews

(Same as HISTORY 229) 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.

4-5 units, Spr (Jolluck, K)

HISTORY 330. Core Colloquium on Early Modern Europe: Ancien Regime

Topics in the social, political, and religious history of Western Europe, 1550-1789, with an emphasis on France. May be repeated for credit.

4-5 units, not given this year

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

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 (Sattia, P)

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

4-5 units, not given this year

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

HISTORY 332D. Rome: The City and the World, 1350-1750

(Same as HISTORY 232D) What lies beyond the ruins of an ancient city? The history of Rome from the Renaissance to the age of the grand tour. Topics include: the political, diplomatic, and religious history of the papacy; society and cultural life; the everyday world of Roman citizens; the relationship between the city and the surrounding countryside; the material transformation of Rome as a city; and its meaning for foreigners.

4-5 units, not given this year

HISTORY 332F. The Scientific Revolution

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.

4-5 units, not given this year

HISTORY 333. Reformation, Political Culture, and the Origins of the English Civil War

(Same as HISTORY 233) 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

HISTORY 333B. Early Modern Sexualities

(Same as HISTORY 233B) History of sexuality in early modern Europe. Normative sexuality, heterosexual transgressions, and minority sexualities. Theoretical approaches to and debates about the history of sexuality, in particular prior to the 19th century. Tools for critiquing the heteronormativity of early modern sources and for reading those sources for evidence of sexual diversity. Readings include monographs and primary sources.

4-5 units, not given this year

HISTORY 333C. Two British Revolutions

(Same as HISTORY 233C) 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.

4-5 units, Aut (Como, D)

HISTORY 333K. The Invention of the Modern Republic
(Same as HISTORY 233K) Examines the history of republican thinking in the Atlantic World from the Renaissance to the French Revolution.

4-5 units, Spr (Staff)

HISTORY 334. Enlightenment Seminar

(Same as HUMNTIES 324) The Enlightenment as a philosophical, literary, and political movement. Themes include the nature and limits of philosophy, the grounds for critical intellectual engagement, the institution of society and the public, and freedom, equality and human progress. Authors include Voltaire, Montesquieu, Rousseau, Hume, Diderot, and Condorcet.

3-5 units, Win (Riskin, J)

HISTORY 334C. Counterinsurgency in History

(Same as HISTORY 234C) Classic texts and case studies of insurgency and counterinsurgency from the 19th century to the present.

4-5 units, Win (Sheehan, J)

HISTORY 335. History of European Law, Medieval to Contemporary

(Same as HISTORY 135) 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.

4-5 units, Spr (Herzog, T)

HISTORY 336. Modern France

4-5 units, not given this year

HISTORY 336A. European Nationalism, 1600 to the Present

(Same as HISTORY 236A) Theory and practice of nationalism from its genesis. What is the nation and how is it built? What is its relationship to the state? How do national movements adapt to changing ideological and geopolitical contexts? Focus is on Europe; attention to other parts of the world as required by theory studies.

4-5 units, Aut (Ward, J)

HISTORY 336B. The Idea of Society

(Same as HISTORY 236B) Classic texts in social theory from the seventeenth century to the present. Readings include Locke, Smith, Hegel, Comte, and Durkheim, and Weber.

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

HISTORY 336C. Reordering Europe, 1917-1923

(Same as HISTORY 236C) The struggle to craft a new European order after the disaster of the First World War. Topics: Wilsonian versus Leninist visions for Europe, Paris Peace Conference, early Weimar Germany, state-building in Yugoslavia, Greek-Turkish population exchanges, Polish-Soviet War, and Fascist rise to power in Italy. Major component of course involves student presentations and research with primary sources.

4-5 units, Win (Ward, 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, not given this year

HISTORY 337. The Holocaust

(Same as HISTORY 137) 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.

4-5 units, Win (Felstiner, M)

HISTORY 337C. Memory, History, and Education

(Same as EDUC 356) Interdisciplinary. Since Herodotus, history and memory have competed to shape minds: history cultivates doubt and demands interpretation; memory seeks certainty and detests that which thwarts its aims. History and memory collide in modern society, often violently. How do young people become historical amidst these forces; how do school, family, nation, and mass media contribute to the process?

