

# HISTORY

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

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

## UNDERGRADUATE PROGRAMS BACHELOR OF ARTS

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

All History majors require the following:

1. Completion of a minimum of 58 units and at least twelve courses of at least 3 units each, to include:
  - a) one Sources and Methods seminar
  - b) two 200-level undergraduate colloquia
  - c) at least one other small group course, to be chosen among the department's undergraduate colloquia, research seminars, or Stanford Introductory Seminars.
2. All courses comprising the 58 units must be taken for a letter grade, and the student must maintain a grade point average (GPA) in History courses of 2.0 or higher.

3. At least six courses must be taken from regular faculty members of the Department of History.
4. History's Writing in the Major requirement is satisfied by completing one of the following: a WIM-option colloquium or seminar; an Honors thesis in History; or a 15-page research paper in History written under faculty direction (HISTORY 299W). Work on the research paper must begin no later than Winter Quarter of the senior year (at least two quarters prior to graduation).
5. At least six quarters of enrollment in the major. Each candidate for the B.A. in History should declare a major by the Autumn Quarter of the third year of study (earlier, if possible).

One Directed Reading (299R) or Directed Research (299S) taken for 3-5 units and for a letter grade may be applied toward the twelve courses required for the B.A. in History. A maximum of five transfer courses may be applied toward the major. Advanced placement credits do not fulfill any major requirements.

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

The department also strongly encourages students to acquire proficiency in foreign languages and study at one of Stanford's overseas programs. Such studies are not only valuable in themselves; they can provide an opportunity for independent research and a foundation for honors essays and graduate study.

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

## THE GENERAL HISTORY MAJOR

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

1. *Breadth:* to ensure chronological and geographical breadth, at least two courses must be completed in a premodern chronological period and in each of three geographical fields: Field I (Africa, Asia, and Middle East); Field II (the Americas); and Field III (Europe, including Western Europe, Eastern Europe, and Russia). Courses fulfilling the premodern chronological period may also count for Fields I-III.
2. *Concentration:* to develop some measure of expertise, students must complete four courses in one of the following fields of concentration: Africa, Asia, Eastern Europe and Russia, Europe before 1700, Europe since 1700, Jewish history, Latin America, science and technology, the United States, the Middle East, international history, Comparative Empires and Cultures; or a thematic subject treated comparatively, such as war and revolution, work, gender, family history, popular culture/high culture, and so on. The proposed concentration must be approved by the major adviser; a proposal for a thematic concentration must have the approval of both the adviser and the department's Undergraduate Studies Committee. At least one and preferably two of these four courses should be an undergraduate colloquium or seminar.

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

## HISTORY MAJORS WITH INTERDISCIPLINARY EMPHASIS (HMIE)

These majors are designed for several types of students: students interested in other disciplines who want to focus on the historical aspects of the subject matter covered by that discipline; students in History who want to understand how interdisciplinary approaches can deepen their understanding of history; and students primarily interested in developing interdisciplinary approaches to historical scholarship by combining the careful attention to evidence and context that motivates historical research with the analytic and methodological tools of science and the humanities. In pursuing the above requirements for all History majors, students in HMIE are required to complete their twelve courses for the major as follows:

*Gateway Course* (one course)—Students are required to take the appropriate gateway course for their interdisciplinary major. This introduces students to the application of particular interdisciplinary methods to the study of history. See the section on each HMIE for the gateway course appropriate to that major.

*Methodological Cluster* (three courses)—This cluster is designed to acquaint students with the ways in which interdisciplinary methods are employed in historical scholarship, both by practicing historians and by scholars in other disciplines whose work is historical. This program of study must provide methodological coherence and must be approved in advance by the student's adviser. See the section on each HMIE for the appropriate Historical Methods courses.

*Geographic Cluster* (four courses)—History is embedded in time and place. This cluster is designed to emphasize that the purpose of studying methodology is to more fully understand the history of a particular region of the world. Students select a particular geographic region, as specified in the History major, and complete four courses in that area.

*Interdisciplinary Cluster* (four courses)—These courses, taken outside the Department of History, acquaint students with the methods and approaches of another discipline appropriate for the interdisciplinary study of history. This program of study must provide methodological coherence and must be approved in advance by the student's adviser. See the section on each HMIE for appropriate interdisciplinary courses.

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

### HISTORY, LITERATURE, AND THE ARTS

The History, Literature, and the Arts major is designed for the student who wishes to complement his or her work in history with study in literature, particularly in a foreign language. For the purposes of this major, literature is defined broadly, including art, drama, films and poetry, memoirs and autobiography, novels, as well as canonical works of philosophy and political science. It appeals to students who are interested in studying literature primarily in its historical context, or who want to focus on both the literature and history of a specific geographical area while also learning the language of that area.

*Gateway Course* HISTORY 239E, History, Literature, and Arts, gives students a broad introduction to the study of literary texts in history.

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

*Geographic Cluster* Students select four History courses in one geographic area. Examples include: Europe, Britain and the countries of the former British Empire, Asia, North America, Latin America, the Middle East, or Africa. These four courses must be taken in addition to the three methodological courses required above.

*Interdisciplinary Cluster*—Four courses, taken outside the Department of History, must address the literature and arts, broadly defined, of the area chosen for the geographic concentration. The student's adviser must pre-approve all courses in this cluster; these courses may not be double-counted towards a minor or major other than History.

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

### HISTORY, SCIENCE, AND MEDICINE

The History, Science, and Medicine (HS&M) major is a collaborative program of the Department of History, the Program in the History and Philosophy of Science, and the Stanford School of Medicine. The major is designed for: (1) students who wish to complement their work in science

and/or pre-medical study with a History major that focuses explicitly on science and medicine; (2) students in the humanities and social sciences whose interest in science and medicine is primarily historical and contextual. This major allows students who are contemplating medical school to study the history of medicine and the medical humanities while fulfilling the pre-medical curriculum.

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

*Methodological Cluster* (3 courses)—These History courses focus on the history of science, technology, and medicine. Courses must be approved by the student's adviser. The choice of courses depends on the student's particular interests (for example, premodern science, medical history and literature, history of technology, medical anthropology).

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

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

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

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

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

### MINORS

Candidates for the minor in History must complete six courses, at least three of which must have a field or thematic focus. The department ordinarily defines fields in terms of geography or chronology, but it also invites students to pursue thematic topics that can be examined in broadly comparative terms. Students completing the minor may choose to concentrate in such fields as African, American, British, Asian, European (medieval, early modern, or modern), Russian and East European history, comparative empires and cultures, or such thematic topics as the history of gender, the family, religion, technology, or revolution. Students may also petition to have a concentration of their own design count toward the minor.

All six courses must be of at least 3 units each and must be taken for a letter grade. The student must maintain a grade point average (GPA) in History courses of 2.0 (C) or higher. Two of the six courses must be small-group in format (Stanford Introductory Seminars, Sources and Methods Seminars, departmental colloquia and research seminars). History courses taken at overseas campuses may count toward the minor, but at least three of the six courses must be taken from Stanford faculty. One History course from Introduction to the Humanities may count toward the six-course requirement, but not for the field concentration. One Directed Reading (200R) course may count towards the minor, if taken for 3-5 units and for a letter grade. A maximum of three transfer courses may be used toward the minor. Advanced placement credits do not fulfill any minor requirements.

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

## HONORS PROGRAM

For a limited number of majors, the department offers a special program leading to honors in History. Students accepted for this program, in addition to fulfilling the general requirements stated above, begin work on an essay in Spring Quarter of the junior year and complete the essay by mid-May of the senior year. In addition to the Junior Honors Colloquium, 299H, students normally take 11 to 15 units of Senior Research, to be distributed as best fits their specific project. For students in the honors program, Senior Research units (299A,B,C) are taken in addition to the twelve required courses in History.

To enter this program, the student must be accepted by a member of the department who agrees to advise the research and writing of the essay, and must complete the Junior Honors Colloquium (299H). An exception to the latter requirement may be made for those studying overseas Winter Quarter of the junior year, but such students should consult with the director of the honors program, if possible, prior to going overseas. Under exceptional circumstances, students are admitted to the program in the Autumn Quarter of the senior year.

In considering an applicant for such a project, the adviser and director of the honors program take into account general preparation in the field of the project and expect a GPA of at least 3.5 (B+) in the student's previous work in history and in the University. Students completing the thesis with a grade of 'B+' or higher are eligible for honors in History. To enter the honors program, apply at the Department of History office.

Outstanding honors essays may be considered for the University's Golden Medals, as well as for departmental James Birdsall Weter prizes.

## SECONDARY (HISTORY) TEACHER'S CREDENTIAL

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

## COTERMINAL B.A. AND M.A. PROGRAM

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

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

## GRADUATE PROGRAMS ADMISSION

Applicants for admission to graduate work must take the General Test of the Graduate Record Examination. It may be taken at most American colleges and in nearly all foreign countries. For details, see the *Guide to*

*Graduate Admission*, available from Graduate Admissions, the Registrar's Office, Old Union or at <http://registrar.stanford.edu/publications>.

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

## MASTER OF ARTS

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

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

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

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

## DOCTOR OF PHILOSOPHY

Students planning to work for the doctorate in history should be familiar with the general degree requirements of the University outlined in the "Graduate Degrees" section of this bulletin. Those interested in applying for admission to the M.A. and Ph.D. programs should contact Graduate Admissions, the Registrar's Office, Old Union, in order to receive an application. Applications become available in September of the year prior to intended enrollment. The application filing deadline is January 1. Applicants must file a report of their general scores on the Graduate Record Examination and submit a writing sample of 10-25 pages on a historical topic. Successful applicants for the M.A. and Ph.D. programs may enter only in Autumn Quarter.

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

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

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

## REQUIREMENTS

- In consultation with the adviser, students select an area of study from the list below in which to concentrate their study and later take the University oral examination. The major concentrations are:
  - Europe, 300-1400
  - Europe, 1400-1789
  - Europe since 1700
  - Jewish History

- Russia
  - Eastern Europe
  - Middle East
  - East Asia before 1600
  - East Asia since 1600
  - Japan
  - Africa
  - Britain and the British Empire since 1460
  - Latin America
  - The United States (including colonial America)
  - History of Science and Technology
2. The department seeks to provide a core colloquium in every major concentration. Students normally enroll in this colloquium during the first year of graduate study.
  3. Students are required to take two research seminars, at least one in the major concentration. Normally, research seminars are taken in the first and second years.
  4. Each student, in consultation with the adviser, defines a secondary concentration. This concentration should represent a total of four graduate courses or their equivalents, and it may be fulfilled by working in a historical concentration or an interdisciplinary concentration. The historical concentrations include:
    - a) One of the concentrations listed above (other than the student's major concentration).
    - b) One of the concentrations listed below, which falls largely outside the student's major concentration:
      - The Ancient Greek World
      - The Roman World
      - Europe, 300-1000
      - Europe, 1000-1400
      - Europe, 1400-1600
      - Europe, 1600-1789
      - Europe, 1700-1871
      - Europe since 1848
      - England, 450-1460
      - Britain and the British Empire, 1460-1714
      - Britain and the British Empire since 1714
      - Russia to 1800
      - Russia since 1800
      - Eastern Europe to 1800
      - Eastern Europe since 1800
      - Jewish History
      - Middle East to 1800
      - Middle East since 1800
      - Africa
      - China before 1600
      - China since 1600
      - Japan before 1600
      - Japan since 1600
      - Latin America to 1825
      - Latin America since 1810
      - The United States (including Colonial America) to 1865
      - The United States since 1850
      - The History of Science and Technology
    - c) Work in a national history of sufficiently long time to span chronologically two or more major concentrations. For example, a student with Europe since 1700 as a major concentration may take France from 1000 to the present as a secondary concentration.
    - d) A comparative study of a substantial subject across countries or periods. The secondary concentration requirement may also be satisfied in an interdisciplinary concentration. Students plan these concentrations in consultation with their advisers. Interdisciplinary concentrations require course work outside the Department of History which is related to the student's training as a historian. Interdisciplinary course work can either add to a student's technical competence or broaden his or her approach to the problems of the research concentration.
  5. Each student, before conferral of the Ph.D., is required to satisfy the

department's teaching requirement.

