

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

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

The Department of History offers several tracks to the B.A. in History. These tracks are not declared on Axxess; they do not appear on the transcript or the diploma.

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

All History majors require the following:

1. Completion of a minimum of 58 units and at least 12 courses of at least 3 units each, to include:
  - a) one Sources and Methods seminar
  - b) two 200-level undergraduate colloquia
  - c) at least one other small group course, to be chosen among the department's undergraduate colloquia, research seminars, or Stanford Introductory Seminars.
2. Courses comprising the 58 units must be taken for a letter grade, and the student must maintain a grade point average (GPA) in History courses of 2.0 or higher.

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

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

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

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

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

### THE GENERAL HISTORY TRACK

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

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

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

### HISTORY TRACKS WITH INTERDISCIPLINARY EMPHASIS (HMIE)

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

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

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

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

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

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

### HISTORY, LITERATURE, AND THE ARTS

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

*Gateway Course*—HISTORY 239E, History, Literature, and Arts in Great Britain (Autumn Quarter), gives students a broad introduction to the study of literary texts in history.

*Methodological Cluster*—This cluster teaches students how historians, in particular, analyze literary texts as documentary sources. Students choose three courses from among the 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) track is a collaborative program of the Department of History, the Program in the History and Philosophy of Science, and the Stanford School of Medicine. The major is

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

*Gateway Course (1 course)*—Students fulfill this requirement by taking the gateway course for HS&M that is offered annually: HISTORY 232G, When Worlds Collide: The Trial of Galileo (Spring 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 field of the track in History, Science, and Medicine are expected to take at least one course in the School of Medicine.

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

### HISTORY AND LAW

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

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

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

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

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

#### **PUBLIC HISTORY/PUBLIC SERVICE**

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

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

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

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

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

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

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

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

#### **MINORS**

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

All six courses must be of at least 3 units each and must be taken for a letter grade. The student must maintain a grade point average (GPA) in History courses of 2.0 (C) or higher. Two of the six courses must be small-group in format (Stanford Introductory Seminars, Sources and Methods Seminars, departmental colloquia, and research seminars). History courses taken at overseas campuses may count toward the minor, but at least three of the six courses must be taken from Stanford faculty. One History course

from Introduction to the Humanities may count toward the six-course requirement, but not for the field concentration. One directed writing (299W) or directed research (299S) course may count towards the minor, if taken for 3-5 units and for a letter grade. A maximum of three transfer courses may be used toward the minor. Advanced placement credits do not fulfill any minor requirements.

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

#### **HONORS PROGRAM**

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

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

In considering an applicant for such a project, the adviser and director of the honors program take into account general preparation in the field of the project and expect a GPA of at least 3.3 (B+) in the student's previous work in history and in the University. Students completing the thesis with a grade of 'B+' or higher are eligible for honors in History. To enter the honors program, apply at the Department of History office.

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

#### **SECONDARY (HISTORY) TEACHER'S CREDENTIAL**

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

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

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

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

## GRADUATE PROGRAMS

### ADMISSION

Applicants for admission to graduate work must take the General Test of the Graduate Record Examination. It may be taken at most American colleges and in nearly all foreign countries. For details, see the *Guide to Graduate Admission*, available from Graduate Admissions, the Registrar's Office, 630 Serra Street, Suite 120, or at <http://gradadmissions.stanford.edu>.

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

### MASTER OF ARTS

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

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

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

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

### DOCTOR OF PHILOSOPHY

Students planning to work for the doctorate in history should be familiar with the general degree requirements of the University outlined in the "Graduate Degrees" section of this bulletin. Those interested in applying for admission to the M.A. and Ph.D. programs should contact the graduate program coordinator in the History department. Online applications are available in September of the year prior to intended enrollment. The application filing deadline is December 5, 2006. Applicants must file a report of their general scores on the Graduate Record Examination and submit a writing sample of 10-25 pages on a historical topic. Successful applicants for the M.A. and Ph.D. programs may enter only in Autumn Quarter.

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

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

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

## REQUIREMENTS

- In consultation with the adviser, students select an area of study from the list below in which to concentrate their study and later take the University oral examination. The major concentrations are:
  - Europe, 300-1500
  - Europe, 1400-1800
  - Europe since 1700
  - Jewish History
  - Russia
  - Eastern Europe
  - Middle East
  - East Asia before 1600
  - China since 1600
  - Japan since 1600
  - Africa
  - Britain and the British Empire since 1460
  - Latin America
  - The United States (including colonial America)
  - History of Science, Medicine, and Technology
- 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.
- 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.
- Each student, in consultation with the adviser, defines a secondary concentration. This concentration should represent a total of four graduate courses or their equivalents, and it may be fulfilled by working in a historical concentration or an interdisciplinary concentration. The historical concentrations include:
  - a) One of the concentrations listed above (other than the student's major concentration).
  - b) One of the concentrations listed below, which falls largely outside the student's major concentration:
    - The Ancient Greek World
    - The Roman World
    - Europe, 300-1000
    - Europe, 1000-1400
    - Europe, 1400-1600
    - Europe, 1600-1789
    - Europe, 1700-1871
    - Europe since 1848
    - England, 450-1460
    - Britain and the British Empire, 1460-1714
    - Britain and the British Empire since 1714
    - Russia to 1800
    - Russia since 1800
    - Eastern Europe to 1800
    - Eastern Europe since 1800
    - Jewish History
    - Middle East to 1800
    - Middle East since 1800
    - Africa
    - China before 1600
    - China since 1600
    - Japan before 1600
    - Japan since 1600
    - Latin America to 1825
    - Latin America since 1810
    - The United States (including Colonial America) to 1865
    - The United States since 1850
    - The History of Science, Medicine, and Technology
  - c) Work in a national history of sufficiently long time to span chronologically two or more major concentrations. For example, a student with Europe since 1700 as a major concentration may take France from 1000 to the present as a secondary concentration.
  - d) A comparative study of a substantial subject across countries or periods. The secondary concentration requirement may also be

satisfied in an interdisciplinary concentration. Students plan these concentrations in consultation with their advisers. Interdisciplinary concentrations require course work outside the Department of History which is related to the student's training as a historian. Interdisciplinary course work can either add to a student's technical competence or broaden his or her approach to the problems of the research concentration.

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

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

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

### FINANCIAL SUPPORT

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

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

### 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 WW I and WW II are being augmented for the post-1945 period.

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

## COURSES

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

Courses are listed in the following order:

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

### INTRODUCTORY UNDERGRADUATE

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

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

### IHUM (INTRODUCTION TO THE HUMANITIES)

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

**IHUM 4A:** 5 units, *Win (Buc, P)*

**IHUM 4B:** 5 units, *Spr (Weiner, A)*

**IHUM 5A,B. Worlds of Islam: Global History and Muslim Societies**—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, J; Rodrigue, A; Hanretta, S; Crews, R)*

**IHUM 5B:** 5 units, *Spr (Rodrigue, A; Hanretta, S; Crews, R; Satia, P)*

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

**IHUM 6A:** 5 units, Win (Proctor, R)

**IHUM 6B:** 5 units, Spr (Proctor, R)

### INTRODUCTORY LECTURES

**HISTORY 31. Science, Technology, and Art: The Worlds of Leonardo**—(Same as STS 125/225.) 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, P)

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

5 units, Aut (Chang, G)

**HISTORY 62. Introduction to African American History**—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, Malcom X, Alice Walker, and Bell Hooks. Focus may vary each year. GER:EC-AmerCul

5 units, not given this year (Carson, C)

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

5 units, Spr (Frank, Z)

**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. GER:DB-SocSci, EC-GlobalCom

5 units, Spr (Miller, L)

### STANFORD INTRODUCTORY SEMINARS

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

**HISTORY 20N. Russia in the Early Modern European Imagination**—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, N)

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

4 units, Aut (Stansky, P)

**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, D)

**HISTORY 33N. The French Revolution**—Stanford Introductory Seminar. Preference to freshmen. The political culture of the pre-Revolutionary period. The course of the Revolution from the 1789 Declaration of the Rights of Man and of the Citizen through the 1793 Reign of Terror. Efforts to found a democratic order, and the political dynamic that led from the proclamation of liberty to the exercise of despotism in its name. The political culture of the Revolution in terms of relationships among language, political action, and violence. Its significance for modern history.