3-5 units, not given this year

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

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

HISTORY 339D. Capital and Empire

(Same as HISTORY 239D, 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.

4-5 units, Spr (Satia, P)

HISTORY 339F. Empire and Information

(Same as HISTORY 239F) 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.

4-5 units, not given this year

HISTORY 339H. Modern European History in a Global Age

How scholars can write the history of modern Europe in a way that integrates global and transnational perspectives. Discussed the methodological challenges and merits of various approaches and reviews relevant theoretical and interdisciplinary models for how this can best be done. Topics include globalization, migration, internationalism, colonialism, postcolonialism, modern warfare, and the media.

4-5 units, Aut (Naranch, B)

HISTORY 341A. The Emergence of Medicine: The Middle Ages and the Renaissance

How did medicine emerge as a distinctive body of knowledge and a profession? The history of medicine from ca. 1000 to 1750. Topics: new ways of examining and treating the body; the religious and cultural significance of disease; the development of hospitals; and the rise of public health systems. Comparison of the status of medicine in Europe and the Islamic world. The work of key figures such as Vesalius and Harvey. Students are required to attend the concurrent lectures of HISTORY 141A.

4-5 units, Win (Findlen, P)

HISTORY 342. Darwin in the History of Life

Origins and impact of evolutionary theory from the nineteenth century to the present. Early theories of fossils, the discovery of deep time and uniformitarian geology, debates over evolution vs. extinction, the origin of life, and human origins; the rise of anthropology and racial theory; the changing challenge of creationism, the abuse of evolution in eugenics and Nazi racial hygiene; and new discoveries in the realm of extreme life, evo-devo, neocatastrophism, and the new technological frontier of biomimicry. Attendance at the lectures of HISTORY 142 is required.

4-5 units, Spr (Proctor, R)

HISTORY 343C. 18th-Century Colonial Science and Medicine

(Same as HISTORY 243C) 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

HISTORY 343G. Tobacco and Health in World History

(Same as HISTORY 243G)

4-5 units, Aut (Proctor, R)

HISTORY 345A. Africa in the Era of the Slave Trade

The slave trade, including the trans-Saharan, Indian Ocean, and trans-Atlantic trades, constituted nearly a millennium of interaction with the wider world and set in motion transformations in African societies, politics, and cultures. Topics include the debates about slavery in Africa, the impact of the slave trade on African societies, state formation, economic change, religious change, and household change in the period before the scramble for Africa in the late 19th century.

4-5 units, Aut (Roberts, R)

HISTORY 346. The Dynamics of Change in Africa

(Same as AFRICAST 301A) Crossdisciplinary colloquium; required for the M.A. degree in African Studies. Addresses critical issues in African Studies by exploring intersections of the organization of power, structure of the economy, and patterns of social stratification. Interpretive debates on Africa's engagement with the slave trade, impact of colonialism, decolonization, democratization and civil wars, health and society, and Africa's engagement with globalization. The process of knowledge production and its social location, and the current state of knowledge.

4-5 units, Aut (Roberts, R)

HISTORY 347E. Health and Society in Africa

(Same as HISTORY 245E) 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.

4-5 units, not given this year

HISTORY 348. Islam in Africa

(Same as HISTORY 248) 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.

4-5 units, Spr (Hanretta, S)

HISTORY 348D. Law and Colonialism in Africa

(Same as HISTORY 245G) 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 as a new frontier for the social history of Africa. Topics: meanings of conflicts over marriage, divorce, inheritance, property, and authority.

4-5 units, Win (Roberts, R)

HISTORY 349. History without Documents

(Same as HISTORY 249) 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.

4-5 units, not given this year

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, not given this year

HISTORY 351D. Core in American History, Part IV

4-5 units, Win (White, R)

HISTORY 351E. Core in American History, Part V

4-5 units, not given this year

HISTORY 351F. Core in American History, Part VI

Required of all first-year Ph.D. students in U.S. History.

4-5 units, Spr (Chang, G)

HISTORY 352. Creating the American Republic

(Same as LAW 246, POLISCI 222P) 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.