6. There is no University or department foreign language requirement for the Ph.D. degree. A reading knowledge of one or more foreign languages is required in concentrations where appropriate. The faculty in the major concentration prescribes the necessary languages. In no concentration is a student required to take examinations in more than two foreign languages. Certification of competence in commonly taught languages (that is, French, German, Latin, Portuguese, Russian, and Spanish) for candidates seeking to fulfill the language requirement in this fashion is done by the appropriate language department of the University. Certification of competence in other languages is determined in a manner decided on by faculty in the major concentration. In either case, certification of language competence must be accomplished before a student takes the University oral examination.
7. The student is expected to take the University oral examination in the major concentration early in the third graduate year.
8. The student must complete and submit a dissertation which is the result of independent work and is a contribution to knowledge. It should evidence the command of approved techniques of research, ability to organize findings, and competence in expression. For details and procedural information, inquire in the department.

### JOINT PH.D. IN HISTORY AND HUMANITIES

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

### 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, Latin America, Africa, and the republics of the former Soviet Union may request a Foreign Language and Area Studies (FLAS) fellowship application from the FLAS coordinator, (650) 723-0564. The FLAS application deadline is in mid-January.

### RESOURCES

The above section relates to formal requirements, but the success of a student's graduate program depends in large part on the quality of the guidance received from faculty and on the library resources available. Prospective graduate applicants are advised to study the list of History faculty and the courses this faculty offers. As to library resources, no detailed statement is possible in this bulletin, but areas in which library resources are unusually strong are described following.

The University Library maintains strong general collections in almost all fields of history. It has a very large microtext collection, including, for instance, all items listed in Charles Evans' *American Bibliography*, and in the *Short-Title Catalogues* of English publications, 1474-1700, and virtually complete microfilmed documents of the Department of State to 1906. It also has a number of valuable special collections including the Borel Collection on the History of California; many rare items on early American and early modern European history; the Brasch Collection on Sir Isaac Newton and scientific thought during his time; the Gimon Collection on French political economy, and other such materials.

The rich collection of the Hoover Institution on the causes, conduct, and results of WWI and WWII 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 WWI for reconstruction in Central and Eastern Europe, the personal papers of Herbert Hoover as United States Food Administrator, and other important personal papers.

Other materials for the period since 1914 relate to revolutions and political ideologies of international importance; colonial and minority problems; propaganda and public opinion; military occupation; peace plans and movements; international relations; international organizations and administration including the publications of the United Nations, as well as principal international conferences. The Hoover Institution also possesses some of the richest collections available anywhere on the British labor movement; Eastern Europe, including the Soviet Union; East Asia (runs of important newspapers and serials and extensive documentary collections, especially for the period of WW II); and Africa since 1860, especially French-speaking Africa, the former British colonies, and South Africa.

## COURSES

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

*Note:* many History courses have been renumbered this year; in such cases, the former number is noted in the course description.

Courses are listed in the following order:

Introductory Undergraduate

Undergraduate (by Area or Theme)

Graduate (by Area or Theme)

Overseas Studies Program Courses in History

## INTRODUCTORY UNDERGRADUATE

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

Introduction to the Humanities (IHUM)

Introductory Lectures: 1-99

Stanford Introductory Seminars: 1N-99N, 1Q-99Q

Sources and Methods Seminars: 1S-99S

## IHUM (INTRODUCTION TO THE HUMANITIES)

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

### IHUM 5A,B. Worlds of Islam: Global History and Muslim Societies

Two quarter sequence. Chronological and geographical overview of times and places in which Islam has been the dominant cultural framework. Elements of the Muslim faith and its related political, social, and cultural practices from the 7th-century rise of Islam to the recent past. Geographic range includes the historic Arab heartland of Islam, Africa, Persia, the Ottoman Empire, and Central Asia. GER:IHUM-2,3

**IHUM 5A.** 5 units, Win (*Beinin, Crews, Hanretta, Rodrigue*)

**IHUM 5B.** 5 units, Spr (*Beinin, Crews, Hanretta, Rodrigue*)

## INTRODUCTORY LECTURES

**HISTORY 20. Introduction to Modern Russian History**—The Soviet polity from establishment to collapse, and its successor states. Marxist ideology, the empire before the revolution, and basic questions that accompanied the Soviet experience: causations, visions, and interpretations of revolution; socialist state building; social engineering through collectivization of agriculture, industrialization, and cultural transformation; terror as concept and practice; gender policies; nationality in a multiethnic union; sources of legitimacy; the routinization, decline, and collapse of the revolutionary ethos; and the state of the Russian Federation and the newly independent states in Eurasia. GER:DB-Hum

5 units, Spr (*Weiner*)

**HISTORY 31. Science, Technology, and Art: The Worlds of Leonardo**—(Formerly 14; same as STS 102/202.) The intersections among science, technology, and society, and an interdisciplinary introduction to Renaissance studies. Why does this 15th-century artist, engineer, and inventor continue to fascinate and inspire innovative, interdisciplinary work? The world of the historical Leonardo, looking at his range of

interests and accomplishments (including Mona Lisa, human anatomies, flying machines), and the culture of invention that shaped him. Students think with Leonardo, reconstructing some of his projects. The persistence of the Renaissance as a touchstone for innovation in the 21st century, examining the myth of Leonardo. GER:DB-Hum

5 units, Win (*Findlen*)

**HISTORY 41A. The Emergence of Modern Medicine**—(Formerly 13.) How did medicine emerge as a distinctive body of knowledge and a profession in the age of Vesalius and Harvey? Why did physicians, rather than other medical practitioners, come to dominate medicine? The history of medicine from ca. 1000 to 1700. Topics: the history of the body, the religious and cultural significance of disease, development of hospitals, the rise of public health systems. Compares medical knowledge and institutions in W. Europe and Islam. GER:DB-SocSci

5 units (*Findlen*) not given 2005-06

**HISTORY 45. Darwin in the History of Life**—(Formerly 30.) The origins and impact of Darwin's theory of evolution by natural selection. Early theories of fossils, uniformitarian versus catastrophic geology, old and new debates over extinction, the voyage of the *Beagle*, Malthus on population and Paley on natural theology, Darwin in literature, *The Descent of Man* and the rise of anthropology, social darwinisms left and right, the Scopes trial and creationism, American eugenics and Nazi racial hygiene, recent controversies in science versus religion, the origin of life, and searches for life and intelligence in the rest of the universe.

5 units, Aut (*Proctor*)

**HISTORY 57. The Constitution: A Short History**—(Formerly 62.) From its revolutionary origins to ongoing wars over interpretation. Emphasis is on constitutional politics and the development of constitutional law. 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*)

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

5 units, Aut (*Chang*)

**HISTORY 62. Introduction to African American History**—(Formerly 50.) Central themes in African American culture and history related to race as a definitive American phenomenon. Possible topics: African survivals and interpretations of slavery in the New World; the Black family; and literature and art. Possible readings: Frederick Douglass, Harriet Jacobs, Booker T. Washington, W.E.B. DuBois, Richard Wright, Maya Angelou, James Baldwin, Malcolm X, Alice Walker, and Bell Hooks. Focus may vary each year. GER:EC-AmerCul

5 units, Aut (*Carson*)

**HISTORY 64. Introduction to Race and Ethnicity in the American Experience**—How ethnicity influenced the American experience and how prevailing attitudes about racial and ethnic groups over time have affected the historical and contemporary reality of the nation's major minority populations. Focus is on the past two centuries. GER:DB-SocSci, EC-AmerCul

5 units, Aut (*Camarillo*)

**HISTORY 66. The United States and East Asia**—(Formerly 75.) Political, social, military, and cultural interactions between the U.S. and the societies of E. Asia (China, Japan, Korea, Vietnam, and the Philippines) from the mid-19th century to the present. Major wars and diplomatic events, mutual perceptions, reciprocal consequences, and long-term trends generated by these events, and the circumstances that brought them about. American narrative with E. Asian perspectives. GER:DB-Hum

5 units (*Chang*) not given 2005-06

**HISTORY 70. Culture, Politics, and Society in Latin America**—(Formerly 80.) Introduction to the political and social history of Latin America. Emphasis is on interactions among institutional change, social structure, and political movements, emphasizing the environment and cultural values. GER:DB-SocSci, EC-GlobalCom

5 units, Win (*Frank*)

**HISTORY 92A. The Historical Roots of Modern East Asia**—China and Japan before and during the transition to modernity. From the 17th century when E. Asia was populous, urbanized, economically advanced, and culturally sophisticated to the early 20th century when European and America dominated the Pacific, while China was in social and political upheaval and Japan had begun its march to empire. Films; mandatory discussions.

5 units, Spr (*Miller*)

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

5 units, Aut (*De Boer*)

### STANFORD INTRODUCTORY SEMINARS

These seminars serve as foundations for more advanced course work within the department. See <http://introsems.stanford.edu/> for applications and information.

**HISTORY 20N. Early Modern European Views of Eastern Europe and Russia**—Stanford Introductory Seminar. Preference to freshmen. 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. GER:DB-Hum, EC-GlobalCom, WRITE-2

5 units, Spr (*Kollmann*)

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

4 units, Win (*Stansky*)

**HISTORY 32N. The English Revolution**—Stanford Introductory Seminar. Preference to freshmen. The English Civil War and the 11-year period in which it became a republic ruled not by a hereditary king but by a lord protector. During this revolutionary period, English men and women wrote about freedom and liberty in terms of the individual and the state, and of religion and society. The meaning of these writings which sketched for the first time in premodern Europe what democracy and a democratic republic might entail. GER:DB-Hum

4-5 units, Spr (*Como*)

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

4 units, Spr (*Robinson*)

**HISTORY 44N. The History of Women and Gender in Science**—Stanford Introductory Seminar. The history of women's participation in

science; women as objects of scientific research; gender in the culture of the sciences; and how gender analysis has changed science theory and practice. GER:DB-Hum, EC-Gender

4 units, Win (*Schiebinger*)

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

3 units, Win (*Samoff*)

**HISTORY 49N. The Slave Trade**—Stanford Introductory Seminar.

4 units, Win (*Roberts*)

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

4 units, Aut (*Kennedy*)

**HISTORY 62N. The Atomic Bomb in Policy and History**—Stanford Introductory Seminar. Preference to freshmen. Emphasis is on declassified files from WW II and recent interpretations. Why did the U.S. drop A-bombs on Japan? Were there viable alternatives, and, if so, why were they not pursued? What did the use of the A-bombs mean then and later? How have postwar interpreters explained, and justified or criticized, the A-bombings? Approaches from history, international relations, American studies, political science, and ethics address the underlying conceptions, the roles of evidence, the logic and models of explanation, ethical values, and cultural/social influences. GER:DB-SocSci

4-5 units, Win (*Bernstein*)

**HISTORY 86Q. Why They Do or Do Not Hate Us: Political Islam and the New Global Economy**—Stanford Introductory Seminar. GER:EC-GlobalCom

2 units, Aut (*Beinin*)

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

4-5 units, Aut (*Mancall*)

### SOURCES AND METHODS SEMINARS

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

**HISTORY 13S. Conspiracy, Confession, and Carnival: Urban Life in Late Renaissance Venice**—The claim that 16th-century Venice had entered a period of decline. Changes in internal politics, foreign policies, and economic structures, and the strained relationship between the republic and the Church. Sources include ambassador's reports, private letters, public decrees, works of art, contemporary histories, civic rituals, and records of the Inquisition. Readings in English.