5 units, Win (Baker, K)

**HISTORY 33Q. Shakespeare's London: The Politics and Culture of Growth**—Stanford Introductory Seminar. Preference to sophomores. Shakespeare's London: The Politics and Culture of Growth

5 units, Win (Seaver, P)

**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, Win (Robinson, P)

**HISTORY 37N. The Second World War as Experience and Memory**—Stanford Introductory Seminar. Preference to freshmen. The impact of WW II on soldiers and civilians as recorded in memoirs, letters, and novels.

5 units, Aut (Sheehan, J)

**HISTORY 38N. The Body**—Stanford Introductory Seminar. Preference to freshmen. Cultural and social meanings of the body. How medicine, media, law, and culture construct changing ideals of the body. How to apply historical and feminist analyses to understand change and the difference that gender makes in the social and cultural construction of the body. Emphasis is on shifting historical ideals for female and male bodies, and the changing importance of body image in popular culture. Readings include girls' diaries, women's sports, masculinity in the media, sexual violence, and performing the body. GER:DB-Hum, EC-Gender

5 units, Spr (Freedman, E)

**HISTORY 44N. The History of Women and Gender in Science, Medicine, and Engineering**—Stanford Introductory Seminar. Preference to freshmen. 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, L)

**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. GER:DB-Hum

3 units, Win (Samoff, J)

**HISTORY 62N. The Atomic Bomb in Policy and History**—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, Spr (Bernstein, B)

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

4-5 units, Aut (Mancall, M)

**HISTORY 92N. Comparative Colonialism**—Stanford Introductory Seminar. Preference to freshmen. The history of colonialism including the age of exploration, high imperialism, and decolonization. Focus is on encounters between colonizers and colonized in Asia, Africa, and Latin America. Topics include: early exploration and missionary activity; role of science, cartography, and medicine; processes of assimilation and discrimination; impact of exploitation and development; resistance and collaboration; relationship between colonial men and indigenous women; and decolonization and legacies of colonialism. GER:DB-Hum, EC-GlobalCom

5 units, Aut (Uchida, J)

#### COGNATE COURSES

**CLASSGEN 20N. Mapping the Mediterranean**

4-5 units, Aut (Parker, G)

**CLASSHIS 22N. Ancient and Modern Slavery**

3-5 units, Spr (Scheidt, W)

**EDUC 94Q. Catastrophe as Curriculum: Teaching and Representing the Holocaust**—(S,Dial)

1-2 units, Spr (Wineburg, S)

#### 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 22S. Pogroms: Ethnic Violence in Eastern Europe**—What causes ethnic riots? Why did attempts to overthrow the Tsarist government lead to outbursts of antisemitic violence? The history of anti-Jewish violence in E. Europe, 1648-1945. Topics include the development of urban pogroms, antisemitism, Western perceptions, historical memory, Jewish responses, and the origins of Zionism. Memoirs, essays, short stories, and poems as historical sources.

5 units, Win (Koss, A)

**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, Spr (Chapin, E)

**HISTORY 33S. Resistance in Hitler's Europe: History, Memory, Gender**—What resistance entailed in Nazi-occupied Europe? What prompted some to resist while others accommodated the occupiers? What were the consequences of women's mass participation in underground activities and guerilla warfare? Europe's resistance movements and their postwar memorialization. Emphasis is on France, and S. and E. Europe. Sources include memoirs, diaries, speeches, newspaper articles, resistance circulars, propaganda, photographs, and film.

5 units, Win (Batinic, J)

**HISTORY 36S. Representations of Violence in Europe, 1914-1962**—How does war affect art and art affect war? How visual art, literature, and music function as observer or participant, critic or supporter, propaganda or resistance in conflicts from WW I to wars of decolonization. What genres and media reveal about politics, society, culture, ideas, and gender in war? Sources include fiction, memoirs, poetry, film, paintings, posters, and music. Artists include Wilfred Owen, George Orwell, Pablo Picasso, Dmitri Shostakovich, and Primo Levi.

5 units, Spr (Vanderpool, D)

**HISTORY 37S. Alcohol, Drugs, and Sex in the British and French Empires, 1823 to the Present**—The history of bodily pleasure in European empires. Why Europeans often linked their colonies with sensuality and excess and what this reveals about European cultures and societies. Sources include journals, novels, Parliamentary papers, official colonial legislative documents, paintings, films, and French hip-hop music, which feature alcohol, drugs, and non-Victorian sexual encounters.

5 units, Win (Zientek, A)

**HISTORY 40S. Dinosaurs, Sea Serpents, and Abominable Snowmen: Unknown Animals in Modern History**—What determines the certainty that dinosaurs once existed while lake monsters do not, and who determines this certainty? Focus is on case studies, including mastodons, sea serpents, the mountain gorilla, the Loch Ness monster, the yeti, and the Flores hobbit people. How studying these controversies helps historians to understand wider social and cultural patterns, and how people's perceptions of the animals are affected by historical circumstances.

5 units, Aut (Roberts, P)

**HISTORY 42S. Climate Science in the 20th Century: A History**—The scientific and political history of climate change from its 19th-century scientific origins to its 21st-century political complexities. Why, despite consensus among the scientific community that human activities are causing global warming, few measures have been taken to confront the problem. What enables climate change contrarians to keep the climate debate open?

5 units, Spr (Howe, J)

**HISTORY 52S. The Ku Klux Klan and the Anti-Coolie League: Racist Movements in 19th-Century America**—Anti-Black and anti-Chinese movements in the South and West. Why these movements arose; who participated; and how they affected the lives of Blacks and Chinese. Topics include racial anxieties, sexual fears, labor competition, legal and extra-legal violence, and unexpected intersections between the movements. Sources such as historical documents including congressional hearings transcripts, literature, political cartoons, newspapers, and court documents.  
*5 units, Spr (Lew, E)*

**HISTORY 53S. What Went Down on the Farm: Stanford Campus as a Laboratory for Environmental History**—Environmental history is made from earth and trees, maps and dreams, plans and problems, and a world made and a world that might have been. The 8,400-acre Stanford campus and surrounding community from foothills to bay as laboratory, archives and venue for hands-on techniques to uncover the past, understand the present, and think about the future anywhere. Sources include archaeology, ecology, University business files, letters, photographs, trees, buildings, and the land.  
*5 units, Win (Christensen, J)*

**HISTORY 71S. Gender and Slavery in the Americas**—How 18th- and 19th-century African slavery differed across the Americas and between men and women. How geographic location and gender norms impacted occupational classification, kinship networks, cultural expression, and acts of rebellion. Variation among the slave systems of N. America, the Caribbean, and Brazil. Gendered analysis.  
*5 units, Spr (Zimmerman, K)*

**HISTORY 86S. The Jews of Islam in Modern Times**—Jewish communities of N. Africa, the Middle East, and S.E. Europe. Topics include culture, language, and identity, and their encounter with empire, westernization, and nationalism. Sources include memoirs, diaries, films, travelogues, press, correspondence, and contemporary histories.  
*5 units, Aut (Danon, D)*