5 units, Win (Staff)

HISTORY 352B. History of American Law

(Same as LAW 318.) Modern history of American law, legal thought, legal institutions and the legal profession. Topics include law and regulation of corporate organizations and labor relations in the age of enterprise, law of race relations in the South and North, development of classical legalism, critiques of classical legalism, modern administrative state, organized legal profession, New Deal legal thought and legislation, legal order of the 50s, expansion of enterprise liability, civil rights movements from 1940, rights revolution of the Warren Court and Great Society.

5 units, Spr (Friedman, L)

HISTORY 353D. Approaches to American Legal History

(Same as LAW 651.) Legal history may once have been primarily devoted to exploring legal doctrines and key judicial opinions, and thus to be of interest mainly to legal scholars and lawyers. Now, the best writing in legal history resembles historical writing more generally, and the study of legal ideas and practices is increasingly integrated with social, intellectual, cultural, and political history. Examines recent writings in American legal history, ranging broadly across time and space to ask how the field reflects developments in historical writing more generally, and how the use of legal materials affects our understanding of major aspects of American history.

4-5 units, Aut (Rakove, J)

HISTORY 355. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis

(Same as HISTORY 252) 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.

4-5 units, Aut (Bernstein, B)

HISTORY 355D. Racial Identity in the American Imagination

(Same as AFRICAAM 255, HISTORY 255D) Major historical transformations shaping the understanding of racial identity and how it has been experienced, represented, and contested in American history. Topics include: racial passing and racial performance; migration, immigration, and racial identity in the urban context; the interplay between racial identity and American identity; the problems of class, gender, and sexuality in the construction of racial identity. Sources include historical and legal texts, memoirs, photography, literature, film, and music.

4-5 units, Spr (Hobbs, A)

HISTORY 356. U.S.-China Relations: From the Opium War to Tiananmen

(Same as HISTORY 256) 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. WIM

4-5 units, Win (Chang, G)

HISTORY 358. History of Sexuality in the U.S.

(Same as HISTORY 258) Priority to History and Feminist Studies majors; a limited number of graduate students may be admitted. Recent historical interpretations of sexual violence, emphasizing the intersections of gender and race in the construction of rape in early America and in Canada, the racialization of rape, lynching and anti-lynching in the U.S., and feminist responses to sexual violence.

4-5 units, not given this year

HISTORY 365. Writing Asian American History

(Same as HISTORY 265) Recent scholarship in Asian American history, with attention to methodologies and sources. Topics: racial ideologies, gender, transnationalism, culture, and Asian American art history. Primary research paper.

5 units, Win (Chang, G)

HISTORY 368E. American Foreign Policy and International History, 1941-2009

(Same as HISTORY 268E) Major events and interpretations from WW II to the war in Iraq. Issues of race, expansionism and power; nuclear weapons; and war.

4-5 units, Spr (Bernstein, B)

HISTORY 373A. The European Expansion

(Same as HISTORY 273) 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

HISTORY 375F. Social Change in Latin America Since 1900

(Same as HISTORY 275F, LATINAM 201, LATINAM 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.

4-5 units, Spr (Klein, H)

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, not given this year

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, Win (Haber, S)

HISTORY 379. Latin American Development: Economy and Society, 1800-2000

(Same as HISTORY 279) 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.

4-5 units, not given this year

HISTORY 381. Economic and Social History of the Modern Middle East

(Same as HISTORY 281) The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market are combined with possible case studies of Egypt, Iraq, and Palestine.

4-5 units, Aut (Beinin, J)

HISTORY 381B. Modern Egypt

(Same as HISTORY 281B) From just before the Napoleonic expedition of 1798 to the present. Topics: European imperialism, the political economy of cotton, rise of nationalism, gender and the nation, minorities, the coup of 1952, positive neutralism and the Cold War, and the neo-liberal reconstruction of Egypt.

4-5 units, not given this year

HISTORY 381C. Urban History of the Middle East: Aleppo and Istanbul on the Eve of Modernity, 1650-1850

(Same as HISTORY 281C) Questions both Orientalist and modernist assumptions concerning urban life in the Middle East during a transformative moment in global history, commercialization and the emergence of modern imperialism. The critical relevance of cultural debates and institutional changes in provincial centers such as Aleppo to the unfolding of a modern Ottoman Empire.