5 units, Spr (*Jordan*)

**HISTORY 19S. Sables, Shamans, Salvation, and Civilization: Changing Meanings of Siberia**—Siberia in the minds and experiences of rulers, traders, explorers, entrepreneurs, academics, writers, revolutionaries, missionaries, and political and criminal exiles. The real and imagined impacts of this sparsely populated land on Russian history.

5 units, Aut (Monahan)

**HISTORY 20S. The Soviet Citizen on Trial**—Soviet state mechanisms for controlling its citizens emphasizing trials and quasi-judicial procedures. How courts, schools, workplaces, and Communist Party organizations took part in judging people. Sources include memoirs, autobiographies, literature, and trial. Approaches to Soviet history and possible narratives of Russia's recent past.

5 units, Aut (Moyal)

**HISTORY 31S. The Awful and Awesome Clock: The French and Time in the Nineteenth Century**—French modifications in their relations to time including scientists embracing theories of evolution and relativity, politicians promising progress, and individuals entering a world of speed, efficiency, and anticipation. How the new outlooks on and organizations of time liberated and constrained people's lives and elicited mixed feelings toward modernity. Sources include scientific and political treatises, pamphlets, memoirs, tourist guides, advertisements, and literary and artistic media.

5 units (Chapin) not given 2005-06

**HISTORY 32S. European Intellectuals in Politics from the French Revolution to World War II**—The roles that intellectuals played in shaping policy and political debate during the 19th and early 20th centuries. Sources include the political writings of Marx, Orwell, de Tocqueville, and Hugo, and political debates about empire, culture, and economics.

5 units, Win (Lobert)

**HISTORY 34S. Art and Ideology in Modern European Culture**—Art as emancipatory and oppressive, revelatory and deceptive, and ecstatic and dangerous. How modern European artists and thinkers conceived of art in relation to self, society, politics, gender, and ideology. Sources include philosophy, fiction, criticism, poetry, film, and the visual arts. Readings include Kant, Shelley, Marx, Poe, Nietzsche, Wilde, Woolf, Benjamin, Adorno, Barthes, and Nabokov.

5 units, Aut (Garretson)

**HISTORY 35S. Heretics, Idolaters, and Libertines: The Religious Reformations of the Sixteenth Century**—The shattering of a unified western Christendom. Sources include theological treatises, letters, plays, music, woodcuts, paintings, popular pamphlets, martyrologies, and official confessions of faith. What was the Reformation about and why was it important to its participants?

5 units, Aut (Gray)

**HISTORY 46S. Photography and African History**—Issues relating to the rise of photography by Africans in Africa towns and cities since the late 1880s. GER:DB-Hum, EC-GlobalCom

5 units, Aut (Jackson)

**HISTORY 48S. Modern Africa through Its Cities**

5 units, Spr (Petrocelli)

**HISTORY 50S. California Conservatism**—Often portrayed as a haven for liberalism, California also incubated strands of modern American conservatism. The rise of California conservatism. Primary sources include political tracts and bumper stickers.

5 units, Win (Herzog)

**HISTORY 51S. Social Reform in Antebellum America**

5 units, Spr (Frink)

**HISTORY 70S. Race and Status in Colonial Latin America**—To what extent was race an organizing principle of colonial society? Focus is on the caste system of the 17th and 18th centuries. How racial labels were bestowed; what they implied for personal and social identity; and to what degree people acted and categorized others according to this classificatory system. Emphasis is on mixed-race descendents of Amerindians,

Europeans, and African slaves. Sources include paintings, travelogues, Inquisition documents, and diaries. Readings are in English.

5 units, Spr (Flynn-Roller)

**HISTORY 80S. Palestinian History and Historiography, 1948-2005**—The efforts of Palestinian intellectuals and leaders to articulate alternative narratives of the Palestinian struggle for self-determination after 1948. Emphasis is on the interdisciplinary work of intellectuals such as Edward Said, Mahmoud Darwish, and Ghassan Kanafani. Official Palestinian positions such as those advanced by Yasser Arafat, Hanan Ashrawi, and Marwan Barghouti.

5 units, Win (Hanania)

## UNDERGRADUATE

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

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

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

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

Undergraduate courses are listed in the following subsection order:

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

Europe Survey: 110A,B,C

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

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

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

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

Africa: 145-149, 245-249

United States Survey: 150A,B,C

United States: 151-169, 251-269

Latin America: 170-179, 270-279

Middle East: 180-184, 280-284

Jewish History: 185-189, 285-289

Asia: 190-198, 290-298

Individual Work: 299

## INTERNATIONAL, GLOBAL, AND THEMATIC

**HISTORY 101. Empires and Cultures in the Modern World**—(Formerly 87.) The formation of modern European empires and their expansion into Asia, Africa, and the Middle East. Topics: cultural encounters, military conquest, economic integration, the new imperialism, colonialism, nationalism, the mutual constitution of colonial power and forms of knowledge, and the culture and politics of the postcolonial world. Readings: historical texts, films, and novels. GER:DB-Hum, EC-GlobalCom

5 units (Beinin) not given 2005-06

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

5 units, Spr (Sheehan)

**HISTORY 102G. History of Ancient Political Thought I: Constructing and Questioning Political Obligation**—(Enroll in POLISCI 130A/330A.)

5 units, Aut (Adcock)

**HISTORY 103E. History of Nuclear Weapons**—(Formerly 101D; same as POLISCI 116.) The development of nuclear weapons and policies. How existing nuclear powers have managed their relations with each other. How nuclear has been avoided so far and whether it can be avoided in the future. GER:DB-SocSci

5 units (Holloway) not given 2005-06

**HISTORY 103G. The History of the Cold War**—(Formerly 126; same as 307G.) From its beginnings in the post-WW II period to its end with the collapse of the Soviet Union. Documents and insights from the new Cold War historiography are applied to questions about the worldwide struggle between the Soviet Union and the U.S. GER:DB-SocSci  
5 units (*Naimark*) not given 2005-06

**HISTORY 105. History and Culture of Ancient Egypt**—(Enroll in CLASSHIS 105.)  
3-5 units, *Spr* (*Manning*)

**HISTORY 106A. Global Human Geography: Asia and Africa**—(Same as ICA 161A, IPS 261A, 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.  
5 units, *Aut* (*M.W. Lewis*)

**HISTORY 106B. Global Human Geography: Europe and Americas**—(Same as ICA 161B, IPS 261B, INTNLREL 161B.) Patterns of demography, economic and social development, geopolitics, and cultural differentiation. Use of maps to depict geographical patterns and processes.  
5 units, *Win* (*M.W. Lewis*)

**HISTORY 202. International History and International Relations Theory**—(Formerly 201D; same as 306E, POLISCI 316.) GER:DB-SocSci  
5 units (*Holloway*) not given 2005-06

**HISTORY 203. Sovereignty and the State**—(Same as 306F.) The theory of sovereignty and the practice of states in modern European and America. Readings include classic texts and political documents. GER:DB-Hum  
5 units, *Spr* (*Kennedy, Sheehan*)

**HISTORY 204E. Modernity, Revolution, and Totalitarianism**—(Formerly 226; same as 307E.) Modern revolutionary and totalitarian politics. Sources include monographs on the medieval, Reformation, French Revolutionary, and Great War eras. Topics: the essence of modern ideology, the concept of the body national, state terror, charismatic leadership, gender assignments, private and public spheres, and identities. GER:DB-SocSci, EC-GlobalCom, WIM  
5 units, *Spr* (*Weiner*)

**HISTORY 204G. War, Culture, and Society in the Modern Age**  
5 units, *Win* (*Weiner*)

**HISTORY 205. Historical Geography: Maps in the Early Modern World**—(Formerly 202E; same as 309F.) Historians have recently generated a body of spatially attuned work, probing territorial identities, human-environmental interaction, the use and misuse of maps, and the spatial patterning of social life. Focus is on cartography in the early modern period, and recent studies from Asian, European, and N. American contexts that highlight cartography's role in exploration, empire building, and boundary making in the early modern world. GER:DB-Hum  
5 units (*Wigen*) not given 2005-06

**HISTORY 206. History and Geography of Contemporary Global Issues**—(Same as INTNLREL 163, IPS 263, ICA 163.) The historical background and geographical context of contemporary global issues and events. Texts are a world atlas and regular reading of *The New York Times* and *The Economist*. Topics vary according to what is happening in the world. Student presentations. GER:DB-SocSci, WIM  
5 units, *Spr* (*M.W. Lewis*)

**HISTORY 207. Biography and History**—(Formerly 202C; same as 308.) 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. GER:DB-Hum  
5 units (*Zipperstein*) not given 2005-06

**HISTORY 208. Private Lives, Public Stories: Autobiography in Women's History**—(Formerly 205A.) 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, *Spr* (*Lougee Chappell*)

**HISTORY 237C. The International System**—(Same as 337C.)  
5 units, *Spr* (*Sheehan*)

## EUROPE SURVEY

**HISTORY 110A. Europe from Late Antiquity to 1500**—(Formerly 100A.) Preference to freshmen. Deviance from the norms of the Catholic church in the Middle Ages, and its social, economic, cultural or religious causes. How the Church tried, sometimes successfully, to bring heretics back to the fold, most famously through the Inquisition. Was this formative laboratory for techniques of social control and disciplining characteristically European? Introduction to medieval religion and its place in medieval society. Readings: descriptions of heresies, inquisitorial trial records, and secondary explanations of heresy and the inquisition. GER:DB-Hum  
5 units (*Buc*) not given 2005-06

**HISTORY 110B. Machiavellian Moments: Europe's History, 1492-1793**—(Formerly 100B.) Survey of the intellectual and social currents from the voyages of Columbus to the French Revolution.  
5 units, *Win* (*Lougee Chappell*)

**HISTORY 110C. Introduction to Modern Europe**—(Formerly 100C.) The main lines of European history from the French Revolution through the post-WW II era. How Europeans coped with an increasingly democratic politics and technological and economic changes. Readings focus on writers from the period such as Tocqueville, Nietzsche, Gosse, and de Beauvoir. Cultural resources that Europeans had for responding to social changes. GER:DB-Hum, EC-GlobalCom  
5 units, *Spr* (*Daughton*)

## ANCIENT AND MEDIEVAL EUROPE

**HISTORY 111. The Greeks**—(Formerly 101; enroll in CLASSHIS 101.)  
4-5 units, *Win* (*Morris*)

**HISTORY 115. Medieval Europe**—(Formerly 100D.) Although often looked upon as a period of mindless superstition, docile religious obedience, and cruel violence, the European middle ages were a period of social and intellectual transformation. The central religious, political, and cultural developments that shaped the European world in the 4th and 5th centuries, from Constantine's conversion to Christianity to the Protestant Reformation. GER:DB-Hum  
5 units, *Aut* (*Goldberg*)

**HISTORY 117. Crescent or Cross? Christianity and Islam in the Medieval Mediterranean**—(Formerly 107.) GER:DB-Hum  
5 units (*Miller*) not given 2005-06

**HISTORY 214C. Science and Culture Wars: From Galileo's Trial to the Sokal Hoax**—GER:DB-Hum  
5 units (*Riskin*) not given 2005-06

**HISTORY 216. Medieval Antisemitism**—(Formerly 208A; same as 316.) The religions based on the *New Testament*, by virtue of having an old to which to refer the new, entertain a complicated relationship with Judaism. Focus is on the relationship of Christianity to Judaism and Jews under Christian rule during the formative medieval centuries. The formation of anti-Semitism as a factor both in this interaction and the self-identity of Christian communities. The connections between medieval anti-Semitism and modern forms of racism. GER:DB-SocSci, WIM  
5 units (*Buc*) not given 2005-06



**HISTORY 218. The Medieval Mediterranean: Power and Commerce***5 units, Spr (Goldberg)***EASTERN EUROPE, RUSSIA, AND EURASIA**

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

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

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

*5 units, Win (Crews)*

**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 (Weiner) not given 2005-06*

**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 WWI; social movements and the emergence of dictatorships and fascism in the inter-war period. WW II, Stalinism, and destalinization in contemporary E. Europe.