**HISTORY 92S. Lives of the Samurai**—The evolution of a military society in Japan. Focus is on the social institutions necessary to field a premodern army. Tactics and strategy, tools of warfare, social organization, status of women, and supporting economy. Interpretation of paintings, artifacts, maps, and translated excerpts from epic poems and legal documents. GER:DB-Hum  
*5 units, Aut (Goldsmith, B)*

**HISTORY 93S. Silk Road or Great Wall: Early Imperial China in Eurasia**—Interactions between ancient Chinese empires and their neighboring peoples since the establishment of the first Chinese empire in 221 B.C.E. to the 9th century C.E. Themes include the imperial ideology of world order, imperial expansion and defense, diplomacy, transcontinental trade along the Silk Road, and the introduction of foreign religions such as Buddhism. Readings in English.  
*5 units, Win (Hsieh, M)*

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

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

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

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

**HISTORY 107. Introduction to Feminist Studies**—(Same as FEMST 101.) How gender inequality is created and perpetuated, and how feminist theory and movements respond to gender inequality. Topics: theories of inequality; history of feminism; international and multicultural perspectives on feminism; women's work, health, and sexuality; creativity; spirituality; and movements for social change. GER:DB-SocSci, EC-Gender  
*5 units, Aut (Freedman, E)*

**HISTORY 201. Public Service and History**—Gateway course for the History and Public Service interdisciplinary track. How public service and the study of history are connected. Opportunities available to students in applying history to public service. Theory and practice of public service.  
*5 units, Win (Camarillo, A)*

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

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

**HISTORY 204E. Origins of Totalitarianism**—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

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

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

5 units, Aut (Weiner, A)

**HISTORY 205. Historical Geography: Maps in the Early Modern World**—(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, not given this year (Wigen, K)

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

5 units, Win (Klein, H)

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

5 units, Spr (Lewis, M)

**HISTORY 207. Biography and History**—(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, not given this year (Zipperstein, S)

**HISTORY 208. Private Lives, Public Stories: Autobiography in Women's History**—Changing contexts of women's lives and how women's actions have shaped and responded to those contexts. GER:DB-Hum, EC-Gender

5 units, not given this year (Lougee Chappell, C)

**HISTORY 209. Identify Yourself: Practices of Individual and Collective Identification in the Modern World**—Transnational perspective. Changes in how modern states register the individual and collective identities of their people. Censuses, passports, national ID cards, and other demographic technologies as deployed by modern states to emancipatory ends such as political representation, and coercive end such as taxation, surveillance, and state-sanctioned genocide.

5 units, Win (Mullaney, T)

#### COGNATE COURSES

**CLASSHIS 150. Ancient Greece in the Modern West: History, Politics, and Classics**

3-5 units, Aut (Ceserani, G)

**POLISCI 130A. History of Political Thought I**—(Same as CLASSHIS 133/333, POLISCI 330A.)

5 units, Win (Staff)

**POLISCI 130B. History of Political Thought II: Early Modern Political Thought, 1500-1700**—(Same as POLISCI 330B.)

5 units, not given this year

**POLISCI 130C. History of Political Thought III: Freedom, Reason, and Power**—(Same as POLISCI 330C.)

5 units, Spr (Stone, P)

#### EUROPE SURVEY

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

5 units, Aut (Buc, P)

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

5 units, not given this year

**HISTORY 110C. Introduction to Modern Europe**—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

5 units, Aut (Daughton, J)

#### ANCIENT AND MEDIEVAL EUROPE

**HISTORY 117. Crescent or Cross? Christianity and Islam in the Medieval Mediterranean**—GER:DB-Hum

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

**HISTORY 212. Holy Wars: Medieval Perspectives**—(Same as 312.) Cultural and societal factors at play in Christian holy war from Late Antiquity to the Early Modern Era. Topics include: the Crusades and their meanings; armed struggle against heresy; and the wars of religion. Prerequisite: consent of instructor

5 units, Spr (Buc, P)

**HISTORY 216. Medieval Antisemitism**—(Same as 316.) The religions based on the New Testament, by virtue of having an old to which to refer the new, entertain a complicated relationship with Judaism. Focus is on the relationship of Christianity to Judaism and Jews under Christian rule during the formative medieval centuries. The formation of anti-Semitism as a factor both in this interaction and the self-identity of Christian communities. The connections between medieval anti-Semitism and modern forms of racism. GER:DB-SocSci

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

**HISTORY 217B. Spain in the Middle Ages: Islam, Judaism, and Christianity in Coexistence and Conflict**—(Same as 317B.) The history of the Iberian peninsula from the Visigothic rulers of the 6th century to the unification of Castile and Aragon under the Catholic Monarchs in the 15th. The dynamics of Christianity-Muslim-Jewish interrelations. Topics include identity and cultural definition, religious violence, tolerance and intolerance, political structures, and gender and sexuality.

5 units, Win (Staff)

#### COGNATE COURSES

**CLASSGEN 102. The River Nile: Ancient Representations of the River**

4-5 units, Win (Parker, G)

**CLASSGEN 105. The Ends of the Earth, Ancient and Modern**

4-5 units, Win (Ceserani, G)

**CLASSHIS 60. The Romans**

3-5 units, Win (Scheidel, W)

**CLASSHIS 102. Roman History I: The Republic**

3-5 units, not given this year

**CLASSHIS 103. Roman History II: The Empire***3-5 units, not given this year***CLASSHIS 105. History and Culture of Ancient Egypt***3-5 units, Spr (Manning, J)***CLASSHIS 210. The Remaking of Classics***4-5 units, Win (Ceserani, G; Scheidel, W)***RELIGST 123. Judaism in Late Antiquity***4 units, not given this year***EASTERN EUROPE, RUSSIA, AND EURASIA**

See also 20N, 22S, and 204G.

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

*4-5 units, not given this year*

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

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

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

*5 units, Aut (Patenaude, B)*

**HISTORY 122. Aristocracies and Absolutism: Early Modern Eastern Europe, 1400-1800**—The societies and culture of E. Europe (Belarusia, Bohemia, Hungary, Poland, Ukraine) in the late medieval and early modern periods. The conflict of aristocratic parliamentary governments with absolutist states (Austria-Hungary, Prussia, Russia). E. Europe's development is contrasted to the Russian historical experience. GER:DB-SocSci

*5 units, Aut (Kollmann, N)*

**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. GER:DB-SocSci, EC-GlobalCom

*5 units, Win (Jolluck, K)*

**HISTORY 126. History of the Balkans, 1804 to the Present**—Topics include: the central role of nationalism in shaping relations among Balkan peoples and with foreign powers; struggles for independence from Ottoman and Habsburg imperial rule, culminating in the Balkan Wars of 1912-13; WWI; interwar fascist movements; the civil war between collaboration and resistance movements and genocide during WW II; communist period; and post-communist transition. Focus is on war, emphasizing war against

civilians through ethnic cleansing and genocide, and women in warfare. Sources include historical and imaginative literature and film.