5 units, Spr (Staff)

HISTORY 381D. The Origins and Formation of Islam

(Same as HISTORY 281D) The modern debate over the origins of Islam and the appearance of distinctive disciplines and institutions in the ninth century. Course taught in English; however, students with a proficiency in Arabic may do separate work.

4-5 units, Win (Staff)

HISTORY 382. The United States and the Middle East since 1945

(Same as HISTORY 282) Since the end of WW II, U.S. interests in the Middle East have traditionally been defined as access to oil at a reasonable price, trade and markets, containing the influence of the Soviet Union, and the security of Israel. Is this the full range of U.S. interests? How has the pursuit of these interests changed over time? What forces have shaped U.S. policy? What is the impact of U.S. policy on the region itself?

4-5 units, Spr (Beinin, J)

HISTORY 382D. The Late Ottoman Empire, its Collapse, and the Making of the Turkish Nation State

(Same as HISTORY 282D) The turbulent 1910s and the WW I, the catastrophe of the old European and Ottoman world. Focus is on the political elites, their biographies, networks, and ideologies (Ottomanism, Islamism, Turkism, social Darwinism). Topics include the Young Turk revolution of 1908, the entrance into world war, the Armenian genocide, and the Turkish revolution of the 20s.

4-5 units, Win (Staff)

HISTORY 383. The New Global Economy, Oil, and Islamic Movements in the Middle East

(Same as HISTORY 283) 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

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

4-5 units, Aut (Rodrigue, A)

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

4-5 units, Win (Zipperstein, S)

HISTORY 385K. History of Modern Antisemitism

(Same as HISTORY 285K) Focus is on Europe. Topics include: origins of modern antisemitism and difference from theological forms of hatred, differences in antisemitic patterns in eastern central and western Europe; intellectual origins of modern racism, the question of Jewish self-hatred and internalization of antisemitic stereotypes; connections between philo-semitism and antisemitism; contemporary patterns of antisemitism. Emphasis is on cultural and intellectual history as well as a discussion of Jews' major ideological, political, and social responses to antisemitism.

4-5 units, Spr (Staff)

HISTORY 387C. Zionism and Its Critics

(Same as HISTORY 287C) Zionism from its genesis in the 1880s up until the establishment of the state of Israel in May, 1948, exploring the historical, ideological and political dimensions of Zionism. Topics include: the emergence of Zionist ideology in connection to and as a response to challenges of modernity; emancipation; Haskalah (Jewish enlightenment); other national and ideological movements of the period; the ideological crystallization of the movement; and the immigration waves to Palestine.

4-5 units, Aut (Staff)

HISTORY 387D. Tel Aviv: Site, Symbol, City

(Same as HISTORY 287D) Tel Aviv, the first Israeli city, from a cultural history perspective combining high and low cultural texts. Topics include: the utopian origins behind the establishment of Tel Aviv in Zionist texts; artists, poets, and writers in Tel Aviv's early years; as the capital of Bauhaus architecture; the emergence of Israeli pop culture in Tel Aviv of the late 60s and 70s; as the site of the Israeli Zionist and post-Zionist intellectuals. Sources include art, cinema, and literature.

4-5 units, Win (Staff)

HISTORY 387E. Jewish Intellectuals and Modernity

(Same as HISTORY 287E) Intellectual responses of Jewish thinkers to the age of extremes. Readings include a wide assemblage of twentieth-century thinkers, such as Theodor Adorno, Leo Strauss, Hannah Arendt, Isaiah Berlin, Isaac Deutscher, Hans Kohn, Lionel Trilling, Judith Shklar, George Steiner, Emmanuel Levinas, and Jacques Derrida. From these readings, an analysis of enlightenment, nationalism and socialism; political response to totalitarian ideologies, and the extent to which the Jewishness of these political thinkers and philosophers notify their writings.