*5 units, Win (Jolluck)*

**HISTORY 220G. Demons, Witches, and Priests: Religion and Popular Culture in Russia**—19th and early 20th centuries. Peasants, parish priests, witches, possessed persons, cults and sects, old believers, saints, and women's religious communities. Nominally Christian, and members of the Orthodox Church, Russians embraced beliefs and customs that combined teaching from Church and folk traditions.

*5 units, Aut (J. Kollmann)*

**HISTORY 221B. The Woman Question in Modern Russia**—(Formerly 217B.) 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, Win (Jolluck)*

**HISTORY 221C. Historiography of the Soviet Union**—(Same as 321C.) 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. GER:DB-SocSci

*5 units (Weiner) not given 2005-06*

**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, WIM

*5 units, Win (N. Kollmann)*

**HISTORY 223. Art and Ideas in 19th-Century Russia**—(Formerly 217D; same as 323.) Why did so many artistic, intellectual, and revolutionary figures including Pushkin, Tolstoy, Dostoevsky, Mussorgsky, Tchaikovsky, and Lenin emerge from autocratic imperial Russia? How did the czarist state and society shape their work? Focus is on Russia's cultural engagement with Europe and Asia through literature, music, painting, architecture, and political thought. Controversies in 19th-century thought and culture surrounding conservatism, Westernization, Slavophilism, socialism, nihilism, populism, revolutionary terrorism, empire, anti-Semitism, national identity, and revolutionary change. GER:DB-Hum

*5 units (Crews) not given 2005-06*

**HISTORY 224. Violence, Islam, and the State in Central Asia**—(Formerly 220A; same as 324.) The uses of violence in projects of empire and national state formation that have competed with Islamic and other political alternatives to shape modern Central Asia from the onset of the British and Russian imperial eras through the flight of the Taliban. Focus is on the shared experiences and geopolitics of the former Soviet republics and Afghanistan. Themes include colonial wars and imperial competition, state formation, mass mobilization, women's emancipation, cultural revolution, developmentalism, anti-Soviet jihad, the Taliban movement, and contemporary Islamist, nationalist, and regionalist contests for the state.

*5 units, Aut (Crews)***HISTORY 226F. Stalinism in Eastern Europe***5 units, Spr (Fidelis)*

**HISTORY 227. East European Women and War in the 20th Century**—(Formerly 225D; same as 327.) Thematic chronological approach through conflicts in the region: the Balkan Wars, WW I, WW II, and the recent wars in the former Yugoslavia. The way women in E. Europe have been involved in and affected by these wars compared to women in W. Europe in the two world wars. Women's involvement in war as members of the military services, the backbone of underground movements, workers in war industries, mothers of soldiers, subjects and supporters of war aims and propaganda, activists in peace movements, and objects of wartime destruction, dislocation, and sexual violation. GER:DB-SocSci, EC-Gender

*5 units, Aut (Jolluck)*

**HISTORY 228. Circles of Hell: Poland in World War II**—(Formerly 222B; same as 328.) In September 1939, Poland disappeared from the map of Europe, and the next six years brought unspeakable horrors. The experience and representation of Poland's wartime history from the Nazi-Soviet Pact of 1939 to the aftermath of Yalta in 1945. Nazi and Soviet ideology and practice regarding the Poles and the ways Poles responded, resisted, and survived. The traditional self-characterization of Poles as innocent victims, and their involvement or complicity in the Holocaust, thus engaging in a current debate in Polish society. GER:DB-SocSci

*5 units (Jolluck) not given 2005-06*

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

*5 units, Spr (Jolluck)*

**EARLY MODERN AND MODERN EUROPE**

**HISTORY 132. Martin Luther**—(Enroll in RELIGST 141.)

5 units, Spr (Pitkin)

**HISTORY 133A. Yorkist and Tudor England**—(Formerly 141.)

GER:DB-Hum

5 units (Como) not given 2005-06

**HISTORY 133B. Revolutionary England: The Stuart Age**—(Formerly

142.) From the accession of King James I in 1603 to the death of Queen Anne in 1714: a brutal civil war, the execution of one anointed king, and the deposition of another. Topics include the causes and consequences of the English Revolution, the origins of Anglo-American democratic thought, the rise and decline of Puritanism, and the emergence of England as an economic and colonial power. GER:DB-Hum

5 units, Aut (Como)

**HISTORY 134. The French Revolution**—(Formerly 106A.) GER: DB-Hum

5 units (Baker) not given 2005-06

**HISTORY 136A. European Thought and Culture in the 19th Century**—Major European thinkers and intellectual movements from the

Enlightenment to Modernism. Readings include Matthew Arnold, Jane Austen, Karl Marx, John Stuart Mill, Friedrich Nietzsche, Emile Zola. GER:DB-Hum, EC-GlobalCom

5 units, Aut (Robinson)

**HISTORY 136B. European Thought and Culture in the 20th Century**—European thinkers and intellectual movements from Freud to

Foucault. GER:DB-Hum

5 units (Robinson) not given 2005-06

**HISTORY 137. The Holocaust**—(Same as 337.) The emergence of

modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 30s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry. GER:DB-Hum

5 units (Rodrigue) not given 2005-06

**HISTORY 138. European Economic History**—(Formerly 134.) Enroll in ECON 115.)

5 units (Greif) not given 2005-06

**HISTORY 139. Modern Britain and the Empire**—(Formerly 140D.)

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

5 units (Satia) not given 2005-06

**HISTORY 232A. Power, Art, and Knowledge in Renaissance Italy**—

(Formerly 213C; same as 332A.) What were the defining features of the society that produced the idea and art of the Renaissance? The world of Leonardo, Machiavelli, and Michelangelo. The intersections of history, politics, art, and literature in the 15th and 16th centuries. The relationship between the Renaissance and the Reformation.

5 units (Findlen) not given 2005-06

**HISTORY 232F. The Scientific Revolution**—(Formerly 213; same

as 332F.) What do we know and how do we know it? What counts as scientific knowledge? In the 16th and 17th centuries, understanding the nature of knowledge engaged the attention of individuals and institutions including Copernicus, Galileo, Descartes and Newton, the early Royal Society, and less well-known contemporaries. Observing, collecting, experimenting, and philosophizing took on new meaning in this period. Their ramifications in relationship to the political, religious, and cultural events of early modern Europe. GER:DB-Hum, WIM

5 units, Win (Findlen)

**HISTORY 232G. When Worlds Collide: The Trial of Galileo**—(Formerly 216; same as 332G.) In 1633, the Italian mathematician Galileo was condemned by the Catholic Church for the heresy of believing the sun to be the center of the Universe. In 1992 the Church admitted that Galileo was right. What do these events reveal about the relationship between science and religion? Why has the Galileo affair been one of the most discussed episodes in Italian history and the history of science? Documents from Galileo's life and trial and related literature on Renaissance Italy. Historians' interpretations of the trial in relation to its documentation. GER:DB-Hum, WIM

5 units (Findlen) not given 2005-06

**HISTORY 233F. Political Thought in Early Modern Britain**—From

1500-1700. 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, Win (Como)

**HISTORY 234. Paris and Politics, 1600-2006**—The emergence of the

modern city of lights. Paris as a mirror of French politics: top down, capital to country, center to periphery, noble to bourgeois to people. Sources include maps, art, music, essays, and memoirs.

5 units, Win (Lougee)

**HISTORY 236. The Ethics of Imperialism**—How the 19th century,

defined by liberty, equality, progress, and universal human ideals, also witnessed Europe's colonial expansion; how Europeans justified the acquisition of territories and colonial subjects. The ethical underpinnings of empire. Focus is on primary source material. Case study on the settlement of Australia; how European ideals justified inequality, violence, and genocide. The breakdown of liberal justifications of imperialism and shifts in support for empire. The modern human rights movement and the legacy of imperialism. The ethics of contemporary globalization and American imperialism.

5 units, Aut (Daughton)

**HISTORY 236E. Cultures of Violence in Twentieth-Century Europe**—

(Formerly 228D; same as 336E.) Political, social, and cultural factors that made the 20th century the most violent in history; the triumph of European civilization and an age of catastrophe. The social and political uses of and intellectual and cultural responses to violence. How people witnessed, coped with, survived, and remembered violent episodes. State violence, and political, ethnic, and religious conflict. Topics include: colonialist violence, the WW I and II, the Holocaust, the Russian Revolution and Stalinism, decolonization, the IRA, and the former Yugoslavia. GER:DB-SocSci

5 units (Daughton) not given 2005-06

**HISTORY 238K. Occupation, Terror, Civil War, and Ethnic Cleansing**—

(Same as 337J.) The Nazis' attempt to build an empire and to unmix the peoples of Central and E. Europe to facilitate German rule. Responses including resistance, settling accounts with neighbors, creating new territorial and political entities, oppression of minorities, and joining the Nazis. The irony of the flight, expulsion, and killing of millions of long-established German settlers after WW II. How the death and departure of Jews and Germans, and the establishment of Communism, set the region back culturally, economically, and morally, and hastened the take-over of cities by the peasant population.

5 units, Aut (Deak)

**HISTORY 239E. History and the Arts in 19th- and 20th-Century Britain**—

(Formerly 204.) Novels, poetry, buildings, images, and music. The works in themselves and what they reveal about the society that produced them. GER:DB-Hum, WIM

5 units, Win (Stansky)

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

do states see? How do they know what they know about their subjects, citizens, economies, and geographies? How does that knowledge shape society, politics, identity, freedom, and modernity? Focus is on the British

imperial state activities in S. Asia and Britain: surveillance technologies and information-gathering systems, including mapping, statistics, cultural schemata, and intelligence systems, to render geographies and social bodies legible, visible, and governable.

5 units, *Aut (Sattia)*

## HISTORY OF SCIENCE AND TECHNOLOGY

See also 41A,B, 45, 232F, 235, and 332G.

**HISTORY 140. World History of Science: From Prehistory to the Scientific Revolution**—(Formerly 135.) 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. GER:DB-SocSci

5 units, *Spr (Proctor)*

**HISTORY 141. Minds and Worlds from Aristotle to Newton to Einstein**—(Formerly 106.) The technological, medical, philosophical, and scientific history of the five senses. Readings from antiquity to the present. How physiologists and philosophers have explained the functioning of the senses; how doctors have tampered with them, both to help and hinder; and how technologies including medical devices, scientific instruments, and tools of the arts have transformed the nature and experience of sensation. WIM

1-5 units (*Riskin*) not given 2005-06

**HISTORY 142J. Intellectual Revolutions**—Intellectual change from Aristotle to Descartes to Newton; borrowings, byways, and fellow travelers. The 17th-century intellectual revolution and changes in concepts of knowing.

5 units, *Spr (Pal)*

**HISTORY 143. The History of Twentieth-Century Physics: The Quantum Century**—(Formerly 140.) The major scientific changes which characterized the 20th century. Relativity, quantum notions, and scientific fashions including nuclear and particle physics, superconductivity, and chaos. Emphasis is on corresponding changes in sociology and demography, the impact on philosophy, and the changed role of physics.