*5 units, Spr (Knezevic, J)*

**HISTORY 220G. Demons, Witches, and Priests: Religion and Popular Culture in Russia**—(Same as 320G.) 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 (Kollmann, J)*

**HISTORY 221A. Men, Women, and Power in Early Modern Russia, 1500-1800**—Social values, gender relations, and social change in an era of rapid change; challenges to established norms by new constructions of deviance (witchcraft, religious reform, and revolt) and standards of civility; encounters with non-Russians and the construction of national consciousness. Social values as political ethos: patrimonial autocracy and the reality of female rule in the late 17th and 18th century. GER:DB-Hum, EC-Gender, WIM

*5 units, Win (Kollmann, N)*

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

*5 units, Aut (Jolluck, K)*

**HISTORY 221C. Love, Marriage, and Family in Early Modern Europe and Russia**—Family structures, marriage customs, and the place of love in life and marriage in the early modern period. Sources include W. Europe (France, England, Germany, Italy), central Europe (Poland) and Russia, providing for sharp contrasts in the status of women, the nature of marriage, and emergence of private life. Readings include historical monographs and primary sources including dowry agreements, litigations, Reformation tracts, and memoirs. GER:DB-Hum, EC-Gender

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

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

*5 units, Spr (Jolluck, K)*

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

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

**HISTORY 223. Art and Ideas in 19th-Century Russia**—(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, not given this year (Crews, R)*

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

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

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

5 units, Aut (*Crews, R*)

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

5 units, Spr (*Weiner, A; Crews, R*)

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

5 units, Aut (*Knezevic, J*)

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

5 units, Win (*Knezevic, J*)

**HISTORY 226H. Nationalism in the Habsburg Empire, 1848-1918**—(Same as 326H.) Was nationalism responsible for the demise of the Habsburg Empire? Works on nationalism by Benedict Anderson, Miroslav Hroch, Ernst Gellner, and Rogers Brubaker. The genesis and growth of national movements in the Empire, especially the Czechs, Hungarians, Romanians, and South Slavs, and the challenges they posed to Habsburg rule. Effects of national movements on German minorities and Jews. How the Habsburg monarchy adapted to preserve itself in the face of the nationalist challenge.

5 units, Spr (*Knezevic, J*)

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

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

**HISTORY 228. Circles of Hell: Poland in World War II**—(Same as 328.) The experience and representation of Poland's wartime history from the Nazi-Soviet Pact of 1939 to the aftermath of Yalta in 1945. Nazi and Soviet ideology and practice regarding the Poles and the ways Poles responded, resisted, and survived. The self-characterization of Poles as innocent victims, and their involvement or complicity in the Holocaust, thus engaging in a current debate in Polish society. GER:DB-SocSci

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

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

5 units, Win (*Jolluck, K*)

## EARLY MODERN AND MODERN EUROPE

See also 30N, 31S, 32N, 33N, 33Q, 33S, 36S, 37N, 37S, and 203A.

**HISTORY 133A. Yorkist and Tudor England**—English society and state from the Wars of the Roses to the death of Elizabeth. Political, social, and cultural upheavals of the Tudor period and the changes wrought by the Reformation. The establishment of the Tudor monarchy; destruction of the Catholic church; rise of Puritanism; and 16th-century social and economic changes. GER:DB-Hum

5 units, Aut (*Como, D*)

**HISTORY 133B. Revolutionary England: The Stuart Age**—From the accession of King James I in 1603 to the death of Queen Anne in 1714: a brutal civil war, the execution of one anointed king, and the deposition of another. Topics include the causes and consequences of the English Revolution, the origins of Anglo-American democratic thought, the rise and decline of Puritanism, and the emergence of England as an economic and colonial power. GER:DB-Hum

5 units, not given this year (*Como, D*)

**HISTORY 135. History of European Law, Medieval to Contemporary**—(Same as HISTORY 335.) From the fall of the Roman Empire to the establishment of the EU. How law changed over time. Sources and nature of law, organization of legal systems, and relationships between law and society, law and lawmaker, law and the legal professions.

5 units, Win (*Herzog, T*)

**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, not given this year (*Robinson, P*)

**HISTORY 136B. European Thought and Culture in the 20th Century**—European thinkers and intellectual movements from Freud to Foucault. GER:DB-Hum

5 units, Spr (*Robinson, P*)

**HISTORY 136D. European Intellectual History: Culture and Society, 1750-1860**—The principal intellectual and cultural movements of the Enlightenment, Romantic, and liberal-bourgeois periods in Western European society. The interplay of political and economic thought, literature and art, and philosophy and social critique in the shaping of the modern concepts of individualism, the state, artistic expression, and social order. Authors include Voltaire, Rousseau, Stendhal, Kant, Goethe, Hegel, Marx, Mill, and Flaubert.

5 units, Aut (*Oberle, E*)

**HISTORY 137. The Holocaust**—The emergence of modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 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, Win (Staff)

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

5 units, Win (Satia, P)

**HISTORY 213D. British Cultural History, 1851-1951**—Colloquium. How Britain redefined itself as a nation and empire during a century that began with a promise of plenty, saw the growth of mass consumption, and ended in an age of austerity. Material, literary, and visual culture; gender; violence; crime; consumption; and the transformations of total war. GER:DB-Hum

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

**HISTORY 232F. The Scientific Revolution**—What do people know and how do they know it? What counts as scientific knowledge? In the 16th and 17th centuries, understanding the nature of knowledge engaged the attention of individuals and institutions including Copernicus, Galileo, Descartes and Newton, the early Royal Society, and less well-known contemporaries. The new meanings in this period of observing, collecting, experimenting, and philosophizing and the ramifications in relationship to the political, religious, and cultural events of early modern Europe. GER:DB-Hum

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

**HISTORY 232G. When Worlds Collide: The Trial of Galileo**—(Same as 332G.) Gateway course for History of Science and Medicine track. The 1633 condemnation by the Catholic Church of Galileo for believing the sun to be the center of the universe, and its 1992 admission that Galileo was right. What do these events reveal about the relationship between science and religion? Why has the Galileo affair been one of the most discussed episodes in Italian history and the history of science? Documents from Galileo's life and trial and related literature on Renaissance Italy. Historians' interpretations of the trial in relation to its documentation. GER:DB-Hum, WIM

5 units, Spr (Findlen, P)

**HISTORY 233C. Two British Revolutions**—(Same as 333C.) Current scholarship on Britain, 1640-1700, focusing on political and religious history. Topics include: causes and consequences of the English civil war and revolution; rise and fall of revolutionary Puritanism; the Restoration; popular politics in the late 17th century; changing contours of religious life; the crisis leading to the Glorious Revolution; and the new order that emerged after the deposing of James II.

5 units, Win (Como, D)

**HISTORY 233F. Political Thought in Early Modern Britain**—1500 to 1700. Theorists include Hobbes, Locke, Harrington, the Levellers, and lesser known writers and schools. Foundational ideas and problems underlying modern British and American political thought and life. GER:DB-Hum

5 units, Spr (Como, D)

**HISTORY 234. Paris and Politics, 1600-2006**—The emergence of the modern city of lights. Paris as a mirror of French politics: top down, capital to country, center to periphery, noble to bourgeois to people. Sources include maps, art, music, essays, and memoirs.

5 units, not given this year (Lougee Chappell, C)

**HISTORY 236. The Ethics of Imperialism**—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. GER:DB-Hum

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

**HISTORY 236E. Cultures of Violence in Twentieth-Century Europe**—(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, not given this year (Daughton, J)

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

5 units, Spr (Satia, P)

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

5 units, Aut (Stansky, P)

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

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

#### COGNATE COURSES

**ECON 115. European Economic History**

5 units, Win (Chaudhary, L)

**RELIGST 126. Protestant Reformation**

4 units, not given this year

**RELIGST 141. Martin Luther**

5 units, not given this year

#### HISTORY OF SCIENCE AND TECHNOLOGY

**HISTORY 141. Minds and Worlds from Aristotle to Newton to Einstein**—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

5 units, Spr (Riskin, J)

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

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

**HISTORY 243G. Tobacco and Health in World History**—(Same as 343G.) GER:DB-SocSci  
5 units, Aut (Proctor, R)

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

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

**HISTORY 244L. Theory and Practice of Feminism in Science**—(Same as 344L.) The history of women's participation in science and women as objects of scientific research. Gender in the culture of the sciences, and how feminism has changed science theory and practice. GER:DB-SocSci  
5 units, not given this year (Schiebinger, L)

#### COGNATE COURSES

**CLASSGEN 16. Eureka! Archimedes and His Science**  
3-5 units, Win (Netz, R)

**CLASSGEN 133. Invention of Science**  
3-5 units, Aut (Netz, R)

**CLASSGEN 213. The Poetics of Ancient Science**  
3-5 units, Aut (Netz, R)

**CLASSHIS 131. Science and Technology in Ancient Egyptian Society**—(Same as STS 120.)  
3-4 units, Spr (Manning, J)

#### AFRICA

See also 48Q.