4-5 units, *Spr (Staff)*

HISTORY 388. Palestine and the Arab-Israeli Conflict

(Same as HISTORY 288, IPS 388) 1882 to the present. Comparison of representative expressions of competing historical interpretations. U.S. policy towards the conflict since 1948. (Beinin)

4-5 units, *Win (Beinin, J)*

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

4-5 units, *not given this year*

HISTORY 390A. Major Topics in Modern Chinese History: Qing/Republican Transition

Continuities and discontinuities in society, economy, politics, culture, and thought during the transition from the Qing dynasty to the republic. May be repeated for credit.

4-5 units, *not given this year*

HISTORY 391. East Asia in the Early Buddhist Age

(Same as HISTORY 191) 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.

4-5 units, *not given this year*

HISTORY 391A. Archaeology and Modernity in Asia: The Excavation of Ancient Civilizations in Modern Times

(Same as HISTORY 291A) 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.

4-5 units, *not given this year*

HISTORY 391B. The City in Imperial China

(Same as HISTORY 291B) 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, *not given this year*

HISTORY 391D. Colonialism and Collaboration in East Asia

(Same as HISTORY 291D) The roles and problems of collaboration in the rise, sustenance, and fall of empires. Themes include conceptual definitions of collaboration and empire, collaboration of traditional elites, accommodation of religious communities, assimilation and collaboration, local intermediaries, and class and empire. Regional focus is East Asia; also cases from other colonial situations.

4-5 units, *Win (Moon, Y)*

HISTORY 391E. Maps, Borders, and Conflict in East Asia

(Same as HISTORY 291E) 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.

4-5 units, *not given this year*

HISTORY 392. The Korean War: The Origins, Outbreak, and Aftermath

(Same as HISTORY 292) Examines major themes and scholarly works to understand the origins, outbreak, and consequences of the Korean War. One focus will be the division of Korea into ROK and DPRK and their subsequent developments. Themes include World War II in East Asia; Korean communist movements during Japanese colonial rule; the Cold War in East Asia; the roles of the US, China, and USSR in the Korean War; the ideas of key North and South Korean leaders, and the consolidation of the two Koreas after the Korean War.

4-5 units, *Win (Moon, Y)*

HISTORY 392B. Law and Society in Late Imperial China

(Same as HISTORY 293) 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.

4-5 units, *not given this year*

HISTORY 392D. Japan in Asia, Asia in Japan

(Same as HISTORY 292D) 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.

4-5 units, *Aut (Uchida, J)*

HISTORY 392E. The Historical Roots of Modern East Asia

(Same as HISTORY 92A) 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.

4-5 units, *not given this year*

HISTORY 392F. Traditional Korea: History and Culture

(Same as HISTORY 292F) How iconic features of Korean tradition were created and reinvented. Themes include Korea's ancient kingdoms, the creation of Korean alphabets and its aftermath, commerce and travelers, Korean food and art, religions, the life of women and ordinary people, the kingship and court culture of the Choson dynasty, and Korea's place in premodern East Asia. The modern and contemporary debates.

4-5 units, *Spr (Moon, Y)*

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, *not given this year*

HISTORY 393A. State, Society, and Economy in Qing Dynasty China

Historical scholarship on China during the Qing period, including the gentry, civil examinations, and the debate about social mobility; merchants, cities, and the debate about civil society/public sphere; taxation, local security, and famine relief; heterodoxy, collective violence, and rebellion; and rival approaches (neo-Malthusian, neo-conservative, and neo-Marxist) to understanding the high Qing economy.

4-5 units, *not given this year*

HISTORY 393B. Homosexuality in Historical and Comparative Perspective

(Same as HISTORY 293B) Comparative history of homoerotic desire, relations, and identity through scholarship on different historical periods and parts of the world: the classical Mediterranean, early modern European cities, late imperial and modern China, Tokugawa and modern Japan, and the U.S.

4-5 units, not given this year

HISTORY 393D. Empire and Cosmopolitanism: Traveling Ideas in Global Political Thought

(Same as HISTORY 293D)

4-5 units, not given this year

HISTORY 395F. Race and Ethnicity in East Asia

(Same as HISTORY 295F) Historical, cultural, political and theoretical perspectives. Commonly misunderstood as an ethnically homogeneous country, the People's Republic of China is home to 55 officially recognized minority groups, many of whom inhabit the strategic border regions of the country. How similar assumptions of ethnic and racial homogeneity in Taiwan, Japan, and Korea are being reexamined by scholars in disciplines including anthropology, history, and political science.