3-5 units, *Aut (Riordan)*

**HISTORY 144. The History of Women and Gender in Science**—(Formerly 134A, same as 344.) Women's participation in science from the 17th century to the present in Europe and the U.S with comparisons around the world. Why were 14 percent of German astronomers women in 1700, but only 6 percent today? Why are there many women biologists but few women physicists? Women scientists, cultural and scientific ideals of gender, changing structures of scientific institutions, and gender in the results of scientific research. GER:DB-SocSci, EC-Gender

5 units (*Schiebinger*) not given 2005-06

**HISTORY 241F. Origins and History of the Scientific Fact**—(Formerly 206P; same as 341F.) Gateway course for graduate students and advanced undergraduates. Focus is on the early modern emergence of notions that operate at the crux of modern science, including fact, evidence, experiment, demonstration, and objectivity. The development and transformation of these notions over the last four centuries, and the recent body of historical writing on the history of evidence, the history of objectivity, and the history of the modern fact. GER:DB-SocSci, WIM

5 units (*Riskin*) not given 2005-06

**HISTORY 241G. History of the Senses**—(Formerly 203A; same as 341G, STS 134.) Technological, medical, philosophical, and scientific history of the five senses, drawing upon readings from antiquity to the present. How physiologists and philosophers have explained the functioning of the senses; how doctors have tampered with them both

to help and to hinder; and how technologies including medical devices, scientific instruments, and tools of the arts have continually transformed the nature and experience of sensation. GER:DB-SocSci

5 units (*Riskin*) not given 2005-06

**HISTORY 241J. The Prehistory of Computers**—(Formerly 204B; same as 341J.) From the automata of Hero of Alexandria in the 1st century A.D. to Charles Babbage's Analytical and Difference Engines in the 1830s, the evolution of areas of inquiry during the emergence of modern computers. Topics: automata; other automatic machinery; calculating devices; representational scientific instruments; theories of language and logic; and the nature of human and artificial thought. GER:DB-SocSci

3-5 units (*Riskin*) not given 2005-06

**HISTORY 242G. Medicine and Society in Early Modern Europe**—The changing place of medicine in early modern culture. Modern medicine as a hybrid of thinking, seeing, knowing, and doing. What defined medicine for the early modern era; was it science, art, or a random assortment of practices; who were its practitioners.

5 units, *Win (Pal)*

**HISTORY 243G. Tobacco and Health in World History**—(Same as 343G.)

5 units, *Aut (Proctor)*

**HISTORY 243S. Human Origins: History, Evidence, and Controversy**—(Formerly 266S; same as 443A.) Research seminar. Debates and controversies include: theories of human origins; interpretations of fossils, early art, and the oldest tools; the origin and fate of the Neanderthals; evolutionary themes in literature and film; visual rhetoric and cliché in anthropological dioramas and phyletic diagrams; the significance of hunting, gathering, and grandmothers; climatological theories and neocatastrophic geologies; molecular anthropology; the impact of racial theories on human origins discourse. Previous knowledge of human evolution not required.

5 units, *Win (Proctor)*

**HISTORY 244L. Theory and Practice of Feminism in Science**—(Same as 344L.)

5 units, *Spr (Schiebinger)*

## AFRICA

**HISTORY 145A. Power and Knowledge in Early African History**—From the earliest records to the early 19th century. How knowledge about the natural, social, and spiritual worlds was linked to the exercise of power; how technological innovations affected the emergence of states and other forms of social complexity; how religious beliefs and practices were used to legitimate or undermine authority; and how notions of health and healing knit together the physical and the social to give meaning to gender and age relations. How the knowledge of the past was woven into relations of power. GER:DB-Hum

5 units, *Win (Hanretta)*

**HISTORY 145B. Africa in the 20th Century**—(Formerly 148C.) 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, WIM

5 units (*Roberts*) not given 2005-06

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

5 units, *Spr (Jackson)*

**HISTORY 149. African Intellectuals: 1940-2000**—Africans thinkers including philosophers, contemporary artists, and historians, and how they have responded over the last half century to the world, Africa's trajectory, and Africans. Also, thinkers from everyday African life. GER:DB-Hum

*5 units (Jackson) not given 2005-06*

**HISTORY 245E. Health and Society in Africa**—(Formerly 247B; same as 347E.) The history of disease, therapeutic and diagnostic systems, and the definition of health in precolonial, colonial, and postcolonial Africa. The social and political histories of specific epidemics, including sleeping sickness, influenza, TB, mental illness, and AIDS. The colonial contexts of epidemics and the social consequences of disease. WIM

*5 units, Spr (Roberts)*

**HISTORY 245G. Law and Colonialism in Africa**—(Formerly 248D; same as 348D.) Law in colonial Africa provides an opportunity to examine the meanings of social, cultural, and economic change in the anthropological, legal, and historical approaches. Court cases are a new frontier for the social history of Africa. Topics: meanings of conflicts over marriage, divorce, inheritance, property, and authority. GER:DB-SocSci, WIM

*4-5 units (Roberts) not given 2005-06*

**HISTORY 246. Successful Futures for Africa: An Inventory of the 1970s-2000s**—(Same as 346.) How the world has talked and written about Africa as a land of major crises. The discourses of Africa's failures, helping Africa, and choosing new development tactics. GER:DB-Hum, EC-GlobalCom

*5 units, Aut (Jackson)*

**HISTORY 246S. Popular Culture in Africa**—(Same as 446A.) African popular culture as a growing field for historical research. Case studies of popular culture phenomena. Students explore a topic through primary research. GER:DB-Hum, EC-GlobalCom, WIM

*5 units (Jackson) not given 2005-06*

**HISTORY 247S. Intellectual and Cultural History in Modern Africa**—(Same as 447A.)

*5 units (Hanretta) not given 2005-06*

**HISTORY 248. Islam in Africa**—(Formerly 248B; same as 348.) Relationships 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 a tradition exercises influence. The worldviews and lives of African Muslims, and how and why they change. GER:DB-Hum, EC-GlobalCom, WIM

*4-5 units, Aut (Hanretta)*

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

*5 units (Roberts) not given 2005-06*

**HISTORY 249. History Without Documents in Africa**—(Same as 349.) From the earliest records to the 19th century. How knowledge about the natural, social, and spiritual worlds was linked to the exercise of power; how technological innovations affected the emergence of states and other forms of social complexity; how religious beliefs and practices were used to legitimate or undermine authority; how notions of health and healing combined the physical and social to give meaning to gender and age relations; and how knowledge of the past was woven into relations of power. GER:DB-Hum

*5 units, Spr (Hanretta)*

**HISTORY 249S. Reappraising Two African Nationalists**—(Same as 449.) Kenyatta and Nkrumah were major African nationalist leaders of the 1950s-1960s, of Kenya and Ghana respectively, two very important

African states. Increasingly, scholars and writers are re-evaluating their significance, as this course will do. GER:DB-Hum

*5 units, Win (Jackson)*

## UNITED STATES SURVEY

**HISTORY 150A. Colonial and Revolutionary America**—(Formerly 165A.) Survey of the origins of American society and polity in the 17th and 18th centuries. Topics: the migration of Europeans and Africans and the impact on native populations; the emergence of racial slavery and of regional, provincial, Protestant cultures; and the political origins and constitutional consequences of the American Revolution. GER:DB-SocSci, EC-AmerCul

*5 units, Aut (Rakove)*

**HISTORY 150B. 19th-Century America**—(Formerly 165B.) Emphasis is on the causes and consequences of the Civil War. Topics: Jacksonianism and the market revolution, slavery and the old South, sectional conflict, the rise and fall of Reconstruction, late 19th-century society and politics, and the crisis of the 1890s. GER:DB-SocSci, EC-AmerCul, WIM

*5 units, Win (White)*

**HISTORY 150C. The United States in the Twentieth Century**—(Formerly 165C.) 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 (Staff) not given 2005-06*

## THE UNITED STATES

See also 62, 107.

**HISTORY 150X. Introduction to African and African American Studies**—(Same as AFRICAAM 105.) Interdisciplinary. Central themes in African American culture and history related to race as a definitive American phenomenon. Possible topics: African survivals and interpretations of slavery in the New World, contrasting interpretations of the Black family, African American literature, and art. Possible readings: Frederick Douglass, Harriet Jacobs, Booker T. Washington, W.E.B. DuBois, Richard Wright, Maya Angelou, James Baldwin, Malcolm X, Alice Walker, and Bell Hooks. Focus may vary each year. GER:DB-Hum, EC-AmerCul, WIM

*5 units, Aut (Carson)*

**HISTORY 154. 19th-Century U.S. Cultural and Intellectual History, 1790-1860**—(Formerly 151.) 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)*

**HISTORY 158. The United States Since 1945**—(Formerly 172A.) 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)*

**HISTORY 158A. History of Education in the United States**—(Enroll in EDUC 201.)

3-4 units, Win (*Williamson*)

**HISTORY 159F. U.S. Urban History since 1920**—(Enroll in UR-BANST 161.)

5 units, Aut (*Kahan*)

**HISTORY 161. U.S. Women's History, 1890s-1900s**—(Formerly 173B.) The transformation of Victorian womanhood in the late 19th century, including the workforce participation of immigrant and black women, educational and professional opportunities for middle class white women, impact of wars and depression on 20th-century women's lives, and rebirth of feminism. GER:DB-SocSci, EC-Gender

5 units, Spr (*Freedman*)

**HISTORY 162. Introduction to Chicana/o Life and Culture**—(Same as ENGLISH 172A.) Team-taught. The history and culture of Mexican Americans in the U.S. Readings include Américo Paredes, Luis Rodríguez, Tomás Rivera, and Sandra Cisneros. GER:DB-Hum, EC-AmerCul

5 units (*Camarillo, Moya*) not given 2005-06

**HISTORY 164. American Spaces: An Introduction to Material Culture and the Built Environment**—(Formerly 152; same as AM-STUD 152.) American history through the evidence of things, including spaces, buildings, and landscapes of the built environment. How to read such artifacts using methods and theories from anthropology, cultural geography, history, and other disciplines. GER:DB-Hum

5 units, Spr (*Corn*)

**HISTORY 165. Mexican American History through Film**—Focus is on the 20th century and themes such as immigration, urbanization, ethnic identity, the role of women, and the struggle for civil rights. GER:DB-Hum

4-5 units, Spr (*Camarillo*)

**HISTORY 166. Introduction to African American History: The Modern African American Freedom Struggle**—(Formerly 150B.) Focus is on political thought and protest movements after 1930. Individuals who have shaped and been shaped by modern African American struggles for freedom and justice. Sources include audiovisual materials. Research projects required for fifth unit. GER:DB-SocSci, EC-AmerCul

4-5 units, Spr (*Carson*)

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

5 units, Spr (*Wright*)

**HISTORY 251. Creating the American Republic**—(Formerly 272; same as 352, POLISCI 321.) Concepts and developments in the late 18th-century invention of American Constitutionalism; the politics of constitution making and ratifying; emergence of theories of constitutional interpretation including originalism; early notions of judicial review. Primary and secondary sources. GER:DB-SocSci, WIM

5 units, Win (*Rakove*)

**HISTORY 251G. Topics in Constitutional History**—(Formerly 250B; same as POLISCI 222S.) Topics in the history of the American Constitution and its interpretation, including the invention of the concept of the written constitution in the Revolutionary era, the crisis of Civil War and Reconstruction, and the controversies over interpretation and the rights revolution in the 20th century. GER:DB-SocSci, EC-AmerCul

5 units (*Rakove*) not given 2005-06

**HISTORY 252. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis**—(Same as 355.) For advanced undergraduates and graduate students. Primary documents and secondary literature.