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

**HISTORY 145B. Africa in the 20th Century**—The challenges facing Africans from when the continent fell under colonial rule until independence. Case studies of colonialism and its impact on African men and women drawn from West, Central, and Southern Africa. Novels, plays, polemics, and autobiographies written by Africans. GER:DB-SocSci, EC-GlobalCom, WIM  
5 units, Spr (Roberts, R)

**HISTORY 245E. Health and Society in Africa**—The history of disease, therapeutic and diagnostic systems, and the definition of health in precolonial, colonial, and postcolonial Africa. The social and political histories of specific epidemics, including sleeping sickness, influenza, TB, mental illness, and AIDS. The colonial contexts of epidemics and the social consequences of disease. GER:DB-SocSci, EC-GlobalCom  
5 units, not given this year (Roberts, R)

**HISTORY 245G. Law and Colonialism in Africa**—(Same as 348D.) Law in colonial Africa provides an opportunity to examine the meanings of social, cultural, and economic change in the anthropological, legal, and historical approaches. Court cases are a new frontier for the social history of Africa. Topics: meanings of conflicts over marriage, divorce, inheritance, property, and authority. GER:DB-SocSci, WIM  
4-5 units, Win (Roberts, R)

**HISTORY 247S. Intellectual and Cultural History in Modern Africa**—(Same as 447A.) GER:DB-SocSci, EC-GlobalCom  
4-5 units, not given this year (Hanretta, S)

**HISTORY 248. Islam in Africa**—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  
4-5 units, not given this year (Hanretta, S)

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

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

#### UNITED STATES SURVEY

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

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

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

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

## THE UNITED STATES

See also 38N, 52S, 62N, 107, and 201.

**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, Malcom X, Alice Walker, and bell hooks. Focus may vary each year. GER:DB-Hum, EC-AmerCul

5 units, Win (Carson, C; Bobo, L)

**HISTORY 153. American Environmental History From Pre-Columbian America to Today's World**—Changes in the American landscape, human-caused and natural. The development of ideas of nature and wilderness, and the history of U.S. environmental awareness and activism. Different ways Americans have interacted with their landscapes and environments.

5 units, Aut (Brock, E)

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

5 units, not given this year (Winterer, C)

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

4-5 units, Win (Bernstein, B)

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

5 units, not given this year (Freedman, E)

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

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

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

4-5 units, Aut (Carson, C)

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

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

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

5 units, not given this year (Bernstein, B)

**HISTORY 252G. Environmental History of Urban America**—(Same as 352G.) The American city's roots in nature; how environment, ideas of nature, and cities have shaped each other. Topics include: early reactions to urbanization and industrialization; relationships between cities and hinterlands; creation of parks and suburbs; challenges posed by pollution, public health, and environmental justice; and consequences of contemporary urban sprawl. GER:DB-Hum

5 units, Aut (Rawson, M)

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

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

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

5 units, Aut (Carson, C)

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

5 units, Win (Chang, G)

**HISTORY 257. The Politics and Ethics of Modern Science and Technology**—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, not given this year (Bernstein, B)

**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, Spr (Freedman, E)

**HISTORY 259A,B. Poverty and Homelessness in America**—Student internship with the Emergency Housing Consortium, the primary agency providing shelter for homeless people in Santa Clara and San Mateo counties. Prerequisite: interview with instructor. GER:DB-SocSci

A: 5 units, B: 3 units, not given this year (Camarillo, A)

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

5 units, Spr (Camarillo, A)

**HISTORY 264. California History**—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, not given this year (Camarillo, A)

**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, not given this year (Chang, G)

**HISTORY 267E. The Suburban West**—(Same as 367F.) How and why the Western U.S. suburbanized after WW II. The political, technological, cultural, and environmental effects of this transformation. Topics include the role of the Cold War defense complex, construction of the highway system and the rise of automobile culture, water and land use policy, architecture and planning of suburbs, and the effect of suburbanization on national politics. GER:DB-SocSci

5 units, not given this year (O'Mara, M)

**HISTORY 267F. Cities in the North American West, 1840-1940**—Political, social, economic, and environmental forces shaping development of the major metropolitan areas of the Rocky Mountain and Pacific from Mexican pueblos to Gold Rush boomtowns to shipping capitals and military metropolises. Comparison with cities in other regions of the U.S. Topics include immigration and migration patterns, local politics, architecture and city planning, urban infrastructure, and relationships to the natural environment. GER:DB-SocSci

4-5 units, not given this year (O'Mara, M)

**HISTORY 268. The Other Wests**—GER:DB-Hum

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

**HISTORY 268D. The American West in Fiction and Film**—(Same as 368D.) The American West as an enduring myth that continues to shape American identity today. The evolution of the imagined West through classic fiction and film that helped to create and popularize the myth. Topics include: the significance of the frontier; the western hero; the landscape of the West; and the construction of gender and race.

5 units, Aut (Rawson, M)

**HISTORY 268E. Politics and Politicians in the American West**—(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, not given this year (O'Mara, M)

**HISTORY 268F. U.S. National Parks: History, Policy, and Context**

4 units, Win (Kennedy, R)

**HISTORY 269G. History of the Native American West**—From pre-contact to the present. The diversity of native communities, their histories prior to contact, and their economic and cultural exchanges with newcomers. Challenges and questions associated with researching and writing ethnohistory. Topics include the impact of disease, the fur trade, intermarriage, violence, urban migrations, museum displays, the American Indian Movement, and contemporary issues confronting native peoples.

4-5 units, Win (Wadewitz, L)

**HISTORY 269H. Burgers, Fries, and Fruit Pies: How the West Fed America**—Types of foods produced in the West and related social, economic, cultural, and environmental issues. Changing production processes and the workforces involved, work conditions, trade issues, and the evolution of regulatory controls. Cattle ranching, meat packing, agriculture, fishing, and fish farms.

4-5 units, Spr (Wadewitz, L)

**HISTORY 276G. Demographic History of the U.S.**—(Same as 376G.) From the pre-Colombian period to the present. Trends in fertility, mortality, migration, marriage, family, and racial and ethnic composition. Urbanization, suburbanization, and internal and international migration. The influence of class, race, gender, and ethnicity. GER:DB-SocSci

5 units, not given this year (Klein, H)

#### COGNATE COURSES

**AMSTUD 114Q. Visions of the 1960s**

5 units, Aut (Gillam, R)

**AMSTUD 160. Perspectives on American Identity**

5 units, Win (Gilliam, R)

**AMSTUD 203A. Children in American History**

5 units, Spr (Horn, M)

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

5 units, Aut (Gillam, R)

**ECON 116. American Economic History**

5 units, Spr (Wright, G)

**ECON 226. U.S. Economic History**

2-5 units, not given this year

**EDUC 165. History of Higher Education in the U.S.**—(Same as EDUC 265.)

3-4 units, Win (Williamson, J)

**EDUC 201. History of Education in the United States**

3-4 units, Win (Williamson, J)

**EDUC 201B. Education for Liberation**

3-4 units, Aut (Williamson, J)

**EDUC 301B. Theoretical Debates in the History of Education**

3-4 units, Aut (Williamson, J)

**FEMST 140J. Lesbian, Gay, Bisexual, and Transgender History in the United States, 1945-2000**

4-5 units, Spr (Rivers, D)

**FEMST 244. History of Women and Medicine in the United States**

5 units, Aut (Horn, M)

#### LATIN AMERICA

See also 70 and 71S.