4-5 units, Win (Mullaney, T)

HISTORY 395J. Gender and Sexuality in Chinese History

4-5 units, Spr (Sommer, M)

HISTORY 396D. Modern Japan

Fourth in a four-part core colloquium series for graduate students. Classic and recent works that span Japan's nineteenth century, contrasting those that configure the Meiji disjuncture as a resolution with those that emphasize continuities across the 1868 divide. Emphasis is on economic, social, and cultural developments. In English.

4-5 units, Aut (Uchida, J)

HISTORY 396E. Contentious Identities: The Formation of Race, Ethnicity, and Nationhood in Modern Japan

(Same as HISTORY 296E) Exclusion and assimilation of minority groups including Ainu, Burakumin, Okinawans, Koreans, and Taiwanese; how this process was related to the construction of national, racial, and ethnic self-understanding in modern Japan. Ethno-racial formation and nationalism in Japanese society.

4-5 units, Spr (Shin, H)

HISTORY 399A. Design and Methodology for International Field Research

(Same as HISTORY 299X) Problems involved in research abroad: ethical issues; safety; security and conduct; human subjects protocol. Methodologies of research: interviewing, networking, case studies, participant observation, large surveys.

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

HISTORY 399W. Graduate Directed Reading

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

HISTORY 401A. Spatial History: Concepts, Methods, Problems

Technical training in GIS, with modules taught by Stanford Spatial History Lab staff; conceptual work in the use of these techniques in spatial historical analysis. Students develop their own spatial history projects and produce beta versions of dynamic visualizations.

4-5 units, Spr (Frank, Z)

HISTORY 401B. Spatial History, Part II

Prerequisite: 401A.

4-5 units, not given this year

HISTORY 414A. Medieval History

4-5 units, not given this year

HISTORY 414B. Medieval History

4-5 units, not given this year

HISTORY 421A. Early Modern Russia

4-5 units, not given this year

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

4-5 units, not given this year

HISTORY 422B. Research Seminar in Imperial Russia

4-5 units, not given this year

HISTORY 424A. 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, not given this year

HISTORY 424B. The Soviet Civilization

4-5 units, not given this year

HISTORY 424C. The End of Communism in Europe

Causes, course, and consequences.

4-5 units, not given this year

HISTORY 430. Graduate Research Seminar: Early Modern Europe, 1400-1800

Prerequisite: 431.

4-5 units, Spr (Findlen, P)

HISTORY 431. Early Modern Things

(Same as HISTORY 231S) How do objects reveal their histories? What can be learned about the past by studying things? The material culture of early modern Europe, ca 1450-1750. Recent work on the circulation, use, and consumption of things, starting with the Columbian exchange which expanded the material horizons of the early modern world in the late 15th century, exploring challenges to the meaning of things in the age of the Reformation and Scientific Revolution, and ending with the birth of consumer society in the 18th century How did the meaning of things and people's relationships to them change over these centuries? What objects, ordinary and extraordinary, secular and sacred, natural and man-made, came to define the emerging features of the early modern world?

4-5 units, Win (Findlen, P)

HISTORY 433A. European History

4-5 units, Aut (Daughton, J)

HISTORY 433B. European History

4-5 units, Win (Daughton, 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. Graduate Research Seminar: Modern Britain and the British Empire

4-5 units, not given this year

HISTORY 439B. Graduate Research Seminar: Modern Britain and the British Empire II

4-5 units, not given this year

HISTORY 443A. Human Origins: History, Evidence, and Controversy

(Same as HISTORY 243S) 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 grandmothering; climatological theories and neocatastrophic geologies; molecular anthropology; the impact of racial theories on human origins discourse.

4-5 units, not given this year

HISTORY 444C. The History of the Body in Science, Medicine, and Culture

(Same as HISTORY 244C) 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.