5 units, Aut (*Bernstein*)

**HISTORY 252G. Environmental History in Urban America**

5 units, Aut (*Rawson*)

**HISTORY 253. America's Greece, America's Rome**

4-5 units, Win (*Winterer*)

**HISTORY 253E. Perspectives on American Identity**—(Formerly 260A; same as AMSTUD 160.) Required for American Studies majors. Changing interpretations of American identity and Americanness. GER:DB-Hum, EC-AmerCul, WIM

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

**HISTORY 253H. American Utopias**

5 units, Spr (*Rawson*)

**HISTORY 254. Popular Culture and American Nature**—(Formerly 268A.) Despite John Muir, Aldo Leopold, and Rachel Carson, it is arguable that the Disney studios have had 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, Spr (*White*)

**HISTORY 256. U.S.-China Relations: From the Opium War to Tiananmen**—(Formerly 275A; same as 356.) The history of turbulent relations, military conflict, and cultural clashes between the U.S. and China, and the implications for the domestic lives of these increasingly interconnected countries. Diplomatic, political, social, cultural, and military themes from early contact to the recent past. GER:DB-SocSci, EC-GlobalCom, WIM

5 units, Win (*Chang*)

**HISTORY 257. The Politics and Ethics of Modern Science and Technology**—(Same as 367, STS 221.) The WW II decision to build and use the atomic bomb. The controversy over the H-bomb. The Oppenheimer loyalty-security case and the relationship of scientist to the state. Medical experimentation on humans and pitfalls of technology. Relations among science, technology, and university. GER:DB-Hum

5 units (*Bernstein*) not given 2005-06

**HISTORY 258. History of Sexuality in the U.S.**—(Formerly 265A; same as 358.) Priority to History and Feminist Studies majors; a limited number of graduate students may be admitted. Readings on the social construction of sexuality, primarily U.S., in the 19th and 20th centuries. Topics: reproduction, sexual identities, and race and sexuality. Prerequisite: consent of instructor. GER:DB-SocSci, EC-Gender

5 units, Aut (*Freedman*)

**HISTORY 258C. The U.S. West: 20th-Century Environmental History**—Industrial development and population shifts; the growth of industries including agriculture, hydroelectric power, mining, and logging; and fast-growing Western cities.

5 units, Spr (*Brock*)

**HISTORY 259A,B. Poverty and Homelessness in America**—Students participate in an internship with the Emergency Housing Consortium, the primary agency providing shelter for homeless people in Santa Clara and San Mateo counties, while learning about homelessness and poverty through readings and discussions. Prerequisite: interview with instructor. GER:DB-SocSci

5 units (*Camarillo*) not given 2005-06

**HISTORY 260. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles**—(Formerly 257A, same as 357.) Contemporary history of ethnic and racial groups in urban America. Historical and social science literature focusing on groups in the Los Angeles area. Topics include immigration, poverty, education, demographic changes, political participation, conflict and cooperation, and cultural life in the modern, multicultural metropolis. GER:DB-SocSci, EC-AmerCul, WIM

5 units, Win (*Camarillo*)

**HISTORY 264. California History**—(Formerly 256A.) The myths and realities about California's past, focusing on the 20th century. The origins of California's diverse society. Social, political, economic, demographic, and cultural dimensions of the state's history. GER:DB-SocSci

5 units (*Camarillo*) not given 2005-06

**HISTORY 265. New Research in Asian American History**—(Same as 365.) Narrative material and methodologies. Newly published studies in history and related disciplines. Possible research work. Recommended: exposure to Asian American studies. GER:DB-SocSci, EC-AmerCul  
5 units, Spr (Chang)

**HISTORY 265E. American Ecologies and Environments**—The rise of environmental thought and scientific ecology in America. How they built upon each other in the 19th and 20th centuries. GER:DB-Hum  
5 units, Aut (Brock)

**HISTORY 267E. The Suburban West**—(Formerly 271A; same as 367F.) How and why the Western U.S. suburbanized after WWII. The political, technological, cultural, and environmental effects of this transformation. Topics include the role of the Cold War defense complex, construction of the highway system and the rise of automobile culture, water and land use policy, architecture and planning of suburbs, and the effect of suburbanization on national politics. GER:DB-SocSci  
5 units (O'Mara) not given 2005-06

**HISTORY 267F. Cities in the North American West, 1840-1940**—(Formerly 270A.) Political, social, economic, and environmental forces shaping development of the major metropolitan areas of the Rocky Mountain and Pacific from Mexican pueblos to Gold Rush boomtowns to shipping capitals and military metropolises. Comparison with cities in other regions of the U.S. Topics include immigration and migration patterns, local politics, architecture and city planning, urban infrastructure, and relationships to the natural environment. GER:DB-SocSci  
4-5 units (O'Mara) not given 2005-06

**HISTORY 268. The Other Wests**—GER:DB-Hum  
5 units (White) not given 2005-06

**HISTORY 268E. Politics and Politicians in the American West**—(Formerly 271B; same as 367G.)—Elected officials from Western states including Leland Stanford, Lyndon Johnson, Barry Goldwater, and Arnold Schwarzenegger as dominant figures on the national political stage. Political biography as a tool to survey the political history of the West from the Gilded Age to the present. The social, economic, and environmental characteristics of the West that shaped the careers of these politicians, and the effect of Western political culture upon national electoral politics and policy.  
5 units (O'Mara) not given 2005-06

**HISTORY 268F. U.S. National Parks: History, Policy, and Context**  
4 units, Win (R. Kennedy)

**HISTORY 268S. American Wests: Studies in Culture and the Environment**—(Same as 457A.) GER:DB-Hum  
5 units (White) not given 2005-06

**HISTORY 269. Forest and Logging in North America and the World**—The role of forests and lumber in modern history and contemporary times. Cultural and political claims on the forests, logging technology, the role of forest science, and the globalization of the lumber industry. GER:DB-SocSci  
5 units (Brock) not given 2005-06

**HISTORY 269G. History of the Indigenous North American West**  
4-5 units, Spr (Wadewitz)

## LATIN AMERICA

See also 70.

**HISTORY 170. Colonial Latin America**—(Formerly 178.) The Iberian and indigenous roots of Latin American culture and society. The colonial era: encounter and conquest through the eyes of victors and vanquished; strategies of domination and resistance for central Mexico, the Andes, and Brazil. The mature socioeconomic and cultural structures of colonial life; sources of tension and change within colonial Latin America during the 18th century. The breakdown of colonial authority and the rise of independence movements. GER:DB-SocSci  
5 units (Herzog) not given 2005-06

**HISTORY 273. The European Expansion**  
5 units, Spr (Herzog)

**HISTORY 275. Slavery in the Americas**—(Formerly 282.)  
5 units (Klein) not given 2005-06

**HISTORY 275F. Social Change in Latin America Since 1900**—(Same as 375F, LATINAM 201/301.) Changes in the social and demographic characteristics of Latin American populations since 1900 and the response of national governments in terms of the evolution of social welfare, health, and educational systems. Fulfills requirement for Latin American Studies honors seminar.  
5 units (Klein) not given 2005-06

**HISTORY 276. Modern Brazil**—(Same as 376.) From independence in 1822 to the present. Social and cultural history. Literary and historical sources.  
5 units, Spr (Frank)

**HISTORY 276G. Demographic History of the U.S.**—(Same as 376G.)  
5 units, Win (Klein)

**HISTORY 277G. Health, Medicine, and Society in Latin America**—(Same as 377G, LATINAM 137/237.) The role played by disease, public health and medicine in Latin American societies during the 19th and 20th centuries. How changing perceptions and definitions of health and disease, gender and the body, and race and ethnicity have shaped official and popular understandings of the health of individuals, populations, and societies. GER:DB-SocSci  
5 units, Win (Cueto)

**HISTORY 278. Problems of Governance and Economic Growth in Mexico: From the Aztecs to NAFTA**—(Same as POLISCI 248T.) Political and economic institutions of Mexico. The origins and economic consequences of authoritarianism. GER:DB-SocSci  
5 units, Spr (Haber)

**HISTORY 279. Latin American Development: Economy and Society, 1800-2000**—(Same as 379.) The newly independent nations of Latin America began the 19th century with economies roughly equal to, or even ahead of, the U.S. and Canada. What explains the economic gap that developed since 1900? Why are some Latin American nations rich and others poor? Marxist, dependency, neoclassical, and institutionalist interpretive frameworks. The effects of globalization on Latin American economic growth, autonomy, and potential for social justice. GER:DB-SocSci, EC-GlobalCom, WIM  
5 units, Aut (Frank)

## MIDDLE EAST

See also 226.

**HISTORY 181. Palestine Zionism and the Arab-Israeli Conflict**—(Formerly 187.) From the mid-19th century to the present. Topics: Palestine under late Ottoman rule, the development of Zionism, Palestinian nationalism, the Palestine mandate, the establishment of the state of Israel, the Arab-Israeli wars, U.S. policy toward the conflict, the Camp David agreements, both Palestinian uprisings, and the Oslo Accords. Readings from a range of viewpoints.  
5 units, Aut (Beinin)

**HISTORY 281. Economic and Social History of the Modern Middle East**—(Formerly 286; same as 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.  
5 units, Win (Beinin)

**HISTORY 283. The New Global Economy, Oil, and Islamic Movements in the Middle East**—(Formerly 286A; same as 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; case studies of Egypt, Iraq, and Palestine. GER:DB-SocSci, EC-GlobalCom, WIM

*5 units (Beinin) not given 2005-06*

#### **HISTORY 284G. Ottoman Reform in the 19th Century**

*5 units, Spr (Downes)*

#### **HISTORY 287S. Research Seminar on the Modern Middle East—**

(Same as 481.) Student-selected research topics. GER:DB-SocSci

*3-5 units (Beinin) not given 2005-06*

### **JEWISH HISTORY**

**HISTORY 185B. Jews in the Modern World—**(Formerly 188C.) 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 anti-semitism, 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, Spr (Zipperstein)*

#### **HISTORY 187. Judaism in Late Antiquity—**(Enroll in RELIGST 123.)

*4 units, Spr (Fonrobert)*

**HISTORY 286. Jews and Muslims—**(Formerly 285C; same as 386.) The history of Jewish communities in the lands of Islam and their relations with surrounding Muslim populations from the time of Muhammad to the 20th century. Topics: the place of Jews in Muslim societies, Jewish communal life, variation in the experience of communities in different Muslim lands, the impact of the West in the modern period, the rise of nationalisms, and the end of Jewish life in Muslim countries. GER:DB-Hum

*5 units (Rodrigue) not given 2005-06*

### **ASIA**

See also 92A,B

**HISTORY 191. East Asia in the Early Buddhist Age—**(Formerly 193.) 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

*5 units (M.E. Lewis) not given 2005-06*

**HISTORY 192. China: The Early Empires—**(Formerly 192B; same as 392A.) The major developments of the first unitary empires in China, the Qin and the Han; institutions and social patterns that defined imperial China as a political form and social type. Topics include geography, urbanism, the peasantry, military organization, kinship, religion, intellectual life, literary genres, and changing forms of imperial cohesion. GER:DB-Hum

*5 units (M.E. Lewis) not given 2005-06*

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

*5 units, Spr (Sommer)*

**HISTORY 194B. Japan in the Age of the Samurai—**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, EC-GlobalCom

*5 units, Win (Wigen)*

**HISTORY 195. Introduction to Korean History and Culture—**Ancient kingdoms to early modern dynasties; challenges of the modern transition, 1700s to mid-1900s; and contemporary issues. Topics include archeological records, philosophical and religious traditions, literature and the performing arts, international relations, socioeconomic change, immigration and Asian American experiences, gender issues, and popular and youth cultures. GER:DB-Hum, EC-GlobalCom

*5 units (Sawada) not given 2005-06*

**HISTORY 195C. The Rise of Modern Japan—**(Formerly 194D.) Japanese history from 1840 to the present. Topics include the Meiji Restoration and its background, building a modern state, industrialization of the economy, the emergence of an imperialist power, the reorientation of postwar Japan, the economic miracle, and socioeconomic change and political developments.