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

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

**HISTORY 273A. The Comparative Histories of the Hispanic Caribbean**—(Same as 373A.) Cuba, the Dominican Republic, and Puerto Rico from the colonial period through the present. Social, economic, political, cultural, and demographic transformations in comparative perspective.  
*5 units, Aut (Staff)*

**HISTORY 275. Slavery in the Americas**—(Same as 375.) Recent research and debate on the economy and demography of slavery, and the nature of slave life and culture. Focus is on Brazil, Cuba, and the U.S. in the 19th century. Readings from principal scholars in the field.  
*5 units, Aut (Staff)*

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

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

**HISTORY 277F. Marranos, Conversos, and Crypto-Jews in Latin America, 16th-20th Centuries**—(Same as 377F.) Sources include cases brought before the Spanish and Portuguese inquisitions in the Old and New World from the 16th-18th centuries, and results of field work conducted in contemporary Brazil among present-day Marranos. Marranism and the emergence of modernity in the West. The roles of history in anthropology and anthropology in history.  
*5 units, Win (Staff)*

**HISTORY 277H. Political Citizenship and the Formation of the Latin American Republics**—(Same as 377H.) Construction of public opinion; development of public spheres; debates on education, ethnicity, and taxation; and the figure of the citizen in arms and role of militias in the polity. Comparisons with other areas of the world.  
*5 units, Spr (Staff)*

**HISTORY 278. Problems of Governance and Economic Growth in Mexico: From the Aztecs to NAFTA**—Political and economic institutions of Mexico. Emphasis is on the origins and economic consequences of authoritarianism. GER:DB-SocSci  
*5 units, not given this year (Haber, S)*

**HISTORY 278A. Logic of Authoritarian Government**—(Same as 378A, POLISCI 346S.) If authoritarianism is less economically efficient than democracy, and if authoritarianism is a less stable form of political organization than democracy, then why are there more authoritarian governments than democracies? To address this paradox, focus is on theoretical and empirical literature on authoritarian governments, and related literatures on the microeconomic analysis of property rights and credible commitments.  
*5 units, Win (Haber, S)*

**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  
*5 units, not given this year (Frank, Z)*

## MIDDLE EAST

See also 224A and IHUM 5A,B.

**HISTORY 181B. The Middle East in the 20th Century**—Formerly 187B.) The history of the Middle East since WW I, focusing on the eastern Arab world, Egypt, the Fertile Crescent, and the Arabian Peninsula (the *mashrîq*), with some attention to Turkey, Iran, and Israel. GER:DB-SocSci, EC-GlobalCom  
*5 units, Spr (Weiss, M)*

**HISTORY 181C. Social and Cultural History of Modern Shi'ism**—The influence of Shi'ism in colonial and postcolonial Middle Eastern countries such as Iran, Iraq, Lebanon, and Saudi Arabia. Survey of Islamic history and the doctrinal differences among Muslim sects.  
*5 units, Win (Staff)*

**HISTORY 281. Economic and Social History of the Modern Middle East**—(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. GER:DB-SocSci  
*4-5 units, not given this year (Beinin, J)*

**HISTORY 284G. Crisis, Reform, and Statebuilding in the 19th-Century Ottoman Empire**—Central moments and processes. Established views of the sick man of Europe, and recent studies of how 18th-century crises did not lead to terminal decline but to reforms that strengthened key realms of Ottoman state and society and paved the way for post-WW I changes in emerging Middle Eastern and Balkans states. Sources include historical monographs, primary sources, and historical fiction.  
*5 units, Aut (Downes, B)*

## JEWISH HISTORY

See also 22S, 86S, 137, 229, and 277F.

**HISTORY 185B. Jews in the Modern World**—Possible themes: the restructuring of Jewish existence during the Enlightenment and legal emancipation at the end of the 18th century in W. Europe, the transformation of Jewish life in E. Europe under the authoritarian Russian regime, colonialism in the Sephardic world, new ideologies (Reform Judaism and Jewish nationalisms), the persistence and renewal of 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, S)*

**HISTORY 285E. Tradition in Crisis: Orthodox Judaism in Modern Times**—(Same as 385E.) The recent resurgence of Orthodoxy, once thought to be a dying trend in Judaism. How Orthodoxy developed new ways to meet the challenge of modern times. Mid-18th century to the present.  
*5 units, Aut (Staff)*

**HISTORY 286. Jews and Muslims**—(Same as 386.) The history of Jewish communities in the lands of Islam and their relations with the surrounding Muslim populations from the time of Muhammad to the 20th century. Topics: the place of Jews in Muslim societies, Jewish communal life, variation in the experience of communities in different Muslim lands, the impact of the West in the Modern period, the rise of nationalisms, and the end of Jewish life in Muslim countries. GER:DB-Hum  
*5 units, not given this year (Rodrigue, A)*

**HISTORY 287E. The Transformation of Central European Jewry: Germany and Austria-Hungary, 1700-1880**—(Same as 387E.) The history of the Jews of the Habsburg Empire who constituted the second largest Jewish community in Europe in the modern era. Topics include: Habsburg Jewish modernization that distinguished it from its neighbors to the west such as Germany and France and to the east such as the Russian Empire; political, social, and cultural problems; court Jews; the enlightened absolutism of Joseph II; unique aspects of Habsburg Haskala, Reform, and Orthodoxy; the revolutions of 1848; religious schisms; the economic rise of Habsburg Jewry; and the metropolitan Jewries of Vienna and Budapest.

*5 units, Aut (Staff)*

#### COGNATE COURSES

**RELIGST 264. Hasidism and Modernity**

*4 units, Win (Staff)*

#### ASIA

See also 92A,B, 92S, and 93S.

**HISTORY 191. East Asia in the Early Buddhist Age**—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, Win (Lewis, ME)*

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

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

**HISTORY 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

*5 units, not given this year (Wigen, K)*

**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, not given this year*

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

*5 units, Win (Staff)*

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

*5 units, Win (Lewis, ME)*

**HISTORY 198. The History of Chinese Modernity**—Major historical transformations in 20th-century China. Key temporal, spatial, and categorical concepts through which historical agents in China framed their actions and imbued them with meaning including nationhood, citizenship, gender, ethnicity, and revolution.

*5 units, Aut (Mullaney, T)*

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

*5 units, Spr (Mullaney, T)*

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

*5 units, not given this year (Wigen, K)*

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

*5 units, Spr (Staff)*

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

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

**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. GER:DB-Hum, EC-GlobalCom

*5 units, not given this year*

**HISTORY 295J. Chinese Women's History**—(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, not given this year (Sommer, M)

**HISTORY 297E. Meiji Japan**—(Same as 397E.) Foundations of modern Japan. Transformations in the 19th century and their consequences at the beginning of the 20th century. The Meiji Restoration; founding of the state; economy; modernization as westernization; rendering of traditions; the role of the imperial institution; popular rebellions; transformations of the samurai class and consciousness; religious movements; political dissent and repressions; gender; social problems; autobiographies; the births of cultural, historical consciousness, and modern sciences; Sino-Japanese and Russo-Japanese wars, and imperialist transformations in the late Meiji. Primary and secondary source material.