4-5 units, not given this year

HISTORY 445A. Research Seminar in African History

Primary sources such as government records and missionary archives. Students present work in progress. Prerequisite: consent of instructor.

4-5 units, not given this year

HISTORY 445B. Research Seminar in African History

Primary sources such as government records and missionary archives. Students present work in progress. Prerequisite: consent of instructor.

4-5 units, not given this year

HISTORY 446A. Research Seminar: African Nationalism and Beyond

(Same as HISTORY 246S) African intellectual, political, social and cultural institutions confronting issues of sovereignty, authority, heterarchy, and power during the 19th and 20th centuries.

4-5 units, not given this year

HISTORY 446B. Research Seminar: African Nationalism and Beyond

Prerequisite: 446A and consent of instructor.

4-5 units, not given this year

HISTORY 447A. Intellectual and Cultural History in Modern Africa

(Same as HISTORY 247S)

4-5 units, Win (Hanretta, S)

HISTORY 448A. African Societies and Colonial States

(Same as HISTORY 248S) 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.

4-5 units, not given this year

HISTORY 448B. African Societies and Colonial States

4-5 units, not given this year

HISTORY 459A. Graduate Research Seminar in United States History

4-5 units, Win (Campbell, J)

HISTORY 459B. Graduate Research Seminar in United States History, Part 2

Prerequisite: HISTORY 459A.

4-5 units, Spr (Campbell, J)

HISTORY 461A. U.S. Women's Family and Sexual History

Research, design, research methods, and historical writing on topics in the history of women, the family, or sexuality in the U.S. Prepares graduate students for dissertation work. Workshop model involves exchanging preliminary prospectus, outline, writing sample, and draft for peer responses. Article-length original paper based on primary sources, to be completed by the end of Spring Quarter.

4-5 units, not given this year

HISTORY 461B. U.S. Women's Family and Sexual History, Part II

Prerequisite: 461A.

4-5 units, not given this year

HISTORY 470A. 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, not given this year

HISTORY 470B. Research Seminar in Latin American Social History II

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, not given this year

HISTORY 486A. Graduate Research Seminar in Jewish History

4-5 units, Spr (Zipperstein, S)

HISTORY 486B. Graduate Research Seminar in Jewish History

4-5 units, not given this year

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.

4-5 units, Spr (Lewis, M)

HISTORY 495A. 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, not given this year

HISTORY 496A. Graduate Research Seminar in Modern Chinese History

First part of a two part sequence. Primary sources and research methods to be used in the study of modern Chinese history.

4-5 units, Win (Mullaney, T)

HISTORY 496B. Graduate Research Seminar in Modern Chinese History

Second part of a two part sequence. Primary sources and research methods to be used in the study of modern Chinese history. Prerequisite: HISTORY 496A.

4-5 units, Spr (Mullaney, T)

HISTORY 497A. Maps and Gazetteers as Sources for East Asian History

For graduate students of early modern or modern East Asia. Weekend workshop on Chinese historical GIS with Harvard's Peter Bol. Students work with the Stanford Spatial History Lab to develop analytical techniques. Prerequisite: background in GIS.

4-5 units, not given this year

HISTORY 497B. Maps and Gazetteers as Sources for East Asian History, Part 2

Prerequisite: HISTORY 497A.

4-5 units, not given this year

HISTORY 498C. Japanese Colonial Archives

First part of a two quarter sequence. Graduate seminar on conducting research in modern Japanese history. Focus is on Japanese imperialism and colonialism in Asia, especially Korea. Different types of archives, from national and research libraries to online databases, and methods of research including oral history. Primary sources include government publications, classified police records, and media sources.

4-5 units, Spr (Uchida, J)

HISTORY 498D. Japanese Colonial Archives, Part 2

Second part of a two quarter sequence. Graduate seminar on conducting research in modern Japanese history. Focus is on Japanese imperialism and colonialism in Asia, especially Korea. Different types of archives, from national and research libraries to online databases, and methods of research including oral history. Primary sources include government publications, classified police records, and media sources. Prerequisite: HISTORY 498C.

4-5 units, Sum (Uchida, J)

HISTORY 499X. Graduate Research

Units by arrangement. May be repeated for credit.

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

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