*4-5 units (Duus) not given 2005-06*

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

*5 units, Aut (Wigen)*

**HISTORY 293. Law and Society in Late Imperial China—**(Formerly 296B; same as 392B.) Connections between legal and social history. Ideology and practice, center and periphery, and state-society tensions and interactions. Readings introduce the work of major historians on concepts and problems in Ming-Qing history. GER:DB-Hum, EC-GlobalCom

*5 units, Aut (Sommer)*

**HISTORY 293A. Tokyo: From Castle Town to Megalopolis—**(Same as 393A.) The transformation of Edo, one of the world's largest early modern cities, into Tokyo, one of the contemporary world's largest conurbations. Topics include: the founding of Edo; the early modern built environment; the Meiji Restoration; urban social structure and residential patterns; popular culture; the 1923 earthquake; and wartime destruction and postwar reconstruction. GER:DB-Hum

*5 units (Duus) not given 2005-06*

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

*5 units, Spr (Sawada)*

#### **HISTORY 295F. Modern China—**(Same as 391B.)

*4-5 units, Spr (Henriot)*

**HISTORY 295J. Chinese Women's History—**(Formerly 296A; same as 395J.) The lives of women in the last 1,000 years of Chinese history. Focus is on theoretical questions fundamental to women's studies. How has the category of woman been shaped by culture and history? How has gender performance interacted with bodily disciplines and constraints such as medical, reproductive, and cosmetic technologies? How relevant is the experience of Western women to women elsewhere? By what standards should liberation be defined? Readings include primary sources in translation including fiction, memoirs, and oral histories of the Maoist era. GER:DB-Hum, EC-Gender

*5 units, Spr (Sommer)*

**HISTORY 297. Contemporary Chinese Foreign Relations**—(Same as 397, POLISCI 348S.)

5 units, Spr (Miller)

**HISTORY 297E. Meiji Culture**—(Formerly 295A; same as 397E.) The political and social culture of Japan in the wake of the Meiji Restoration. Topics include the ideology of civilization and enlightenment; political dissent and social criticism; the success ethic and the new middle class; capitalism and the new business culture; urbanization and the working class; gender ideology and the family; war and militarism in popular culture; and conservatism and racial ideology. Readings from historical sources in translation including literary works. GER:DB-Hum

5 units, Win (Duus)

**HISTORY 297F. Japan Since 1945**—Social, political, and cultural developments in Japan during and after the economic miracle of the 50s and 60s. Topics include: the dynamics of economic growth; transformation of rural society; growth of the new urban middle class; changing gender roles and attitudes; youth and popular culture; new religions; and cultural nationalism. GER:DB-SocSci

5 units, Win (Duus)

**HISTORY 298A. Modernizing Women in Japan**—(Formerly 297A; same as 398A.) Women as objects and agents of experiments in social change in the modern world. Focus is on issues raised by modernizing Japanese women from the late 19th- to the 20th-centuries. Sources include film, fiction, journalism, essays, diaries, and secondary works. Research paper using primary sources. Recommended: coursework on Japan or gender. GER:DB-Hum, EC-Gender, WIM

5 units (Wigen) not given 2005-06

**HISTORY 298B. The Great East Asia War**—GER:DB-SocSci

5 units (Duus) not given 2005-06

### INDIVIDUAL WORK

**HISTORY 299A. Senior Research I**—(Formerly 200A.) WIM

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

**HISTORY 299B. Senior Research II**—(Formerly 200B.) WIM

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

**HISTORY 299C. Senior Research III**—(Formerly 200C.) WIM

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

**HISTORY 299H. Junior Honors Colloquium**—(Formerly 200H.)

5 units, Win (Winterer)

**HISTORY 299M. Undergraduate Directed Research: Martin Luther King, Jr., Papers Project**

1-4 units, Aut, Win (Carson)

**HISTORY 299R. Undergraduate Directed Reading**

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

**HISTORY 299S. Undergraduate Directed Research and Writing**—(Formerly 200X.) WIM

1-5 units, Aut, Win (Staff)

**HISTORY 299W. Undergraduate Directed Writing**—(Formerly 200W.)

1-5 units, Aut, Win (Staff)

**HISTORY 299X. Design and Methodology for International Field Research**—(Formerly 206B; same as 399A.)

1 unit, Win (N. Kollmann, Roberts)

### GRADUATE

Graduate History courses are listed in the following subsection order:

Required Colloquia, Workshops, and Seminars: 300-305, 400-405

International, Global, and Thematic: 306-310, 406-410

Ancient and Medieval Europe: 311-319, 411-419

Eastern Europe, Russia, and Eurasia: 320-329, 320-329

Early Modern and Modern Europe: 330-339

History of Science and Technology: 340-344, 440-444

Africa: 345-349, 445-449

United States: 351-369, 451-469

Latin America: 370-379, 470-479

Middle East: 380-384, 480-484

Jewish History: 385-389, 485-489

Asia: 390-398, 490-498

Individual Study: 399, 499

### REQUIRED COLLOQUIA, WORKSHOPS, SEMINARS

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

5 units, Aut (Kahn)

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

1 unit, Spr (Roberts)

### INTERNATIONAL, GLOBAL, AND THEMATIC

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

5 units (Holloway) not given 2005-06

**HISTORY 306F. Sovereignty and the State**—(Same as 203.) The theory of sovereignty and the practice of states in modern European and America. Readings include classic texts and political documents. GER:DB-Hum

5 units, Spr (Kennedy, Sheehan)

**HISTORY 307E. Modernity, Revolution, and Totalitarianism**—(Same as 204E.)

5 units, Spr (Weiner)

**HISTORY 307G. The History of the Cold War**—(Same as 103G.)

5 units (Naimark) not given 2005-06

**HISTORY 308. Biography and History**—(Formerly 302C; same as 207.)

5 units (Zipperstein) not given 2005-06

**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.

5 units, Spr (Frank)

**HISTORY 309F. Historical Geography: Maps in the Early Modern World**—(Same as 205.)

5 units (Wigen) not given 2005-06

**HISTORY 337C. The International System**—(Same as 237C.)

5 units, Spr (Sheehan)

### ANCIENT AND MEDIEVAL EUROPE

**HISTORY 313. Core Colloquium in Medieval European History**

4-5 units (Buc) not given 2005-06

**HISTORY 314. Graduate Core Colloquium in Medieval European History**

4-5 units (Miller) not given 2005-06

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

5 units (Buc) not given 2005-06

**HISTORY 318. The Medieval Mediterranean: Power and Commerce**—(Same as 218.)

5 units, Spr (Goldberg)

**HISTORY 411. Empire and Hellenism: Athens and Syracuse**—(Formerly 403)

4-5 units (Morris) not given 2005-06

**HISTORY 413A,B. Medieval History**

4-5 units (Buc) not given 2005-06



**HISTORY 414A,B. Medieval History***4-5 units (Miller) not given 2005-06***EASTERN EUROPE AND RUSSIA****HISTORY 321A. Early Modern Russian Historiography***5 units (Kollmann) not given 2005-06***HISTORY 321B. Imperial Russian Historiography***5 units (Crews) not given 2005-06***HISTORY 321C. Historiography of the Soviet Union**—(Same as 221C.)*5 units (Weiner) not given 2005-06***HISTORY 323. Art and Ideas in 19th-Century Russia**—(Same as 223.)*5 units (Crews) not given 2005-06***HISTORY 323B. Research Methodologies in Early Modern Russian History***5 units, Aut (Kollmann)***HISTORY 324. Violence, Islam, and the State in Central Asia**—(Formerly 320; same as 224.)*5 units, Aut (Crews)***HISTORY 326. Modern Eastern Europe***4-5 units (Naimark) not given 2005-06***HISTORY 327. East European Women and War in the 20th Century**—(Same as 227.)*5 units, Aut (Jolluck)***HISTORY 328. Circles of Hell: Poland in World War II**—(Same as 228.)*5 units (Jolluck) not given 2005-06***HISTORY 329. Poles and Jews**—(Same as 229.)*5 units, Spr (Jolluck)***HISTORY 421A. Early Modern Russia***5 units (Kollmann) not given 2005-06***HISTORY 422A,B. Research Seminar in Imperial Russia**—(Formerly 431.)*5 units, A: Spr, B: not given 2005-06 (Crews)***HISTORY 423. Stalin and Europe; Europe and Stalin**—(Same as 223S.)*5 units (Naimark) not given 2005-06***HISTORY 424A,B. Soviet Civilization***4-5 units, A: Win, B: Spr (Weiner)***EARLY MODERN AND MODERN EUROPE****HISTORY 330. Core Colloquium on Early Modern Europe***4-5 units, Aut (Lougee Chappell)***HISTORY 331B. Core Colloquium on Modern Europe: The 19th Century**—(Formerly 331E.) The major historical events and historiographical debates of the long 19th century from the French Revolution to WW I.*4-5 units (Daughton) not given 2005-06***HISTORY 331C. Core Colloquium on Modern Europe**—(Formerly 331B.) The historiography of 20th-century Europe. Topics include WW I, the Russian Revolution, National Socialism, and the EU.*4-5 units, Aut (Sheehan)***HISTORY 331D. Core Colloquium on Modern Europe: Intellectual History***4-5 units, Win (Robinson)***HISTORY 332A. Power, Art, and Knowledge in Renaissance Italy**—(Formerly 313C; same as 232A.)*5 units (Findlen) not given 2005-06***HISTORY 332B. Heretics, Prostitutes, and Merchants: Venice and its Empire**—(Formerly 313B.) Why was the myth of Venice so powerful? How Venice created an empire at the boundary between East and West, that controlled much of the Mediterranean, with a merchant society that allowed social groups, religions, and ethnicities to coexist. Venetian society as a microcosm of late medieval and early modern Europe. The relationship between center and periphery, order and disorder, orthodoxy and heresy, and the role of politics, art, and culture in the Venice Renaissance. Its decline as a political power and reinvention as a tourist site, living museum, and subject for literature and film.*5 units, Spr (Findlen)***HISTORY 332F. The Scientific Revolution**—(Formerly 313; same as 232F.)*5 units, Win (Findlen)***HISTORY 332G. When Worlds Collide: The Trial of Galileo**—(Formerly 316; same as 232G.)*5 units (Findlen) not given 2005-06***HISTORY 333. Religion and Politics in Early Modern England**—(Formerly 344.)*5 units, Aut (Como)***HISTORY 334. Enlightenment Seminar**—(Enroll in HUMNTIES 324.)*3-5 units, Aut (Sockness)***HISTORY 335F. Europe and the Colonial Experience**—(Formerly 327B.) GER:DB-Hum*5 units (Daughton) not given 2005-06***HISTORY 336. Modern France***5 units, Win (Daughton)***HISTORY 336E. Cultures of Violence in Twentieth-Century Europe**—(Formerly 328D; same as 236E.)*5 units (Daughton) not given 2005-06***HISTORY 337. The Holocaust**—(Same as 137.)*5 units (Rodrigue) not given 2005-06***HISTORY 337C. The International System**—(Same as 237C.)*5 units, Spr (Sheehan)***HISTORY 337J. Occupation, Terror, Civil War, and Ethnic Cleansing**—(Same as 232K)*5 units, Aut (Deak)***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.*5 units (Satia) not given 2005-06***HISTORY 338B. Modern Britain: Facing Europe and Empire, 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. GER:DB-SocSci*5 units (Satia) not given 2005-06***HISTORY 339F. Empire and Information**—(Same as 239F.)*4-5 units, Aut (Satia)***HISTORY 339G. European Legal History Colloquium**—(Same as LAW 441.)*3 term units, Aut semester (Kessler)***HISTORY 430A,B. Graduate Research Seminar: Early Modern Europe**—(Formerly 413.)*4-5 units, A: Win, B: Spr (Findlen)***HISTORY 432A,B. Graduate Research Seminar: The French Revolution**—(Formerly 430.)*4-5 units (Baker) not given 2005-06*

**HISTORY 433A,B. European History**

4-5 units, Win, Spr (Sheehan)

**HISTORY 434A,B. Modern European History**

4-5 units (Robinson) not given 2005-06

**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)

**HISTORY OF SCIENCE AND TECHNOLOGY**

See also 332F.