5 units, Win (Staff)

**HISTORY 298A. Modernizing Women in Japan**—(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

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

### INDIVIDUAL WORK

**HISTORY 299A,B,C. Senior Research**—WIM

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

**HISTORY 299H. Junior Honors Colloquium**

5 units, Win (Winterer, C)

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

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

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

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

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

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

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

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

### GRADUATE

Graduate History courses are listed in the following subsection order:

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

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

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

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

Early Modern and Modern Europe: 330-339

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

Africa: 345-349, 445-449

United States: 351-369, 451-469

Latin America: 370-379, 470-479

Middle East: 380-384, 480-484

Jewish History: 385-389, 485-489

Asia: 390-398, 490-498

Individual Study: 399, 499

### REQUIRED COLLOQUIA, WORKSHOPS, SEMINARS

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

5 units, Aut (Baker, K)

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

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

### INTERNATIONAL, GLOBAL, AND THEMATIC

See also 399A.

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

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

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

5 units, Win (Klein, H)

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

5 units, Win (Holloway, D)

**HISTORY 307A. Legal History Workshop**—(Same as LAW 372.) Faculty and students from the Law School and the History Department discuss research in the field of legal history. Guest speakers. Secondary literature relevant to the speaker's research.

5 units, Win (Herzog, T; Kessler, A)

**HISTORY 307E. Origins of Totalitarianism**—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.

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

**HISTORY 308. Biography and History**—(Same as 207.)

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

**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, Z)

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

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

### ANCIENT AND MEDIEVAL EUROPE

**HISTORY 311. Homer and Greek Religion**—(Same as CLASSGEN 216.) The relationship between poetic representation and archaeological record; development of polis ideology; ritual, topography, and language as religious expressions; and the meaning of religion as a cultural category.

4-5 units, Aut (Martin, R; Morris, I)

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

5 units, Spr (Buc, P)

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

4-5 units, Aut (Buc, P)

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

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

**HISTORY 317B. Spain in the Middle Ages: Islam, Judaism, and Christianity in Coexistence and Conflict**—(Same as 217B.)

5 units, Win (Staff)

**HISTORY 414A. Medieval History**

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

**HISTORY 414B. Medieval History**

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

**EASTERN EUROPE, RUSSIA, AND EURASIA**

**HISTORY 320G. Demons, Witches, and Priests: Religion and Popular Culture in Russia**—(Same as 220G.)

5 units, Aut (Kollmann, J)

**HISTORY 321A. Early Modern Russian Historiography**

5 units, Aut (Kollmann, N)

**HISTORY 321B. Imperial Russian Historiography**

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

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

5 units, Win (Weiner, A)

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

5 units, Spr (Jolluck, K)

**HISTORY 322. Topics in Early Modern Russian History**

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

**HISTORY 323. Art and Ideas in 19th-Century Russia**—(Same as 223.)

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

**HISTORY 323B. Research Methodologies in Early Modern Russian History**

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

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

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

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

5 units, Spr (Weiner, A; Crews, R)

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

5 units, Win (Knezevic, J)

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

5 units, Spr (Knezevic, J)

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

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

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

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

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

5 units, Win (Jolluck, K)

**HISTORY 421A. Early Modern Russia**

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

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

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

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

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

**HISTORY 425A,B. Graduate Research Seminar: Modern Eastern Europe**—May be repeated for credit.

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

**EARLY MODERN AND MODERN EUROPE**

See also 303A, 307A, and 387E.

**HISTORY 330. Core Colloquium on Early Modern Europe: Europe and the Other**—How Europeans treated those considered different during the medieval and the early modern period, inside and outside Europe. Religious heretics, peasants, women, Jews, and the inhabitants and authorities of foreign lands in the Old and Worlds. Goal is to link the construction of otherness to the formation of Europe.

5 units, Aut (Herzog, T)

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

4-5 units, Aut (Daughton, J)

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

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

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

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

**HISTORY 332A. Power, Art, and Knowledge in Renaissance Italy**—What were the defining features of the society that produced the idea and art of the Renaissance? The world of Leonardo, Machiavelli, and Michelangelo. The intersections of history, politics, art, and literature in the 15th and 16th centuries. The relationship between the Renaissance and the Reformation.

5 units, Win (Findlen, P)

**HISTORY 332F. The Scientific Revolution**—(Same as 2132F.)

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

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

5 units, Spr (Findlen, P)

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

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

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

5 units, Win (Como, D)

**HISTORY 334. Enlightenment Seminar**—(Same as HUMNTIES 324.)

The Enlightenment as a philosophical, literary, and political movement. Themes include the origins and limits of knowledge and moral sentiment, the basis of citizenship, social engagement and political legitimacy, and relationships among religion, secularism, and the natural sciences. May be repeated for credit.

3-5 units, Aut (Riskin, J)

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

5 units, Win (Herzog, T)

**HISTORY 335F. Europe and the Colonial Experience**

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

**HISTORY 336. Modern France**

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

**HISTORY 336E. Cultures of Violence in Twentieth-Century Europe**—(Same as 236E.)

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

**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, not given this year (*Satia, P*)

**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.

5 units, Aut (*Satia, P*)

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

5 units, Spr (*Satia, P*)

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

5 units, not given this year (*Satia, P*)

**HISTORY 430. Graduate Research Seminar: Early Modern Europe**

4-5 units, Spr (*Findlen, P*)

**HISTORY 432A. Graduate Research Seminar: The French Revolution**

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

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

4-5 units, Win, Spr (*Sheehan, J*)

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

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

**HISTORY 435. Digital Encyclopedia**—(Same as FRENGEN 345.) *The Encyclopédie of Diderot and d'Alembert* as a monument of the Enlightenment that is rarely read or studied. Its social and political history. The online, digitized version of the *Encyclopédie*, its complex network of entries and ideas, and new research possibilities in the humanities made available by digitization.

5 units, Spr (*Baker, K*)

**HISTORY 438. European History Workshop**— All European history graduate students in residence register for this weekly workshop, at which dissertation chapters and prospectuses, papers, and grant proposals by students and faculty are read and discussed.

1 unit, Spr (*Robinson, P*)

## HISTORY OF SCIENCE AND TECHNOLOGY

See also 332F and 334.

**HISTORY 341G. History of the Senses**—(Same as 241G, STS 134, STS 234.)

5 units, Spr (*Riskin, J*)

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

5 units, Aut (*Proctor, R*)

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

5 units, not given this year (*Schiebinger, L*)

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

5 units, not given this year (*Proctor, R*)

**HISTORY 444C. The History of the Body in Science, Medicine, and Culture**—(Same as 244C.)

5 units, Spr (*Schiebinger, L*)

## AFRICA

**HISTORY 345A. Core Colloquium: Precolonial Africa**

4-5 units, Aut (*Roberts, R*)

**HISTORY 345B. Core Colloquium African History: The Colonial Period**

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

**HISTORY 347E. Health and Society in Africa**—(Same as 245E.)

5 units, not given this year (*Roberts, R*)

**HISTORY 348. Islam in Africa**—(Same as 248.)

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

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

4-5 units, Win (*Roberts, R*)

**HISTORY 349. History without Documents**—(Same as 249.)

5 units, Spr (*Hanretta, S*)

**HISTORY 445A,B. Research Seminar in African History**— Primary sources such as government records and missionary archives. Students present work in progress. Prerequisite: consent of instructor.

4-5 units, not given this year

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

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

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

5 units, A: Win, B: Spr (*Roberts, R*)

## THE UNITED STATES

**HISTORY 347. The Politics and Ethics of Modern Science and Technology**— The WW II decision to build and use the atomic bomb. The controversy over the H-bomb. The Oppenheimer loyalty-security case and the relationship of scientist to the state. Medical experimentation on humans and pitfalls of technology. Relations among science, technology, and university.