**HISTORY 341F. Origins and History of the Scientific Fact**—(Formerly 306P; same as 241F.)

5 units (Riskin) not given 2005-06

**HISTORY 341G. History of the Senses**—(Formerly 303A; same as 241G, STS 134.)

5 units (Riskin) not given 2005-06

**HISTORY 341J. The Prehistory of Computers**—(Formerly 304B; same as 241J.)

3-5 units (Riskin) not given 2005-06

**HISTORY 343G. Tobacco and Health in World History**—(Same as 243G.)

5 units, Aut (Proctor)

**HISTORY 344. The History of Women and Gender in Science**—(Formerly 334A; same as 144.)

5 units (Schiebinger) not given 2005-06

**HISTORY 344L. Theory and Practice of Feminism in Science**—(Same as 244L.)

5 units, Spr (Schiebinger)

**HISTORY 347. The Politics and Ethics of Modern Science and Technology**—(Same as 257, STS 221.)

5 units (Bernstein) not given 2005-06

**HISTORY 443A. Human Origins: History, Evidence, and Controversy**—(Same as 243S.)

5 units, Win (Proctor)

**AFRICA**

**HISTORY 345A. Core Colloquium: Precolonial Africa**—(Formerly 349.)

4-5 units (Roberts) not given 2005-06

**HISTORY 345B. Core Colloquium African History: The Colonial Period**—(Formerly 347B.)

4-5 units, Win (Roberts)

**HISTORY 346. Successful Futures for Africa: An Inventory of the 1970s-2000s**—(Same as 246.)

5 units, Aut (Jackson)

**HISTORY 347E. Health and Society in Africa**—(Formerly 347A; same as 245E.)

5 units, Spr (Roberts)

**HISTORY 348. Islam in Africa**—(Formerly 348B; same as 248.)

4-5 units, Aut (Hanretta)

**HISTORY 348D. Law and Colonialism in Africa**—(Same as 245G.)

4-5 units (Roberts) not given 2005-06

**HISTORY 349. History Without Documents in Africa**—(Same as 249.)

5 units, Spr (Hanretta)

**HISTORY 446A,B. Popular Culture in Africa**—(Same as 246S.)

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

**HISTORY 447A,B. Intellectual and Cultural History in Modern Africa**—(Same as 247S.)

4-5 units (Hanretta) not given 2005-06

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

5 units (Roberts) not given 2005-06

**HISTORY 449. Reappraising Two African Nationalists**—(Same as 249S.)

5 units, Win (Jackson)

**HISTORY 450. Intellectual and Cultural History in Modern Africa**

5 units (Hanretta) not given 2005-06

**THE UNITED STATES**

**HISTORY 351A. Core in American History, Part I**

4-5 units, Aut (Rakove)

**HISTORY 351B. Core in American History, Part II**

4-5 units, Aut (Winterer)

**HISTORY 351C. Core in American History, Part III**

4-5 units (White) not given 2005-06

**HISTORY 351D. Core in American History, Part IV**

4-5 units, Win (Freedman)

**HISTORY 351E. Core in American History, Part V**

4-5 units, Spr (Chang)

**HISTORY 351F. Core in American History, Part VI**

5 units, Spr (Bernstein)

**HISTORY 352. Creating the American Republic**—(Formerly 372; same as 251, POLISCI 321.)

5 units, Win (Rakove)

**HISTORY 355. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis**—(Formerly 352; same as 252.)

5 units, Aut (Bernstein)

**HISTORY 356. U.S.-China Relations: From the Opium War to Tiananmen**—(Same as 256.)

5 units, Win (Chang)

**HISTORY 357. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles**—(Formerly 357A; same as 260.)

5 units, Win (Camarillo)

**HISTORY 358. History of Sexuality in the U.S.**—(Formerly 365A; same as 258.)

5 units, Aut (Freedman)

**HISTORY 365. New Research in Asian American History**—(Same as 265.)

5 units, Spr (Chang)

**HISTORY 367E. U.S. Economic History**—(Enroll in ECON 226.)

2-5 units, Spr (Wright)

**HISTORY 367F. The Suburban West**—(Formerly 371A; same as 267E.)

5 units (O'Mara) not given 2005-06

**HISTORY 367G. Politics and Politicians in the American West**—(Formerly 371B; same as 268E.)

5 units (O'Mara) not given 2005-06

**HISTORY 452A,B. U.S. Cultural and Intellectual History: 1750-1900**—(Formerly 475.) Major methods and issues. Goal is to produce a research paper based on primary sources suitable for inclusion in a doctoral dissertation or submission to a peer-reviewed scholarly journal. Topics include: compiling primary and secondary source bibliographies; primary and secondary source issues; and how to articulate an argument. Students produce a prospectus by the end of Winter Quarter. Spring

Quarter meetings to discuss outlines, drafts, and problems, culminating in presentation of papers in scholarly conference format.

4-5 units (*Winterer*) not given 2005-06

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

4-5 units (*White*) not given 2005-06

**HISTORY 457A,B. American Wests: Studies in Culture and the Environment**—(Formerly 468; same as 268S.)

5 units (*White*) not given 2005-06

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

5 units (*Chang*) not given 2005-06

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

4-5 units (*Freedman*) not given 2005-06

**HISTORY 463A,B. Race, Ethnicity, and Class in the 20th Century**—(Formerly 474.)

4-5 units, **A:** *Spr*, **B:** not given 2005-06 (*Camarillo*)

**LATIN AMERICA**

**HISTORY 372. The European Expansion**

5 units, *Spr* (*Herzog*)

**HISTORY 375F. Social Change in Latin America Since 1900**—(Formerly 382A; same as 275F, LATINAM 201/301.)

5 units (*Klein*) not given 2005-06

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

5 units, *Spr* (*Frank*)

**HISTORY 376G. Demographic History of the U.S.**—(Same as 276G.)

5 units, *Win* (*Klein*)

**HISTORY 377. Colonial Latin America**—(Formerly 380A.)

5 units, *Win* (*Klein*)

**HISTORY 377G. Health, Medicine, and Society in Latin America**—(Same as 237G, LATINAM 137/237.)

5 units, *Win* (*Cueto*)

**HISTORY 378E. Comparative Political Economy**—(Same as POLI-SCI 440B.) Required of all Political Science Ph.D. students with comparative politics as a first or second concentration; others by consent of the instructor. Micro- and macro-level explanations for variation in economic policies and outcomes. The formation of cleavages and political coalitions, and the economic and political consequences of variation in partisanship, political institutions, regime types, and economic openness.

5 units, *Win* (*Haber*)

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

5 units, *Aut* (*Frank*)

**MIDDLE EAST**

**HISTORY 381. Economic and Social History of the Modern Middle East**—(Formerly 386; same as 281.)

5 units, *Win* (*Beinin*)

**HISTORY 383. The New Global Economy, Oil, and Islamic Movements in the Middle East**—(Same as 283.)

5 units (*Beinin*) not given 2005-06

**HISTORY 481. Research Seminar on the Modern Middle East**—(Formerly 487; same as 287S.)

3-5 units, *Spr* (*Beinin*)

**HISTORY 484. Ottoman/Turkish History**—(Formerly 489.)

4-5 units (*Rodrigue*) not given 2005-06

**JEWISH HISTORY**

**HISTORY 385A. Core in Jewish History, 17th-19th Centuries**—(Formerly 384A.)

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

**HISTORY 385B. Core in Jewish History, 20th Century**—(Formerly 384B.)

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

**HISTORY 386. Jews and Muslims**—(Formerly 385C; same as 286.)

5 units (*Rodrigue*) not given 2005-06

**HISTORY 387. Research Methods in Jewish Studies**—(Formerly 387B.) Reference sources in Jewish Studies including: the Hebrew Bible, Talmud, religious studies, Jewish philosophy and history, Hebrew and Yiddish language and literature, Zionism and Israel, Sephardic Jewry, women, and Holocaust. Hebrew, Yiddish, and Ladino transliteration. Electronic resources in the library including restricted databases, e-journals, CD-ROMs, and the web.

4-5 units, *Win* (*Z. Baker*)

**HISTORY 485A,B. Graduate Research Seminar in Jewish History**

4-5 units (*Zipperstein*) not given 2005-06

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

4-5 units, **A:** *Spr* (*Rodrigue*), **B:** (*Zipperstein*) not given 2005-06

**ASIA**

**HISTORY 391B. Modern China**—(Same as 295F.)

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

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

5 units, *Aut* (*Wigen*)

**HISTORY 392B. Law and Society in Late Imperial China**—(Formerly 396; same as 293.)

5 units, *Aut* (*Sommer*)

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

5 units, *Spr* (*Sommer*)

**HISTORY 393A. Tokyo: From Castle Town to Megalopolis**—(Same as 293A.)

5 units (*Duus*) not given 2005-06

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

5 units (*Wigen*) not given 2005-06

**HISTORY 395J. Chinese Women's History**—(Same as 295J.)

5 units, *Spr* (*Sommer*)

**HISTORY 395K. Sinological Research Methods**

5 units, *Aut* (*Shao*)

**HISTORY 396C. Nineteenth-Century Japan**—(Formerly 395C.)

Third in a four-part core colloquium series for graduate students. Classic and recent works that span Japan's 19th century, contrasting those that configure the Meiji disjuncture as a revolution with those that emphasize continuities across the 1868 divide. Emphasis is on economic, social, and cultural developments. In English.

5 units, *Spr* (*Wigen*)

**HISTORY 397. Contemporary Chinese Foreign Relations**—(Same as 297, POLISCI 348S.)

5 units, Spr (Miller)

**HISTORY 397E. Meiji Culture**—(Formerly 395; same as 297E.)

5 units, Win (Duus)

**HISTORY 397F. Japan Since 1945**—Social, political, and cultural developments in Japan during and after the economic miracle of the 50s and 60s. Topics include: the dynamics of economic growth; transformation of rural society; growth of the new urban middle class; changing gender roles and attitudes; youth and popular culture; new religions; and cultural nationalism.

5 units, Win (Duus)

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

5 units (Duus) not given 2005-06

**HISTORY 398A. Modernizing Women in Japan**—(Formerly 397A; same as 298A.)

5 units (Wigen) not given 2005-06

**HISTORY 398M. Historical Geography: Maps in the Early Modern World**—(Formerly 302E; same as 205.)

5 units (Wigen) not given 2005-06

**HISTORY 492A,B. The Family in Early China**—Proseminar on conducting research.

4-5 units (M. E. Lewis) not given 2005-06

**HISTORY 494. The Body in Early China**

5 units, Win (M. E. Lewis)

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

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

**HISTORY 496A,B. Research Seminar on Modern China**—(Formerly 497.)

5 units, Spr (Henriot)

## INDIVIDUAL STUDY

**HISTORY 399A,B. Design and Methodology for International Field Research**—(Formerly 306B; same as 299X.)

1 unit, A: Win, B: Spr (N. Kollmann, Roberts)

**HISTORY 399W. Graduate Directed Reading**—(Formerly 300W.)

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

**HISTORY 499X. Graduate Research**—(Formerly 400X.) Units by arrangement.

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

## OVERSEAS STUDIES

These courses are approved for the History major and taught overseas at the campus indicated. Students should discuss with their major advisers which courses would best meet individual needs. Descriptions are in the "Overseas Studies" section of this bulletin or at the Overseas Studies office, 126 Sweet Hall.

### BEIJING

**HISTORY 191V. The City in Imperial China**

5 units, Spr (Lewis)

**HISTORY 192V. Female Divinities in Late Imperial China**—(Same as FEMST 193E.)

5 units, Spr (Lewis)

### BERLIN

**HISTORY 105V. Industry, Technology, and Culture, 1780-1945**—(Same as STS 120V.)

4 units, Win (Neckenig)

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

4 units, Spr (Neckenig)

### FLORENCE

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

4 units, Aut (Mammarella)

**HISTORY 235V. The Cinema Goes to War: Fascism and World War II as Represented in Italian and European Cinema**—(Same as ITALGEN 191F, ARTHIST 160Y, COMM 53.)

5 units, Win (Campani)

### OXFORD

**HISTORY 138V. The European City**

5 units, Spr (Tyack)

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

5 units, Spr (Darwin)

**HISTORY 239V. Britain in the Era of the Two World Wars**

5 units, Win (Tyack)

**HISTORY 244V. Art and Society in Britain**—(Same as ARTHIST 221Y.)

5 units, Aut (Tyack)