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

**HISTORY 352. Creating the American Republic**—(Same as 251.)

5 units, not given this year (*Rakove, J*)

**HISTORY 352B. History of American Law**—(Same as LAW 318.) From the colonial period to the present. Topics include: slavery and race relations; the evolution of criminal justice and correctional systems; the growth of the legal profession; and the role of the legal system in the development of the economy. The relationship between developments in law and in the larger society. Undergraduates by consent of instructor.

5 units, Win (*Friedman, L*)

**HISTORY 352G. Environmental History of Urban America**—(Same as 252G.)

5 units, Aut (*Rawson, M*)

**HISTORY 353A. Special Topics in American History: Comparative Colonialism, North and South America**— Comparative methodologies in the study of history. May be repeated for credit.

5 units, Aut (*Herzog, T; Winterer, C*)

**HISTORY 353B. Special Topics in American History: Gender, Race, and Sexuality**— Historical writing about intersections of gender, race, and sexuality from late 18th to mid-20th century. Topics include the social construction of masculinities, racialization of sexual violence and disease, symbolic role of gender during the Cold War, and emergence of categories of identity such as homosexuality and transexuality. May be repeated for credit.

5 units, Win (*Freedman, E*)

**HISTORY 353C. Special Topics in American History: U.S. Foreign Policy from the Atlantic Charter to the Neocons**— May be repeated for credit.

5 units, Spr (*Bernstein, B*)

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

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

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

5 units, Win (Chang, G)

**HISTORY 358. History of Sexuality in the U.S.**—(Formerly 265A; same as 258.)

5 units, Spr (Freedman, E)

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

5 units, not given this year (Chang, G)

**HISTORY 367F. The Suburban West**—(Same as 267E.)

5 units, not given this year (O'Mara, M)

**HISTORY 367G. Politics and Politicians in the American West**—(Same as 268E.)

5 units, not given this year (O'Mara, M)

**HISTORY 368D. The American West in Fiction and Film**—(Same as 268D.)

5 units, Aut (Rawson, M)

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

5 units, not given this year (Klein, H)

**HISTORY 452A,B. U.S. Cultural and Intellectual History: 1750-1900**—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, not given this year (Winterer, C)

**HISTORY 455A,B. The Pacific World**—Graduate research seminar. Focus is on movements across borders. Students produce a scholarly essay or dissertation chapter of publishable quality.

4-5 units, not given this year

**HISTORY 457A,B. American Wests: Studies in Culture and the Environment**

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

**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, Win (Chang, G)

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

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

**HISTORY 463A,B. Race, Ethnicity, and Class in the 20th Century**

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

## LATIN AMERICA

See also 309E.

**HISTORY 373A. The Comparative Histories of the Hispanic Caribbean**—(Same as 273A.)

5 units, Aut (Staff)

**HISTORY 375. Slavery in the Americas**—(Same as 275.)

5 units, Aut (Staff)

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

5 units, Win (Klein, H)

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

5 units, Win (Frank, Z)

**HISTORY 377F. Marranos, Conversos, and Crypto-Jews in Latin America, 16th-20th Centuries**—(Same as 277F.)

5 units, Win (Staff)

**HISTORY 377H. Political Citizenship and the Formation of the Latin American Republics**—(Same as 277H.)

5 units, Spr (Staff)

**HISTORY 378A. Logic of Authoritarian Government**—(Same as 278A.)

5 units, Win (Haber, S)

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

5 units, Win (Haber, S)

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

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

## MIDDLE EAST

**HISTORY 381. Economic and Social History of the Modern Middle East**—(Same as 281.)

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

**HISTORY 383. The New Global Economy, Oil, and Islamic Movements in the Middle East**—The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market combined with case studies of Egypt, Iraq, and Palestine.

5 units, Win (Beinin)

**HISTORY 481. Research Seminar on the Modern Middle East**

3-5 units, not given this year (Beinin, J)

**HISTORY 484. Ottoman/Turkish History**

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

## JEWISH HISTORY

See also 329 and 377F.

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

4-5 units, Aut (Rodrigue, A)

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

4-5 units, Win (Zipperstein, S)

**HISTORY 385E. Tradition in Crisis: Orthodox Judaism in Modern Times**—(Same as 285E.)

5 units, Aut (Staff)

**HISTORY 386. Jews and Muslims**—(Same as 286.)

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

**HISTORY 387. Research Methods in Jewish Studies**—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, not given this year

**HISTORY 387E. The Transformation of Central European Jewry: Germany and Austria-Hungary, 1700-1880**—(Same as 287E.)

5 units, Aut (Staff)

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

4-5 units, Spr (Zipperstein, S)

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

5 units, Win (Mullaney, T)

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

5 units, Spr (Mullaney, T)

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

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

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

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

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

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

5 units, Spr (Staff)

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

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

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

5 units, Spr (Staff)

**HISTORY 397E. Meiji Japan**—(Same as 297E.)

5 units, Win (Staff)

**HISTORY 398A. Modernizing Women in Japan**—(Same as 298A.)

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

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

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

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

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

**HISTORY 492B. Proseminar on Research in Early China: Origins of Technical Medicine in the Han Dynasty**—How medicine as a technical, text-based art monopolized by specialists was established under the Han Dynasty in competition with practices aimed at nourishing life and securing longevity.

4-5 units, Spr (Lewis, ME)

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

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

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

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

**HISTORY 496A. Research Seminar in Modern China: Shanghai through Visual and Textual Records**—The use of historical sources such as guide books, photographs, maps, novels, and movies from the Republican era to examine Shanghai. Issues of methodology, interpretation, and historical narrative. Primary sources in English and Chinese.

4-5 units, not given this year

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

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

**HISTORY 399W. Graduate Directed Reading**

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

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

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

**OVERSEAS STUDIES**

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

**BEIJING****HISTORY 194V. Discovering Modern Chinese History in Beijing**—(Same as OSPBEIJ 44.)

4 units, Spr (Zhao, D)

**HISTORY 198V. Wartime China: Chinese Nationalism and the Anti-Japanese War**—(Same as OSPBEIJ 45.)

5 units, Spr (Plum, M)

**BERLIN****HISTORY 105V. Industry, Technology, and Culture, 1780-1945**—(Same as STS 120V, OSPBER 105V.) GER:DB-Hum

4 units, Win (Neckenig, F)

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

4 units, Spr (Neckenig, F)

**FLORENCE****HISTORY 106V. Italy: From Agrarian to Postindustrial Society**—(Same as POLISCI 145P, OSPFLOR 106V.) GER:DB-SocSci

4 units, Aut (Mammarella, G)

**HISTORY 235V. The Cinema Goes to War: Fascism and World War II as Represented in Italian and European Cinema**—(Same as ARTHIST 160Y, COMM 53, ITALGEN 191F, OSPFLOR 49.)

5 units, Win (Campani, E)

**HISTORY 238V. The Americanization of Italy**—(Same as OSPFLOR 33.)

4 units, Win (Scarpellini, E)

**MOSCOW****HISTORY 122V. Introduction to 20th-Century Russian History: Patterns and Key Events**—(Same as OSPMOSC 65.)

5 units, Aut (Kozlov, V)

**OXFORD****HISTORY 112V. The Making of the English Nation, 400-1066**—(Same as OSPOXFRD 21.)

3 units, Win (Rowley, T)

**HISTORY 132V. British Architecture and the Renaissance: 1500-1850**—(Same as OSPOXFRD 15.)

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

**HISTORY 138V. The History of London**—(Same as OSPOXFRD 70.)

GER:DB-SocSci

*5 units, Spr (Tyack, G)*

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

*5 units, Spr (Darwin, J)*